



P. S. 175

HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS

2010 - 11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 05M175
ADDRESS: 175 WEST 134 STREET
TELEPHONE: 212-283-0426
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 175 **SCHOOL NAME:** Henry Highland Garnet School for Success

SCHOOL ADDRESS: 175 West 134 Street

SCHOOL TELEPHONE: 212-283-0426 **FAX:** 212-283-6319

SCHOOL CONTACT PERSON: Cheryl McClendon **EMAIL ADDRESS:** cmclendon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kim Caliman

PRINCIPAL: Cheryl McClendon

UFT CHAPTER LEADER: Leana Borges

PARENTS' ASSOCIATION PRESIDENT: Michelle Christian

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** 551

NETWORK LEADER: Margaret Struk

SUPERINTENDENT: Gale Reeves

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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.

Name	Position and Constituent Group Represented	Signature
Cheryl McClendon	*Principal or Designee	
Leana Borges	*UFT Chapter Chairperson or Designee	
Michelle Christian	*PA/PTA President or Designated Co-President	
Tiffany Person	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marie Hall	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kim Caliman	Member/UFT	
Schwana Ellman	Member/UFT	
Eula Guest	Member/Parent	
Latoria White	Member/Parent	
Linda Rosa	Member/Parent	
Shantella Cochrane	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

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.

PS 175 is a Title I elementary school serving three hundred ninety students in Pre-kindergarten through Grade 5.

Mission Statement of Henry Highland Garnet School for Success

The mission of the Henry Highland Garnet School for Success is to provide a high-quality differentiated educational experience that promotes self-discipline, motivation and excellence in learning in a safe, nurturing and supportive environment. As a learning community of educators, in partnership with parents and the community, we strive to develop within our students, the critical thinking skills necessary to become independent, successful learners and leaders in our multi-cultural global society.

Our student body is diverse, comprised of students from countries in West Africa, the Caribbean, Middle –Eastern countries, the Dominican Republic, Puerto Rico and Northern and Southern states of the US. The cultural diversity of the PS 175 community provides a rich context for not only our Social Studies curriculum but for enacting and teaching the principles of democracy upon which our country is founded. Our students learn about other countries, customs and practices through first-hand exposure. Teachers maximize this learning experience through on-going collaborative planning and adherence to the fundamental ideology of John Dewey, “Children learn best through doing.” We endeavor to employ an experiential approach to teaching in all subject areas. It is through this experiential approach, as well as the commitment of our teachers that we engage and motivate our students.

Our fourth and fifth grade classes are participating in the Reach the World Project. Reach the World is an organization that connects students and teachers in urban schools to authentic global expeditions as they are in progress. Students meet and communicate with world travelers, view artifacts, photographs and acquire first-hand information about the continents and countries visited. Reach the World brings enriching project-based learning experiences to our students. This year, teachers are utilizing 21st century technology to connect students with RTW travelers. Our students conduct real-time interviews with travelers in Italy, Spain and other countries across the world using Skype and a webcam. Student projects generated from this course of study include but are not limited to narration PowerPoint presentations, authentic student-created plays and videos, gallery exhibits and individual and group reports.

At PS 175 we strive to fortify critical-thinking skills and leadership skills as well as social-emotional well-being and collaboration skills. Every year our fourth grade students attend an overnight adventure retreat facilitated by RAMAPO for children. Our students practice cooperation and collaborative-problem solving as they work in teams to accomplish physical tasks such as rope-climbing. For the very first time, many of our students enjoy the adventure of camping out in the rural environs of Rhinebeck, New York. Students return filled with stories of adventure. Upon return, many of the students excitedly share things that they have learned about cooperation and helping each other. Throughout the year and thereafter teachers and students evaluate the lessons that were learned at Ramapo and conscientiously work to apply them within our school community and with their families at home.

Scientifically-based research supports the pedagogy of arts integration. The arts provide a vehicle through which higher order critical thinking skills can be developed. Furthermore an arts-integrated approach presents multiple entry points to learning for our heterogeneous student body. One of our goals is to enhance opportunities for our students to learn through the arts. This year through a grant funded by the National Endowment of the Arts we have entered into an exciting project, "Broadway Comes to Harlem", with the Artists Collective for Social Change, under the direction of Alexis Marnell. ACSC will lead an eight-month residency in which a talented team of

teaching artists, comprised of professional actors, choreographers, playwrights, graphic artists, designers and video-graphers, will work with our students to create an original musical. The multi-disciplinary project design is created from the New York State Standards. Through participation our students will experience purposeful engagement in the writing process as they conceptualize the storyline and write the script under the direction of a professional playwright. Students will engage in movement and dance under the direction of a professional choreographer. Students will engage in voice lessons and singing under the direction of a professional singer. Students will explore various art media to create masks and elements of the set design under the direction of a professional graphic artist. Students will work with a professional designer to create patterns for the costumes, as well as learn how to use a sewing machine. Mathematics skills will also be engaged as students measure for costumes. In addition, throughout the year, students will conduct fundraising events to support the project, and take leadership in all aspects of fundraising, including marketing the event, organizing the goods for sale, soliciting volunteers and collecting and tallying profits. The culminating event will be a full-scale musical which will be mounted for the school community and the general public in June.

In addition, our resident music program is inimitable. We have a fully functional keyboard lab. Students in grades K- 5 learn to play the keyboard within the Music and the Brain Program. Music and the Brain is a highly effective scientifically based program that positively impacts upon students' memory and information processing skills. In music class students learn to sing cultural and classic songs, as well.

Science is alive and well at PS 175 – literally. In kindergarten through fifth grade, our students are exploring natural phenomena using the FOSS/DSM Science Curriculum. They study soil, earth materials and earth processes; explore and cultivate plants; observe insects and other small animals as they learn about life cycles and ecosystems.

Supported by the avid and committed support of a PS 175 School Community volunteer, PS 175 has undertaken the revitalization of the Harlem Success Community Garden. This invaluable community resource is located directly across the street from the school. PS 175 families and faculty are working with members of the Harlem community and the Parks Department to convert this under-

utilized expansive plot into an urban farm where our students can learn how to cultivate fruits and vegetables. Once renovated, the lot will also provide a wonderful outdoor venue for science-based explorations and cultural events for our students, families and the community at-large.

The Everyday Math program engages students in exploration of fundamental mathematics concepts through the use of concrete manipulatives. Teachers teach critical thinking and problem-solving in every subject area. It is our mission to teach children how to think and prepare them with the knowledge to make positive choices. Through rigorous teacher inquiry in the area of mathematics and more effective implementation of the Everyday Math program our students made significant gains in mathematics last year.

Throughout grades K – 5 the Teachers College Reading and Writing Project Literacy Curriculum is implemented. Teachers, administrators and parents are supported through participation in literacy-focused conference days at Columbia University. This is Implementation Year 2. We experienced significant gains in student progress in ELA at the end of Implementation Year 1.

Technology experiences for our students are enhanced by a fully-equipped computer lab housing 17 new desktop computers, a laptop cart replete with 24 laptop computers, a bank of computers in every classroom, Smartboards in all upper-grade classrooms and several Smartboards accessible to lower grade teachers. Professional Development in the use of these tools is provided by the Technology Teacher.

At PS 175, the school day does not end at 3:00. In addition to a thirty seven and a half minute daily tutorial period, we will offer an extended day program which will prepare students for taking the NYS examinations in mathematics and English Language Arts. Our community partner, the New York City Mission Society also facilitates a well-rounded after-school program within our building. This year the after-school program is enhanced by the addition of America Reads and Counts tutors. In addition, a weekly after-school student book club is facilitated by volunteers from Harlem Hospital and the Writer's Collective, a community-based organization, will once again establish a student writing club that will be facilitated during the after-school program.

At PS 175 we know how important it is to provide our students with quality physical fitness programs. This is the third year that we are implementing the Mighty Milers Running for Fitness Program, a NYC Department of Health initiative. Students run early morning twice a week on a full track in our newly renovated schoolyard. The physical education teacher, our parent coordinator and a parent volunteer who is a former track coach, facilitate this program. Over the past two years several of our mighty milers have placed in city-wide competitions.

We are also taking an active stance against bullying within our school. In addition to the Ramapo experiences that we provide for our fourth graders, we are implementing a Celebrity Series Assembly Program which is focused on bullying. In October, thespians, Michael Kenneth Williams and Zeshan B'hatti spoke to our upper-grade students and parents in a motivational assembly and addressed students' issues around bullying. In December, guitarist Jim Mayer will bring his anti-bullying concert to PS 175. Anti-bullying Celebrity Assemblies will be held every other month.

Community partnerships are vital to our organization. Our partnership with the JCC of Manhattan provides our students with daily tutoring in reading fluency, decoding and comprehension utilizing the Great Leaps Fluency Program and Reading Recovery methodology. JCC volunteers work individually with struggling students as well as assist teachers daily within classrooms. Additionally we have a sizeable tutoring staff from Barnard College through the America Reads and Counts Program. We also partner with Learning Leaders for volunteering support.

PS 175 is a Fordham University Partnership Organization school. Fordham PSO supports us with on-going professional development for teachers, leadership support and collaborations around data-analysis. Student teachers from Fordham University and City College work within our classrooms to study effective teaching practices. Through the PENCIL foundation we have a valuable partnership with UPS. Other vital partners whose commitment and contributions positively impact our students are the Harlem Council of Elders and St. Aloysius.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Henry Highland Garnet School for Success				
District:	05	DBN #:	05M175	School BEDS Code:	310500010175

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	24	33		91.1	93.0	TBD		
Kindergarten	46	51	91						
Grade 1	49	42	63	Student Stability: % of Enrollment					
Grade 2	61	44	49	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	83	62	47		92.4	86.9	TBD		
Grade 4	64	79	63						
Grade 5	51	48	67	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		75.3	68.6	91.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	53	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	389	350	413		4	3	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	8	Principal Suspensions	9	39	TBD		
No. in Collaborative Team Teaching (CTT) Classes	12	12	11	Superintendent Suspensions	12	6	TBD		
Number all others	14	17	17						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	36	22	39	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	31	30
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	12	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	1	5
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.6	0.2	Percent more than two years teaching in this school	66.7	71.0	85.0
Black or African American	79.7	74.9	73.4	Percent more than five years teaching anywhere	36.7	48.4	90.0
Hispanic or Latino	16.7	19.1	20.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	2.6	2.4	Percent Masters Degree or higher	73.0	84.0	95.0
White	1.3	1.1	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	95.0	95.0
Multi-racial	-	-	-				
Male	47.8	49.4	47.7				
Female	52.2	50.6	52.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase</u> (√)		<u>Category</u> (Check ✓)		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	√			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (√)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	√				
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	4	4	4				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2009-2010	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	52.9	Quality Statement Scores:	√
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	6.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	36.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

√ – Made AYP Using Safe Harbor Target

SECTION IV: NEEDS ASSESSMENT

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/Teacher 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 your school's 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?

Comprehensive Educational Plan (CEP) 2009 - 2010

Section IV: Needs Assessment

Assessment Tools: Progress Reports {'08 – '09 & '09 – '10}, Quality Review Reports – Part 2: Overview {'08 – '09 & '09 – '10}

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

CATEGORY	2008-2009	2009-2010	Positive Increase (√)
Overall Grade	C	B	√
Overall Score	45.6	52.9	√
SCHOOL ENVIRONMENT	10 out of 15	6.5 out of 15	
Survey Scores			
Academic Expectations	8.0 (69.2%)	8.0 (45.0%)	
Communication	7.5 (73.1%)	7.6 (53.8%)	
Engagement	7.4 (72.4%)	7.8 (60.0)%	
Safety and Respect	8.3 (76.9%)	8.0 (45.05)	
Attendance	93.0% (57.7%)	91.7% (37.1%)	
STUDENT PERFORMANCE	13.6 out of 25	6.7 out of 25	
English Language Arts			
Percentage of Students at Proficiency (Level 3 or 4)	56.7% (49.3%)	35.1% (27.05)	
Median Student Proficiency (1.00 – 4.50)	3.07 (53.3%)	2.17 (29.9%)	
Mathematics			
Percentage of Students at Proficiency (Level 3 or 4)	79.6% (61.5%)	52.3% (28.5%)	
Median Student Proficiency (1.00 – 4.50)	3.46 (60.7%)	3.00 (32.1%)	
STUDENT PROGRESS	22 out of 60	36.4 out of 60	√
English Language Arts			

Percentage of Students Making at Least 1 Year of Progress	64.9 (62.8%)	68.5 (56.4%)	√
	(In School's Lowest 1/3 Students) 77.5 (49.8%)	(Median Growth Percentile for Schools lowest third) 77.0 (61.0%)	√
Mathematics			
Percentage of Students Making at Least 1 Year of Progress	46.3 (17.1%)	69.0 (60.5%)	√
	(In School's Lowest 1/3 Students) 44.4 (4.6%)	(Median Growth Percentile for Schools lowest third) 76.0 (68.0%)	√

(Relative to Peer Horizon)

SUMMARY

Student Performance Trends

Through rigorous and strategic implementation of the NYCDOE Accountability structures PS 175 students achieved remarkable gains in progress during the 2009 – 2010 school year. Our progress report grade increased from a C in 2008 – 2009 to a high B in 2009 - 2010. With an overall score of 52.9, PS 175 out-scored 64% of all elementary schools citywide on the NYCDOE Progress Report. This significant and real progress was made during a pivotal academic year in which New York State calibrated the performance levels for the NYS Exams, resulting in a decrease in student progress and student achievement throughout New York City schools. The high level of progress made by our students is attributable to several significant initiatives that were instituted as a result of consistent and focused school-wide data analysis, rigorous teacher/ administrative team collaborative inquiry, and prudent allocation of budgetary funding to support all academic initiatives.

The administration, the Principal's cabinet and school faculty engage in ongoing evaluation of all curricular and instructional programs, through data analysis. These analyses lead us to identify a need for curricula that engages our students and teachers in higher-order critical thinking. As a result, we adopted the Teachers College Reading and Writing Project Curriculum in the 2009/ 2010 school year. Supported by intensive professional development, our teachers continually strive to support our students in acquiring greater critical thinking skills in reading.

Consistent progress-monitoring, RTI implementation and well-planned instructional differentiation, yielded positive growth for our students with IEPs. 61.9% of our Special Education population scored within the 75th Growth percentile or higher in Mathematics. Additionally, 57.1% scored within the 75th Growth Percentile in ELA.

The Mathematics Inquiry teams and the English Language Arts Inquiry teams engaged trend analyses and closely scrutinized students' responses on formative and summative assessments. Teams of teachers analyze the NY State exams; studying the distractors, in order to understand the errors that students make and why they make them. With this information, teachers are better able to teach students to avoid distractors through close examination and critical thinking. Inquiry team members share findings and develop strategies that are turnkeyed during collaborative planning sessions. Teacher teams develop and adapt performance assessments to periodically progress monitor student proficiency in mathematics, English Language Arts and Science. Tier 1, Tier 2 and Tier 3 intervention strategies are planned and implemented systematically based upon the on-going analysis of multiple forms of data. Key populations of students receive tutorial services and/ or enrichment during the instructional day, during the 37.5 min period and during the after-school program. Our school received an A in Student Progress as a result of the intensive instructional support that we provide for our students. Focused collaborative inquiry has become an integral part of our professional culture.

Analysis of the 2009-2010 NYC School Survey reflects an increase in communication to families and school-wide engagement. We know that this family-school-community partnership is vital to our continued success.

Mathematics

Our school continues to be successful in Mathematics. We rank number one in our district.

The 2009 – 2010 progress report reflects 52.3 % of our students scored at or above grade level, which is 28.5% higher than our peer schools average and 10.3% higher than the city's average. 69% of our students scored at or above the median growth percentile in mathematics, indicating successful achievement of one year or more of academic progress as compared to only 46.3% achieving a year of

progress during the 2008-2009 academic year. This reflects a 22.7% increase in student progress in mathematics.

Administration and faculty engage in on-going progress-monitoring and data analysis in effort to consistently improve student achievement and student progress in mathematics. Close examination of the 2008 – 2009 item skills analysis in mathematics revealed a significant percentage of students in grade three made errors when adding two digit numbers that required regrouping. On the 2009 – 2010 exam, 75 percent of these same students made errors on the fourth grade exam when attempting to multiply a two digit number by a 1 digit number. The fundamental skills embedded in these problems; place value and regrouping, have been identified as focal skills for grades. The Mathematics Inquiry team will identify concrete manipulatives and games that will allow students additional exploration and practice in the place value and regrouping. Further inquiry into this deficit area leads us to analyze not only how place value is taught at the symbolic stage in third grade but also how development of this conceptual knowledge is supported in the early grades through guided explorations with concrete manipulatives.

School-wide analysis of data illuminated a need to extend Acuity Periodic Assessments to grades 1 and 2 to support instructional coherence across the grades. In November 2010, the Math Coach created customized performance assessments in Acuity covering EDM units 1 and 2 for first and second grade students. Data analysis has revealed the necessity for greater and more consistent use of concrete manipulatives in grades K – 2; extending this practice through the upper grades as it may be necessary for identified students to concretize abstract concepts.

Grade 3 focus skills are determined and prioritized based on the interpretation and analysis of the Instructionally Targeted Assessments administered in November 2010. Grades 4 & 5 focus skills are determined and prioritized based on the New York State Mathematics Item Analysis for 2009-2010.

They are as follows:

Grade 4

- Represent data using tables, bar graphs and pictographs
- Use a variety of strategies to add and subtract 3-digit numbers

- Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus)
- Develop strategies for selecting the appropriate computational and operational method in problem solving situations

Grade 5

- Understand, use and explain the associative property of multiplication
- Developing understanding of fractions
- Using a variety of strategies to multiply two-digit numbers by one digit numbers (regrouping)

All identified focus skills will be strategically re-taught to targeted populations through tier 1 and tier 2 intervention strategies with close progress-monitoring.

Mathematics Assessment-based initiatives and Supports

To ensure consistent school-wide progress in Mathematics, the following will continue:

- Ongoing professional development and support for pedagogues in the teaching and learning of Mathematics.
- Providing support across the grade levels (AIS) to increase proficiency in Number Sense and Operations.
- The identification of focus skills through data analysis and providing the opportunity to revisit concepts.
- Providing opportunities for student skills development and enrichment.
- Improving strategy building and problem solving capability.
- Supporting accountable talk in math workshop
- Monitoring progress to ensure that Everyday Math Assessments are administered, scored, and analyzed to determine next instructional steps for grade level, class level, and individualized intervention.
- Teachers will receive greater exposure and support in using data based systems (ARIS and ACUITY).

- Meetings are scheduled on a regular basis to analyze data and determine next steps as it relates to the grade, individual classes and individual students. Strong emphasis is placed on the grouping of students.
- Teachers are encouraged to conference with students on an ongoing basis to ensure that students are aware of their individual needs and goals in mathematics.
- Our Partnership Support Organization (PSO), Fordham University, will conduct bi-weekly visits in which they will facilitate learning walks to identify high quality instruction as well as potential areas of concern and provide recommendations for next steps. All school constituents will be consistently reminded of mathematics goals in order to guarantee that everyone is working towards achieving increased mathematics performance levels for all learners.

To ensure consistent school-wide progress in Mathematics, the following will be implemented:

- Math Buddies
- Math Family Game Night
- Math Parent Workshop
- Using the evolving state standards for writing to develop writing in mathematics, students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
- The Common Core State Standard (CCSS) – Reading Informational Text – Key Ideas and Details for Grades K - 5 will be implemented in mathematics through reading mathematical texts, students will build a foundation of knowledge in mathematics that will also give them the background to be better problem solvers.
- The Math Inquiry Team meets on a weekly basis to analyze data on Grades 3, 4 & 5. The team has identified the primary Math need of a small group (18 students). The team is researching and planning to implement researched based strategies to address the area of greatest need. The

future goal of the team is to extend the findings and strategies to the entire grade and to engage teachers across all constituencies into the inquiry based action research process.

English Language Arts

In the area of English Language Arts, due to re-calibration of the NYS Exam performance levels, 35.1 % of our tested students met or exceeded standards on the NYS ELA exam as compared to 56.7 % during the 2008 - 2009 academic year. Although this represents a 21.6% decrease, it was higher than the average city-wide decrease across all schools in this area. In spite of the change, PS 175 exceeded the city-wide average as well as their peer schools as reflected within the 2009 - 2010 Progress Report.

Close review of the 2009-2010 ELA Item Skills Analysis reflects a need for greater support in Writing Mechanics across all testing grades. Although writing mechanics instruction is imbedded in the writing workshop model, it is vital that teachers fortify student proficiency in this area with explicit instruction. Teachers will plan and implement explicit skills-based instruction in grammar, usage and mechanics during the daily skills period. Grade 3 teachers will use a piloted program, and grades 4 and 5 will use Grammar, Usage and Mechanics by Zaner-Bloser. Teachers will administer weekly progress-monitoring quizzes to track the progress of focal skills. Identified students will be grouped for re-teaching.

In addition, item skills analysis has illuminated the area of identifying details and main idea in informational text as an area in need of support across all grades. We have identified CCSS standard RI. 1, 2, and 3 as our key standard in order to give this area targeted focus and support throughout grades K – 2.

Foundations is implemented in grades K – 2 every day during the morning skills period. DIBELS beginning of year assessment identified a high percentage of K-2 students who scored in the Intensive range (at-risk). Focal skills are letter-sound fluency, initial sound fluency and nonsense word fluency. All at-risk students have been identified for 37.5 minute tutorial. There they will receive a “double dose” of Foundations instruction, targeting the deficit skill areas.

ELA Assessment-Based Initiatives and Supports

- School-wide implementation of the Teacher's College Reading and Writing Project Curriculum in Reading and Writing Workshop
- Continued extensive professional development of teachers, literacy coach and principal in the TCRWP curriculum. Lower and upper grade lab-site classrooms will be established. PD will take the form of on-going lab-site demonstrations, one to one conferences between the teacher and literacy coach or the teacher and the TCRWP staff developer; teachers will attend literacy conferences at Columbia University. A turn-key system has been established to bring all pertinent information and strategies back to staff.
- Systematic implementation of the Foundations phonics building program in grades K – 2
- Support and extensive professional development to K-2 teachers and Wilson level 1 teacher that supports lower grades in the Foundations Program strategies.
- The literacy coach will support grade meetings as well as identify key areas for individual teacher support
- Organize teacher and administrative teams to review quantitative and qualitative data in order to set short term interim goals and long term goals for students
- Literacy Coach will facilitate unit planning sessions to support the development of mini-lessons, teaching points and process charts that align with student needs
- Structure the use of rubrics to ensure that student work is rigorous and measured against grade appropriate performance standards
- Study Group forums will be facilitated by Literacy Coach to develop teacher understandings of literacy components
- Disaggregate data during grade meetings
- Use Progress Monitoring Tools for each class to help students monitor and articulate their learning goals and progress
- Monitor student portfolios to support students reflective practices and goal setting

- Administer and analyze Running Records during the 4 designated benchmark periods and more often where deemed necessary.
- Utilize the Narrative Writing Continuum to analyze student writing at 3 designated benchmark periods to support instructional planning for writing
- Teachers will plan and facilitate guided reading for flexible groups, designated by assessment and evaluation from reading conferences and teacher observation
- A skills period will be scheduled in which teachers will implement targeted direct instruction focusing on the reading comprehension strategies.
- Utilize the Item Skills Analysis from the NYS ELA Exam to support standards based skill enrichment sessions.
- Follow the AIS Protocol that includes *Tier 1* (teacher led in class support), *Tier 2* (pull out academic services by AIS Teacher) and *Tier 3*, if needed, (pull out academic services by AIS Teacher based on the IEP)
- Utilize Great Leaps for at risk students in Grades 3 – 5
- Provide The Wilson System for designated students
- Support vertical/horizontal staff articulation by hosting monthly forums for classroom teachers on varying grade levels to collaborate on performance standards and share instructional methods
- Ensure academic rigor and instructional coherence by supplying all teachers with pacing calendars, units of study and grade level resources for every content area
- Strategically organize Administrators and Literacy Coach to visit classes to model best practices and work with small groups
- Develop instructional support for Common Core State Standard (CCSS) – Reading Informational Text – Key Ideas and Details for Grades K - 5 to support students development in reading non-fiction and responding to higher order questions that require synthesis of multiple text and explicit explanations of text details; additionally, school-wide implementation of the evolving CCSS will be enhanced

Social Studies

Social Studies instruction for the 2010 – 2011 school year will reflect continued work in standards based student projects as well as integrated literacy components that will support students acquisition of skills and social studies content knowledge. The following initiatives will be in place to support the work.

- Teachers will allot the necessary time for student engagement in social studies within all grades; Pre-K through Grade 5 through curriculum integration
- Teachers will engage in professional development which will identify the core instructional components of the Social Studies curriculum.
- Connections between Social Studies and English Language Arts will be illuminated in order to support teachers' ability to integrate related performance standards
- Teachers will design writing task in social studies in order to develop students writing skills as it relates to reports, essays, responses to document-based questions and current events
- Teachers will collect and utilize qualitative data to tailor instruction to meet students' needs in Social Studies
- Teachers will develop rubrics based upon the Social Studies content standards which will accompany each unit of study. Students will access and utilize these rubrics for reference and guidance as they work on unit projects and writing assignments. This practice will establish *Clear Expectations* and facilitate *Fair and Credible Evaluation* of student work.
- Teachers will deepen their questioning techniques in alignment with Bloom's Taxonomy during daily instruction to promote critical thinking
- Social Studies lessons will include partnerships established in ELA to impact accountable talk that includes terms/vocabulary words from units of study
- Teachers will implement grade specific standards-based curriculum aligned with the pacing calendar and continuum of skills, to ensure on-going *Academic Rigor*.
- Teachers will conduct on-going progress monitoring by utilizing a targeted skills chart, rubrics, portfolio assignments, unit assessments and observations
- Teachers will facilitate strategy groups when needed to help students develop mastery of social studies skills
- Teachers will include more non-fiction/informational text in classroom libraries to help students strengthen content knowledge
- Students will be given significant access to Social Studies centers to provide more exposure to primary resources to heighten student engagement

- Social Studies word walls will be in place in every classroom
- Teachers in Grades K – 2 will provide project based learning opportunities aligned with standards and the continuum of skills contained in the scope and sequence
- Teachers in Grades 3 – 5 will provide project based instruction along with Houghton Mifflin Textbook resources complete with independent reading books and a primary resource center
- Students will have opportunities throughout the school year to apply their acquisition of social studies skills and content knowledge by engaging in school-wide curriculum projects, social action initiatives and community service.
- Students will engage in current events through cross curricular activities, discussions, writing assignments and presentations utilizing Time for Kids
- Develop instructional support for Common Core State Standard (CCSS)- Reading Informational Text-Key Ideas and Details .1 for Grades K – 5 to support students development in synthesizing and responding to non-fiction text

Science

The data used are from June 2010. The data reflect a higher percentage of students scored in Levels 3 and 4 in June 2010 than in May 2009 (82% in June 2010; 58% in May 2009). Therefore, 18% of our students scored at Level 1 and 2 (3% in Level 1; 15% in Level 2). The mean score for all the students tested increased by 8.6 points (from 67.4 in 2009 to 76 in 2010). The mean score for students with disabilities is 85 which is an improvement from last year. Students with disabilities showed the most improvement.

We continue to advocate the use of inquiry-based science instruction because it engages students in their own learning and fosters a deeper understanding of science content and processes. We will continue to use the science modules and kits suggested by the New York City K-8 Science Scope and Sequence. Research has shown children develop a better understanding of science content when they carry out their own inquiries and are engaged in hands-on active learning. The test data for the past few years show a correlation between students' science test scores and their scores on the ELA State Examination. Therefore, we will continue our efforts to link literacy to science. In all grades, K through 5, the class sets of Delta Science Readers and FOSS Science Stories (which are included in **TEMPLATE - MAY 2010**

each kit) will be used to assist in this effort. These books include many informational text passages. By using the suggestions provided in the FOSS/DSM teacher guides, teachers can help their students to improve their skills in recognizing the key details found in informational texts. This practice also will assist teachers in all grades in meeting the school-wide key reading standard for informational texts (RI.1) from the CCSS. We also will encourage the use of the new science classroom libraries provided with the kits to further aid our students in meeting the RI.1 standard. In grades 3 through 5, the use of science notebooks will remain an important component in the development of literacy skills and assessment of students' progress in science. Students will use their notebooks to record what they do during the various investigations they conduct in class. They also will write reflections on what they have learned. In addition, students will create their own "science" glossaries of the science terms they learn during these investigations. These indexed glossaries, will contain definitions generated by the students themselves and written in their science notebooks. We also will provide each child with a supplemental list of elementary level science vocabulary words. Students will continue to use the various science websites on the Internet for research purposes and to reinforce concepts introduced in classroom scientific investigations. We will use the Benchmark Assessments as well as the other formative and summative assessments incorporated in both the FOSS and DSM Science Modules for the collection of assessment data and for test preparation. For additional test preparation, we will continue to use retired Grade 4 Written Science Tests downloaded from the New York State Education website. Students also will be encouraged to use the BBC Science websites to review science concepts and skills. To facilitate the use of this website and other science websites, all working computers in each classroom and those in the school library will have a variety of science websites added to their "Favorites" menu by the science specialist. Science professional development is needed to promote student improvement in science. Although professional development is no longer offered by NYC, classroom teachers will be advised to visit the FOSSnyc website in order to view the professional development videos that have been created for each module. Those teachers who have attended FOSS training sessions will be asked to assist their colleagues in the implementation of the modules and kits. A science support person, in conjunction

with the administrative staff, will work with classroom teachers to increase their effectiveness in providing meaningful science instruction. All teachers will be advised to meet with the science support person regarding inquiry-based science instruction; the use of science classroom libraries; the use of the NYC K-8 Science Scope and Sequence and planning guides; how to provide differentiated instruction in science; how to use the assessment tools in the science curricula; and how to use the various science websites effectively, especially FOSSwebnyc. Teachers on each grade level will use at least one common preparatory period a month to discuss and plan for the effective implementation of the various science modules.

We will focus on curriculum integration in order to meet NYS Science Curriculum mandates and to incorporate the *Common Core State Standard (CCSS) – Reading Informational Text – Key Ideas and Details* in science instruction. Articulation periods or grade conferences will be designated for science instruction at least once a month. Weekly meetings with the science coordinator will be conducted to assist teachers with the science content. In all grades, three periods per week will be designated for teachers to engage students in scientific inquiry.

During the 2010-2011 academic year, all classroom teachers in kindergarten through fifth grade will lead their students through the units of study indicated on the New York City K-8 Science Scope and Sequence using the recommended FOSS and DSM Science Modules. Each science module, whether FOSS or DSM, encourages students to actively construct ideas; to think creatively and critically; and to develop their own understanding of scientific concepts through their own inquiries, investigations, and analyses.

Each classroom teacher will receive their own set science modules and a classroom library of trade books related to the units being studied in each grade. All classroom teachers will integrate literacy, math and writing skills in science activities to prepare students to meet proficiency levels on the in-class assessments incorporated into the FOSS curriculum. Students will be given opportunities

to interact with materials in their classrooms and will use these materials to construct their own conceptual understandings about the world around them. Students will make use of FOSS and DSM science modules; enrichment activities created by the science support person; and the Success Garden facility to help them explore various natural phenomena. They will engage in both long and short term investigations; some independent and some involving collaboration with their classmates. Research has shown that students learn and retain more when they share information with their peers.

All classroom teachers will be encouraged to participate in science professional development opportunities in New York City that are available throughout the school year (ESSA's Saturday Science Conference in November and SCONYC Conference in April, for example). Periodic meetings with the science support person will be conducted with all classroom teachers to facilitate implementation of the FOSS and DSM Science Modules.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. **By June 2011 there will be a 50% increase in the number of arts disciplines offered to our students and 50% more students will participate in arts-related seminars/ projects. Lesson plans, attendance sheets, student surveys. Data will be compiled and documented in the 2010-2011 Annual Arts Survey.**

2. **By June 2011, the lowest 1/3 performing students in ELA will meet targeted short term interim and long term goals with at least 75% accuracy. This will be measured by systematic progress-monitoring conducted by inquiry team members, coaches and classroom teachers.**

3. **By June 2011, 100% of the teaching staff will have participated in at least 20 hours of Core Curriculum State Standards professional development. Professional Development Attendance sheets will be monitored. Lesson Plans will be reviewed; tasks will be analyzed and instruction will be observed to monitor the school-wide integration of identified CCSS key standards.**

4. **By June 2011, all students in grades K-5 will show an increase of 20-25 percentage points from the initial assessment (November 2010) to the end of year assessment (June 2011). Progress will be monitored based through administrative review and school wide walk-throughs where expectations of the Mathematics Workshop are in place. Everyday Math benchmark progress reports will be given to families every 8-10 weeks. Based on the data, teachers will be able to articulate and properly address the needs of the class and individual students.**

5. **By June 2011, all parents will have received timely and specific (every 8 weeks) standardized feedback from all teachers regarding their child's academic progress. This will be measured and monitored by the administration. Feedback from parent surveys. Increasingly higher participation and scores on Parent Learning Environment Survey**

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the lowest 1/3 performing students in ELA will meet targeted short term interim and long term goals with at least 75% accuracy</p>
<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>	<p>.. All teachers are mandated to document short term interim goals on standard STIG form. This is a cyclical process that is regularly monitored. Through targeted small group work: Guided reading and individualized reading and writing conferences, tutorial sessions, Reading Recovery and Foundations sessions students will receive effective targeted support. Classroom teachers, SETTS, ESL Teacher, Instructional Coaches, administrators .</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL FSF, ARRA, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>This will be measured by systematic progress-monitoring conducted by inquiry team members, coaches and classroom teachers.</p>

Subject/Area (where relevant): CCSS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of the teaching staff will have participated in at least 20 hours of Core Curriculum State Standards professional development</p>
<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>	<p>As per SBO, there are four ½ days of CCSS/curriculum Professional Development scheduled. Teachers attend TCRWP CCSS conference days, Math Coach attends CCSS study group through Fordham PSO, There will be two full days of CCSS PD (Election Day and Bklyn/Queens Day) All PD sessions are steeped in CCSS. We will adopt a CCSS key standard to implement throughout the grades in all core curricular: RI.1.1,2,3, RI.2.1,2,3, RI.3.1,2,3, RI.4.1,2,3, RI.5.1,2,3</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL FSF, ARRA, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Professional Development Attendance sheets will be monitored. Lesson Plans will be reviewed; tasks will be analyzed and instruction will be observed to monitor the school-wide integration of identified CCSS key standards.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in grades K-5 will show an increase of 20-25 percentage points from the initial assessment (November 2010) to the end of year assessment (June 2011).</p>
<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>	<p>Teachers will receive support from the Instructional Coach relative to best instructional practices in Mathematics. The expansion of model classrooms will be encouraged to showcase an appropriate environment conducive to teaching and learning during the Mathematics Workshop. Teachers will receive ongoing support from the Instructional Coach and the Data Specialist in the collecting, interpreting, and analyzing of data sources to prioritize content strands and performance indicators in need of improvement. AIS staff will support students struggling in Mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL FSF, ARRA, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be monitored based through administrative review and school wide walk-throughs where expectations of the Mathematics Workshop are in place. Everyday Math benchmark progress reports will be given to families every 8-10 weeks. Based on the data, teachers will be able to articulate and properly address the needs of the class and individual students.</p>

Subject/Area (where relevant): School – Home Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all parents will have received timely and specific (every 8 weeks) standardized feedback from all teachers regarding their child’s academic progress. This will be measured and monitored by the administration.</p>
<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>	<p>TCRWP Assessment Pro Reading Progress letters will be mailed home every 8 weeks. EDM Math Curriculum Unit of Study letters will be sent home every 4 weeks. In addition, parents will be invited to visit each classroom once per month to view student work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL FSF, ARRA, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Feedback from parent surveys Increasingly higher participation and scores on Parent Learning Environment Survey</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	20		N/A	N/A	0	1		1
1	37		N/A	N/A	2			15
2	21		N/A	N/A	0			5
3	20	20	N/A	N/A	3			6
4	17	17	12	15	1		4	3
5	26	26	20	13	2		1	7
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA: Wilson Reading System Foundations LeapTrack Assessment and Instruction System</p>	<p>Research Based Multi- Sensory Interventions Programs: Wilson Reading System: Decoding, encoding and total word construction system Grades 3-5. Small group instruction (pull-out) 5 xs per week and 37 ½ min. tutorials. Foundations: Explicit systematic word study program designed to be used with existing literature based reading curriculum; Grades K-2. Instruction delivered in class for differentiation; 5xs per week. Response To Intervention: Foundations Double- Dose lessons, Grades K-2. Small group instruction or one-to one setting for students performing in the lowest 30th percentile. 37 ½ min. tutorial 4 xs per week; Grades 3-5. Push-in instruction (guided reading groups) 5x per week. LeapTrack: Reading System which accelerates student success via formative assessments and skill cards that address individual learning needs. Provides differentiated targeted instruction. (pull-out) Grades 2-5. Small group instruction. 5 xs per week, 37 ½ min. tutorials 3x per week.</p>
<p>Mathematics: Everyday Math LeapTrack Assessment and Instruction System</p>	<p>Everyday Math: Researched based options for readiness, enrichment, remediation and ELL support. Instruction is differentiated to meet the individual needs of students. Activities reinforce highlighted key concepts and skills in the lessons. Grades 3-5. Small groups and learning centers 5 xs per week. Math Coach support as needed (whole class instruction) K-2. Small group instruction, push-in. 5 xs per week. LeapTrack: Accelerate student success with formative assessments and skill cards that target specific skill to address individual learning needs. Provides differentiated targeted instruction. (pull- out) Grades 2-5. Small group instruction 3-5x per week. 37 ½ min. tutorial .2 -3xs per week. Math Afterschool Program</p>
<p>Science: Full Option Science System</p>	<p>FOSS: Inquiry-based Science methodology with built-in investigation assessments tools for support. Grades K-5. Whole class instruction. 3 xs per week.</p>
<p>Social Studies: Houghton Mifflin Social Studies</p>	<p>Houghton Mifflin Social Studies: Core extended lessons which strengthen comprehension and vocabulary while covering required state standards. Small groups for guided practice of social studies skills during school day 2xs per week</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The school guidance counselor provides counseling for students whose IEP's dictate mandated counseling, as well as for students referred to the Pupil Personnel Team (PPT) for at-risk counseling. The Guidance Counselor meets with the PPT as well as the Attendance Committee, both of which meet weekly to review outstanding cases and discuss incentives to support student performance and attendance. The Guidance Counselor coordinates middle school articulation for the 5th grade and leads large-group classroom sessions on mental-health-related issues.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist is the coordinator of the School-Based Support Team (SBST) which evaluates students based upon referral and recommends services for children with special needs. The School Psychologist also provides mandated counseling.</p>

At-risk Services Provided by the Social Worker:	The School Social Worker is a member of the School-Based Support Team (SBST) which evaluates students based upon referral and recommends services for children with special needs. The Social Worker also provides at-risk counseling.
At-risk Health-related Services:	The school nurse facilitates a six week asthma awareness Open Airways class once a week for upper grade asthmatic students.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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 (2010-2011) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program description

Type of Program: ___ Bilingual X ESL ___ both Number of LEP (ELL) Students served in 2010-2011: 37

(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

P.S 175 Manhattan, a Pre K- 5 school provides a Freestanding English as a Second language (ESL) program for its 37 ELLs who speak Spanish, French, Arabic, Wolof, Mandingo, Niger-Congo, Bambara, Malinke, Fulani and other African languages. Students whose parents opted for Freestanding ESL program receive pull-out services for all English language learners in the beginning, intermediate and advanced levels. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT scores. Beginning level students receive 2 units or 360 minutes of ESL a week, intermediate level students receive 2 units or 360 minutes of ESL a week and advanced level students receive one unit or 180 minutes of ESL a week which is consistent with CR part 154 units of ESL requirements.

For newcomers, parents are given a Home Language Information Survey (HLIS) to complete. A pedagogue conducts an informal interview for both parents and child in their home language. If it is determined that the child needs to be tested, the Language Assessment Battery- Revised (LAB-R) is administered. Students that score below proficiency on the LAB-R become eligible for state-mandated services for English language learners. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The school makes every effort to stay in close contact with ELL parents. The school provides parents of newly enrolled ELLs with information on the different ELL programs that are available. The school sends home the entitlement letter. In that letter, parents are informed that their child is entitled to receive services in one of the three programs (Transitional Bilingual, Dual Language, and Freestanding ESL and the parent orientation that they are going to attend. The school has 3 parent orientation sessions held in October and one to another as the need arises. The parents are shown the video/DVD provided by the New York City Department of Education, which explains all three New York City program models. After the video is viewed, the parents complete the Parent Survey and Program Selection forms. We then discuss the options available in this school with parents and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. Within the first ten days of admission, the child must be placed in a program as per parent's choice. We make a concerted effort to collect the Parent Survey and Selection Form at the end of the presentation. There are some parents who wish to have more time to consider their options. Those parents who do not return the forms are contacted and advised that their child will be placed in our ESL program. The more detailed instructional program for ELLs is articulated in the school's language allocation policy.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

ESL instruction is aligned to the NYS Learning Standards for English Language Arts and NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to limited English Proficient/English Language Learners and common core state standards. The classroom teacher uses ESL strategies to deliver academic content area instruction and provides additional support to our students. ESL instruction is provided by a fully

certified ESL teacher. Extended day program and Saturday Academies are held for grades 3, 4 and 5 for ELA, and math.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Most of our ELLs are active participants and members of varied clubs like sports, art and chorale. Our ELLs both in the lower and upper grades are active and engaged participants in both visual arts and chorale. We have Visual arts, Band and Chorale residencies that cater to all grades. We also have people from Project Arts who provide interesting, meaningful and creative art lessons to grades 3, 4 and 5 that include the English language learners. We have a chorus and band which are supervised and managed by our own great music teachers where some of our English language learners are members.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientation, homework help, leadership development, ESL and/or math/literacy.

P.S 175M recognizes the importance of parent/family/community involvement in the education of ELLs. The parent coordinator in collaboration with the administration and staff will reach out to the parents of the newly enrolled ELLs. Parent orientations are conducted for parents of newly enrolled ELLs to provide them with information about the programs that are offered in the school. Opportunities are made available for parents to ask questions regarding ELL services. Translators or interpreters are available for the parent orientations and meetings. Informational materials are also available in parents' home language. Parent conferences are conducted in the fall and in the spring to orient ELL parents regarding program requirements, instructional standards, assessments and expectations. Parents will have the opportunity to attend trainings and workshops every month throughout the academic year that can support their children's learning in various academic areas such as math, literacy, science and social studies. Parents are also encouraged to volunteer in the school to support their children. Parents are invited to participate in a literacy/math/computer workshop. This program will assist parents of ELLs in reading and math skills and learn to use the computer for research and assistance to their children at home. This year our school received a grant from Target, the school's parent coordinator with the collaboration of

the administration and staff use it for Family Literacy Night. The school has scheduled 3 family literacy nights where parents and children are involved. The school brings the family together for a night to read and have their children take some books home for them to keep and read them with their parents at their own leisure. The Family Literacy Nights are scheduled in December, February and April. The school has scheduled a Family Math Night in December and one in spring. The school invites parents to get involved in the math curriculum and learn some strategies on how to help their children with math. Assemblyman Keith Wright and the Frederick E. Samuels Community democratic Club have adopted our school's senior class 2010-2011. The parents' association and the school administration are collaboratively working with FESCDC. The school goals are to supplement the academic curriculum through the development of social ethics and character building and to support parental engagement. The program that the school and FESCDC created is the "Saturday Mentoring Program". Volunteers from different organizations such as Eastern Star, Mason, etc. meet with the fifth grade classes and their parents one Saturday per month to help on their academic needs. The club also coordinates trips to Albany and to local businesses for children and parents.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

N/A

IV. Staff Development (2010-2011) activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

The ESL teacher and classroom teachers have formal and informal meetings with the purpose of discussing the progress of the students specifically the English language learners as we prepare them to middle school. The teacher attends common prep meetings with the classroom teachers at least once or twice a month to collaborate with the instructional plan, approaches and methods being used and give updates of the ELL group. The school sends teachers to workshops related to ELLs at Fordham University as our network partner, Hunter College, New York University, Teacher's College and QTEL. There are 5 professional development sessions scheduled. Professional developments will be held beginning

November 9, 2010 and culminating on March 8, 2011. English as a Second Language (ESL) in the content areas with emphasis on academic reading and writing strategies will be the main core of this professional development component.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Our school is implementing Project CITE (Content Instruction through English) this school year 2010-2011. The school expects 30 English language learners to participate in this extended day program which are grouped into grades 1 and 2 ELL class and grades 3 and 4 ELL class across all proficiency levels, especially the ones who are at the beginning level. This extended day program which focuses academic content enhancement is implemented every Monday and Thursday for the grades 1 and 2 group and Tuesday and Wednesday for the grades 3 and 4 group. Two fully certified ESL teachers will provide instruction to these 30 ELLs. The program will use books and materials with built-in assessments for each topic or unit covered in the specific content area, such as math, science and social studies. The participating ELLs will be monitored in terms of knowledge gained by demonstrating their ESL proficiency both in verbal and written modes in explaining the processes in math and science activities for example using concepts and vocabulary words learned.

(A2) Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-11

School District: 05
 _____ Both _____

Type of Program: ESL Bilingual

School Building: P.S 175

(Complete this form for each school building with LEP students in grades K-6 during 2010-2011)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5	
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served
		Bil	ESL														
Arabic (ARB)										2		2					
African (AF)	1		1														
Bambara (BM)	1		1	1		1											
Chinese (CMN)				1		1											

Total Number of LEP students in grades K-6
Served
Identified in the Building in 2008-09 37

Total Number of LEP students in grades K-6
 in the Building in 2008-09 0

(Do not include long-term LEPs)
 Bilingual 37 ESL

Number of Teachers and Support Personnel for 2010-2011

School Building: P.S 175
District: 05

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
P. S 175	0	2	0	0	0	0	
TOTALS	0	2	0	0	0	0	Gran Tota

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

ESL Program Type: Freestanding Push-in Pull-out
Indicate Proficiency Level: Beginning Intermediate Advanced
School District: 05 School Building: P.S 175

Period	Time	Monday	Tuesday	Wednesday	Thursday	
0	From: 8:00 To: 8:30	Fundations ESL	Fundations ESL	Fundations ESL	Fundations ESL	
1	From: 8:30 To: 9:15	Readers Workshop ESL	Readers Workshop ESL	Readers Workshop ESL	Library	
2	From: 9:20 To: 10:05	Writers Workshop	Writers Workshop	Writers Workshop	Readers Workshop ESL	
3	From: 10:10 To: 10:55	Social studies	Gym	Science	Writers Workshop	S
4	From: 11:00 To: 11:50	L	U	N	C	
5	From: 11:55 To: 12:40	EDM Block	Science	EDM Block	Science	
6	From: 12:45 To: 1:30	Accelerated Math/Targeted Group Activities EDM Games	EDM Block	Accelerated Math/Targeted Group Activities/EDM Games ESL	EDM Block	Accele Group
7	From: 1:35 To: 2:20	Library	Accelerated Math/Targeted Group Activities/EDM Games	Music	Accelerated Math/Targeted Group Activities/EDM Games	

ESL Program Type: Freestanding Push-in Pull-out
Indicate Proficiency Level: Beginning Intermediate Advanced
School District: 05 School Building: P.S 175

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 To: 8:30	Math EDM	Math EDM	Literacy Skills	Literacy Skills	Mathematics Skills
1	From: 8:30 To: 9:15	Accelerated Math/Targeted Group Activities/ EDM Games	Accelerated Math/Targeted Group Activities/ EDM Games	Readers Workshop	Readers Workshop	EDM Block
2	From: 9:20 To: 10:05	Readers Workshop	Music	Writers Workshop	Writers Workshop	Accelerated Math/Targeted Group Activi
3	From: 10:10 To: 10:55	Writers Workshop ESL	Readers Workshop ESL	Science ESL	EDM Block ESL	Readers Workshop ESL

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.

Section III. Title III Budget

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-2011:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 1-4 **Number of Students to be served:** 30 LEP _____ Non-LEP

Number of Teachers 2 _____ **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

P.S 175 Manhattan, the Henry Highland Garnet School for Success is a PreK-5 school located at 175 West 134th Street, New York, NY. Our community has a diverse immigrant population from Africa, Dominican Republic, Puerto Rico and Southwest Asia countries. We have a total population of 381 students 37 of those are English language learners. With the 37 English language learners in our school, there are 21 who speak Spanish, 2 who speak Arabic, 1 who speaks Chinese, 2 who speak French and 11 who speak different African dialects such as Mandingo, Malinke, Bambara, Niger Congo and Foulani.

P.S 175 Manhattan offered Freestanding English as a Second Language (ESL) to our 37 English language learners from kinder to 5th grade.

Students in freestanding ESL programs receive all instruction in English. New York state regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) scores. The two recommended ESL instructional program models include self-contained ESL classes, and push-in teaching. The goals of the ESL program are to provide academic subject area instruction in English using ESL methodology and instructional strategies, incorporate ESL strategic instruction, assist students to achieve the state-designated level of proficiency for their grade and help each ELL meet or exceed New York State and City standards. In freestanding ESL programs, Language Arts is taught using ESL and ELA methodologies and content area instruction is in English using ESL strategies.

P.S 175 Manhattan follows the mandated number of instructional minutes according to the proficiency levels in the ESL program. We have 360 minutes per week for both beginning and intermediate levels and 180 minutes per week for the advanced level. Our school makes sure that our ELLs are being provided service with the right amount of minutes per week to their proficiency level. If students exhibit inadequate growth on reading assessments, they will receive additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade level proficiency in each reading essential component. Our English language learners are being provided with ESL services by our certified ESL teacher.

Title III After School Program:

P.S 175 Manhattan is implementing Project CITE (Content Instruction through English). The English language learners who will participate in this after school program will be grouped into two, grades 1 and 2 ELL class and grades 3 and 4 ELL class across all language proficiency levels, especially the ones in the beginning and intermediate levels. This after school program which focuses academic content enhancement will be implemented every Tuesday and Wednesday for the grades 1 and 2 group and for the grades 3 and 4 group. The program will begin at 3:00 pm and end at 4:30 pm. It will kick off on the 16th of November, 2010 and will culminate on the 24th of May, 2011.

Two licensed ESL teachers will service the program. The program will use Essential Skills for Reading Success and Essential skills for Math Success from Rally Education publishing company. These materials have built in assessments (diagnosis and assessment). The materials covered topics on different specific content areas such as science and social studies. The reading material has all the essential reading skills and the math material has all the essential math strands. Words Their Way will be used for phonemic awareness, spelling and vocabulary development.

Professional Development Program

There will be 8 study group sessions scheduled starting November 18, 2010. There will be 4 participants in this study group which comprises of classroom teachers from K-3. They will meet for 8 Thursdays, (November 18, 2010, December 2, 9, and 16, 2010, January 6, 13, 20, and 27, 2011) at 3:00 pm to 5:00 pm with their facilitator. The group will use the book, “Scaffolding Language Scaffolding Learning, Teaching Second Language Learners in the Mainstream Classroom” by Pauline Gibbons.

Information and strategies gathered from this study group will provide knowledge, understanding and practical support to these teachers who have English language learners and served as valuable educational tools which can be turn keyed to other staff as future resources in planning and implementing related activities.

Our school will also send our 2 ESL teachers to various workshops and professional developments to further enhance their teaching strategies to English language learners.

Description of Parent and Community Participation

P.S 175 Manhattan recognizes the importance of parent, family and community involvement in the education of ELLs. The parent coordinator, in collaboration with administration, school leadership team, school based support team, literacy coaches and the ESL/AIS staff, will outreach to the parents of the newly enrolled students. In September, January and May, parents will be invited to an orientation session on the state standards, assessments, school expectations and general program requirements for ESL. The parents will view an informative video about the ESL programs offered throughout New York City and then they will be given opportunity to select a program for their children. This information will be provided in their native language.

Parents will be trained in activities that can support their children’s learning through workshops in various academic areas such as math, literacy and science. Parents are also encouraged to volunteer in the school to support their children.

There will be 7 ESL adult class sessions held every Monday starting on December 13, 2010. This ESL adult class is primarily catered to parents with children who are English language learners. The main objective of this program is to help parents become proficient in English enabling them to participate fully in their children’s education. The program will start at 3:00 pm and will end at 5:00 pm. A licensed ESL teacher will handle the class.

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<u>\$ 7,011.93</u>	<p><i>1 licensed/ certified ESL teacher(per session)</i> <i>47 days x 1.5 hours/ day= 70.5 hours (2 days/week- Tuesday and Wednesday)</i></p> <p><i>1 licensed/certified ESL teacher (per session)</i> <i>47 days x 1.5 hours/day= 70.5 hours (2 days/week-Tuesday and Wednesday)</i></p> <p><u>\$1,591.36</u></p> <p><i>4 Teacher participants to the ESL/Content area focused group (per session)</i> <i>8 days x 1 hour /day= 8 hours/teacher participant</i> <i>= \$397.84/teacher participant</i></p> <p><u>\$397.84</u></p> <p><i>1 licensed /certified ESL staff developer (per session)</i> <i>8 days x 1 hours/day =8 hours (8 Thursdays from November through January 2010)</i></p> <p><u>\$696.22</u></p> <p><i>1 licensed/certified ESL teacher(per session)</i> <i>7 days x 2 hours/day= 14 hours(7 Mondays starting March 9 and culminating April 27, 2009)</i></p> <p><u>\$674.30</u></p> <p><i>1 licensed school secretary (per session)</i> <i>22 days x 1 hour/day= 22 hours x \$30.65 = \$674.30</i> <i>The payroll secretary is paid to handle the payroll for the staff who are working on the Title III program, call parents and sends information or notices to parents whose children are in this program</i></p>
Other	\$154.35	Refreshment for parent workshops
Supplies and materials	\$3,716.00	<p><i>Essential Skill for Reading Success and Essential Skills for Math Success books for the ELLs \$1,976.00</i></p> <p><i>Words Their Way K-4 40 books \$1,380.00</i></p> <p><i>Scaffolding Language Scaffolding Learning Group by Pauline Gibbons \$360.00</i></p>
Travel		
Other (Supplies)	\$758.00	<i>Basic supplies to be used for the CITE program, ESL adult class and study group</i>
TOTAL	\$15,000.00	

SECTION XVII
BUDGET NARRATIVE

School District 05

For: Title III

BEDS Code 310500010175

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CEP ADDENDUM UPDATE**

If Transferability is used for 2010-2011, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
<p>Code 15</p> <p><u>Total: \$ 7,011.93</u></p>	<p><i>Per session:</i></p> <p>1 licensed/ certified ESL teacher(per session) 47 days x 1.5 hours/ day= 70.5 hours (2 days/week- Monday and Thursday)</p> <p>1 licensed/certified ESL teacher (per session) 47 days x 1.5 hours/day= 70.5 hours (2 days/week-Tuesday and Wednesday)</p> <p>141 hours x \$49.73=\$7,011.93</p>
<p><u>Total: \$1,591.36</u></p>	<p>4 Teacher participants to the ESL/Content area focused group (per session) 8 days x 1 hour/day= 8 hours/teacher participant 8 hours x \$49.73 x 4 teachers = \$1,591.36</p>
<p><u>Total: 397.84</u></p>	<p>1 licensed /certified ESL staff developer (per session) 8 days x 1 hour/day =8 hours x \$49.73 = \$397.84</p>
<p><u>Total: \$696.22</u></p>	<p><i>Parent workshop:</i></p> <p>1 licensed/certified ESL teacher(per session) 7 days x 2 hours/day= 14 hours x \$49.73 = \$696.22</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 16 Support Staff Salaries <u>Total: \$674.30</u>	<p>1 licensed school secretary (per session) 22 hours x 30.65 = \$674.30</p> <p>The payroll secretary is paid to handle the payroll for the staff who are working on the Title III program, call parents and sends information or notices to parents whose children are in this program</p>
Code 40	
Code 45 Supplies and Materials <u>\$3,716.00</u> Other <u>\$154.35</u>	<p><i>Essential Skill for Reading Success and Essential skills for Math Success books for the ELLs – Grades 1-4; 4 packs @ \$494.00 = \$1,976.00</i></p> <p><u>Words their Way K-4 40 books at \$34.50 each = \$1,380.00</u></p> <p><i>Scaffolding Language Scaffolding Learning book by Pauline Gibbons for the participants in the study group</i></p> <p><i>5 books @\$72.00 = \$360.00</i></p> <p><i>Refreshment for parents</i></p>

This entire section must be completed for each budget submitted.

School District 05

For Title III

BEDS Code 310500010175

<i>Code 80 Employee Benefits</i>		
<i>Code 90 Indirect Cost</i>		
<i>Code 49 BOCES Services</i>		
<i>Code 20 Supplies Total: <u>\$758.00</u></i>	<i>Basic supplies to be used for the CITE program, ESL adult classes and study group</i>	

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.

We utilize the DOE translation services. In addition we have staff members who are proficient in Spanish, French and Mandingo – the three most prevalent home-languages spoken by our families. When necessary they translate.

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.

Based upon analysis of our home language surveys the predominance of our students are from English-dominant homes. Other prevalent languages are Spanish, French and Mandingo. We have sent home memos regarding the accessibility of translation services. We will continue to relate this information to our parent population on an on-going basis.

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.

Due to limited funding, we rely upon in-house translation of memos and parent letters.

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.

When possible, oral translation will be provided by the DOE translation unit. Otherwise translation will be provided by staff members.

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>.

We will conscientiously work to provide translation in as timely a manner as possible utilizing all above-mentioned strategies.

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 Schoolwide 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	366,876.	75,370.	442,246.
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,668.	753.	4,421.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,843.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,687.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
6. 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. Teachers are offered financial subsidy for coursework that leads to certification in teaching area. Flyers announcing P credit coursework is distributed amongst staff.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Henry Highland Garnet School for Success
P.S. 175
School Parental Involvement Policy 2010 – 2011
Date Issued: November 18, 2011**

I. General Expectations

The Henry Highland Garnet School for Success (05M175) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - * Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including, ensuring
 - * that parents play an integral role in assisting their child's learning;
 - * that parents are encouraged to be actively involved in their child's education at school;

- * that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- * The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Henry Highland Garnet School for Success will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PIP will be developed in consultation with the SLT, PA and Title I, PAC. All parents are invited to provide suggestions.
2. Henry Highland Garnet School for Success will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Proposed school improvement and review ideas, and invitation for participation will be presented to the PA and the SLT.
3. Henry Highland Garnet School for Success will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Parent Coordinator will work with the PA and the guidance office in providing parents with information and assistance to improve their children's academic achievement and school performance. Parents will be informed of the quality of students' school work and resources available to improve such work.
4. Henry Highland Garnet School for Success will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will coordinate and integrate (SWP) our parent involvement strategies by organizing the Family Day; Orientation Days; Trips to cultural and educational institutions; Parents development workshops.
5. Henry Highland Garnet School for Success will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator with the assistance of volunteering parents may provide survey on the effectiveness of our parent involvement policy. Also, parents will be encouraged to provide an ongoing feedback on the effectiveness of the parent involvement policy. The feedback will be reviewed by the SLT for necessary action.
6. Henry Highland Garnet School for Success will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate understanding topics such as the following, by undertaking the actions described in this paragraph --
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate

assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: by providing activities such as workshops, conferences, guidance meeting, technology. Parents will be informed about equipment or other materials that may be necessary to ensure success of their children.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing workshops and classes to parents.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting workshops and professional development in related areas.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parents with information as to the available programs and activities.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by survey parents to obtain information about specific needs.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed/reviewed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by attendance at the SLT meeting on 10/30/10. This policy was adopted by Henry Highland Garnet School for Success –P.S. 175 on 10/30/10 and will be in effect for the period of 2009/2010 SY. The school will distribute this policy to all parents of participating Title 1, Part A children on or by 11/02/10.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Henry Highland Garnet School for Success P.S. 175 School-Parent Compact 2010 – 2011 Date Issued: Nov. 11, 2011

Henry Highland Garnet School for Success, and the parents of the students, participating in activities, services, and programs funded by Title 1, 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 unproved student academic

achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010 - 2011

Required school-Parent Compact Provisions

School Responsibilities

Henry Highland Garnet School for Success will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, and on holidays. The After School Program is opened daily until 5:30 pm.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
 - Tuesday, November 10, 2009 Afternoon & Evening
 - Tuesday, March 16, 2010 Afternoon & Evening
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff.. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Counselor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental 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 1, Part A programs (participating students), and will encourage them to attend.
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 that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title 1, 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.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and 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.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 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 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail or school phone messenger and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- I have reviewed the discipline code with my child and will reinforce it at home.

- Willingness to learn new technology-based programs that support student learning.

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.

Information has already been provided. See above sections.

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.
See Section IV.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Section VI

3. Instruction by highly qualified staff.
90%
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 Schoolwide Program to meet the State's student academic standards.
See section VI – goal # 5
 - Technology workshop focusing on accessing the ARIS data warehouse
 - Curriculum-based workshops

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Creation of school website
6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Child care
 - b. Incentives
 - c. Food
 - d. Email reminders
 - e. Backpack notices
 - f. Post information
 - g. School messenger service
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.
 - PS 175 facilitates parent orientation meetings and parent visits for parents of entering Pre-K and Kindergarten students
 - Creation of big buddy program
 - Pre-K and kindergarten classes have para-professional support
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.
See above
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.
See above
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.
The NYC Health Department Coordinator collaborates with our parent coordinator to provide the following programs within our school:
 - Mighty Miler's running and fitness club

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.
See Action Plan

2. Ensure that planning for students served under this program is incorporated into existing school planning.

See Action Plan

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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
See Action Plan

4. Coordinate with and support the regular educational program;
See Action Plan

5. Provide instruction by highly qualified teachers;
See Action Plan

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

7. Provide strategies to increase parental involvement; and
See Action Plan

8. Coordinate and integrate Federal, State and local services and programs.
See Action Plan

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

- 9. Use program resources to help participating children meet the State standards.

- 10. Ensure that planning for students served under this program is incorporated into existing school planning.

- 11. 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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

- 12. Coordinate with and support the regular educational program;

students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

13. Provide instruction by highly qualified teachers;
14. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
15. Provide strategies to increase parental involvement; and
16. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.)
We have 33 students in temporary housing on our register.
2. Please describe the services you are planning to provide to the STH population.

We provide uniforms, school supplies and bus passes (for eligible students). Additionally we may provide counseling and after-school services. We also provide other necessary articles of clothing, where necessary,

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 175 Henry H Garnet					
District:	5	DBN:	05M175	School		310500010175

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	24	33	24		91.1	93.0	91.7
Kindergarten	51	91	57				
Grade 1	42	63	77	Student Stability - % of Enrollment:			
Grade 2	44	49	55	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	47	45		92.4	86.9	90.2
Grade 4	79	63	51				
Grade 5	48	67	62	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.3	91.4	95.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	53	45
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	350	413	371	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	3	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	8	6	Principal Suspensions	9	39	11
# in Collaborative Team Teaching (CTT) Classes	12	11	10	Superintendent Suspensions	12	6	11
Number all others	17	17	10				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	31	33
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	22	39	TBD				
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	15	12	5

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	1	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	71.0	72.7
				% more than 5 years teaching anywhere	36.7	48.4	84.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	84.0	93.9
American Indian or Alaska Native	0.6	0.2	0.0	% core classes taught by "highly qualified" teachers	90.0	95.5	100.0
Black or African American	74.9	73.4	72.8				
Hispanic or Latino	19.1	20.8	23.5				
Asian or Native Hawaiian/Other Pacific	2.6	2.4	1.9				
White	1.1	0.7	0.8				
Male	49.4	47.7	46.1				
Female	50.6	52.3	53.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	52.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	36.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster PSO	District 05	School Number 175	School Name Henry Highland Garne
Principal Cheryl McClendon		Assistant Principal Michelle Murray	
Coach Kim Caliman (ELA)		Coach Schwanna Eelman (Math)	
Teacher/Subject Area Ajauran Gibbs (Gen. Ed)		Guidance Counselor Rebecca Dreisinger	
Teacher/Subject Area Leana Borges (Gen. Ed)		Parent Sara Morales	
Teacher/Subject Area Tanya Pragados (ESL)		Parent Coordinator Ernest Clayton	
Related Service Provider Sheila Robinson (Special Ed.)		Other Valorie Williams (Technology)	
Network Leader Margaret Struk		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	381	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	9.71%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. Upon registration and or at enrollment, Ms. Tanya Pragados, the ESL teacher together with the pupil secretary, Ms. princess Hardy meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) which is translated in nine languages. Parents complete the form to show what language the child speaks at home. Ms. Tanya Pragados conducts the informal interview. If the parent speaks Spanish, Ms. Sonia Francis, a pedagogue who can speak Spanish conducts the interview. If the parent speaks French, Ms. Sidonie Tientcheu or Ms. Genevieve Vincent, pedagogues who can speak French help conduct the interview. If the parent speaks Arabic, Ms. Salle Yunusi, a pedagogue who can speak Arabic help conduct the interview. If the parent/s speak other languages such as African languages, the school requests for translator/s outside the building, with him/ her conducting the interview are the ESL teacher and the pupil secretary. Once Ms. Tanya C. Pragados, the ESL teacher/ LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery- Revised (LAB-R), which is a test that establishes English proficiency level. LAB-R is administered to eligible students within the first 10 days of initial enrollment. Students that score below proficiency on the LAB-R become eligible for state- mandated services for English language learners.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to all ELLs or LEP students. Each student's performance on this test will be the basis for determining whether the student continues to be classified as ELL. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education. Our ELLs will be assessed every year to measure their English language proficiency in listening, speaking, reading and writing. The NYSESLAT helps our school determine which instructional standards we must focus on to ensure our ELLs to fully acquire the language proficiency that will prepare them for the success in the classroom, help us to focus on ways to improve instruction so that they become proficient in English and allows us access to other content-based instructions, such as mathematics, social studies and science.

2. There are three program options for English language learners in the New York City Department of Education. They are Transitional Bilingual Education (TBE), Dual language, and Freestanding English as a Second Language (ESL). In TBE and Freestanding ESL, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement test (NYSESLAT). English language learners in Dual language program can be instructed in both languages from kindergarten through 12th grade and do not need to exit the program once they reach proficiency. Transitional Bilingual Education programs are designed so that students develop conceptual skills in listening, speaking, reading, writing in English. a transitional program of instruction includes an ESL component designed to develop skills in listening, speaking, reading and writing in English, content area instruction in the native language and english designed to teach subject matter to English language learners, and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, writing in the student's home language while cultivating an appreciation of their history and culture. As students develop English language skills, time in the native language decreases.. When English language learners reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual language programs serve both lanuage minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. Dual language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in Freestanding ESL programs come from many different native language backgrounds , and English is the common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies; however, at the elementary level, there are three organizational models: push-in, pull-out and self-contained. Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State as a Second Language Achievement Test (NYSESLAT) scores.

The school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services and to collecting the forms that indicate the parent's program choice for their child. The school provides parents of newly enrolled ELLs with information on the different ELL programs that are available. The school sends home the entitlement letter. In that letter, parents are informed that their child is entitled to receive services in one of the three programs (Transitional Bilingual, Dual

Language, and Freestanding ESL) and the parent orientation session that they are going to attend. The school has 3 parent orientation sessions held in October and one to another as the need arises. Parent orientation sessions were conducted by the ESL teacher/coordinator, Ms. Tanya Pragados, who is a certified ESL teacher and with the support of the school's parent coordinator, Mr. Ernest Clayton. Ms. Sonia Francis and Ms. Josefina Pablo, both certified elementary school teachers were asked to help in the interpretation and/or translation. During the orientation, the parents have the opportunity to view the parent orientation video in their home language. The video provides views and insights of the three program choices offered by the New York State Department of Education. The orientation provides opportunity for parents to ask questions and clarifications about the three programs. Ms. Tanya Pragados, a certified ESL teacher explained the three programs and made sure that all parents' questions were answered. In any situation or circumstance that some parents cannot attend the scheduled orientation sessions, the parent can contact the school parent coordinator to schedule an appointment or discuss program options over the phone.

3. The school ensures that entitlement letters are distributed and are received by the parents because they responded to the invitation by attending the orientation sessions conducted by Ms. Pragados, ESL teacher and Mr. Ernest Clayton, parent coordinator. Second copy and third copy were sent to parents who did not respond to the parent orientation invite. The school ensures that Parent Survey and Selection forms are returned because they are distributed after viewing the orientation video for parents of English Language Learners and parents' questions and clarifications are answered. Parents filled out the form right after which was facilitated by the ESL teacher, Ms. Tanya Pragados and pedagogues who speak the parents' language, Ms. Sonia Francis and Ms. Josefina Pablo. Mrs. After the Parent Survey Tanya Pragados, the ESL teacher/coordinator collected the forms and put them on file. Copies of sent entitlement letters to parents were also on file in the ESL coordinator's office.

4. Identified ELLs are placed according to their proficiency level .This is based upon the results of the two assessments, revised Language Assessment Battery (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). The school sends entitlement letter and continued entitlement letter in English and in their native language to parents of English Language Learners (ELLs). The school encourages the parents of ELLs to communicate with the parent coordinator or ESL teacher for questions and/or progress of their child. Because ELL parents often speak a language other than English, the school uses the translated materials such as brochures and DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question and answer sessions are provided through group orientations at the beginning of the school year and as when the need arises. The school prepares to inform parents throughout the year in number of ways; including one- on -one meeting/s with ELL parents, phone conversations, district presentations, or at the very least, through informational packets. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The school notifies the parents of NYSESLAT outcomes and program eligibility. English language learners that score below a certain level of English proficiency continue to be entitled to ELL services.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we found that our parents preferred to have their children in the Freestanding ESL program. Every year the trend has never changed. Our ELL parents placed Freestanding ESL as their number one choice. As a matter of fact with the 10 parents who attended and filled out the survey and selection form recently, all 10 parents chose Freestanding ESL. Parent Survey and program selection forms that were filled out by the parents during the orientation session/s are placed on file in the ESL teacher/coordinator's office.

6. The program offered at our school is completely aligned with the parents' request. Freestanding ESL is the program of choice. Parents indicated that they wanted this particular program because they wanted their children to be immersed in a monolingual class. They believe that if their children are immersed in an English monolingual class, they will learn the faster.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	0
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	34	2	0	3	0	0	0	0	0	37
Total	34	2	0	3	0	0	0	0	0	37

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	4	3	1	1								21
Chinese	0	1	0	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	2	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	1	0								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	3	2	1	2	1								11
TOTAL	8	10	6	7	4	2	0	37						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

1. Instruction is differentiated according to their needs and proficiency levels.

a. The organizational model that our school uses is pull-out. Our school uses pull-out model for some reasons. First, our English language learners are scattered in different classes in each grade. Second, there are already one or two persons doing push-in in the classroom. Third, there is limited space in a classroom especially in upper grades. Fourth, some distractions occur in classrooms. This is the reason why we shifted back to pull-out model. More individualized instruction and focus is given to our ELLs with the pull-out model and with this more and faster progress in learning is shown or reflected. In pull-out model, English language learners who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment.

b. Homogeneous model is used in our school where ELLs are placed in the same group or class according to their proficiency levels.

2. The school provided the mandated number of instructional minutes according to proficiency levels to our English language learners. Our school uses Freestanding ESL program model. English language learners in freestanding ESL program receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as determined by the LAB-R and NYSESLAT scores. For beginning and intermediate level students, 360 minutes per week of ESL are required, and for advanced level students 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade level proficiency in each essential reading component.
3. Content areas are delivered and taught in English by the classroom teachers. The teacher/s who speak/s the child's language explain/s the activity in the child's language during the small-group instruction. Our school has student's textbooks/workbooks in their home language specifically Spanish in some content areas such as math, science and social studies.
4. a. The school has two students with interrupted formal education (SIFE) who are both in fourth grade, have one year and less in U.S school education system and are at the beginning level. The school uses English in a Flash, Language First and Words Their Way instructional programs for SIFE. These instructional programs are aligned with the curriculum program that the school is using. During the first period students will have 20 minutes with English in a Flash program and 25 minutes for Language First. The second 45 minute period is for the Words their Way program/instruction. English in a Flash is a technology program which facilitates systematic acquisition of English by explicitly teaching vocabulary while implicitly teaching the sound system and grammatical structures. When vocabulary is taught in a well-structured format, grammatical patterns become more transparent to the learner. As the students proceed through "English in a Flash" libraries, students/learners progress from basic interpersonal communication skills (BICS) to cognitive academic language proficiency (CALP) supporting achievement in the content areas. English in a Flash technology provides simultaneous orthographic, phonological, and semantic processing of vocabulary words, ensuring deeper levels of processing for better long term retention. In just 20 minutes a day, five days a week, students learn more than 100 new words a week. Language First program is an engaging series of books designed to develop English language proficiency while supporting reading instruction appropriate to the child's level of language proficiency. Each level includes phonemic awareness, concepts of print, development of language structure, vocabulary building, and comprehension skills and strategies in a series of theme-based stories at four levels of language acquisition. Words their Way program addresses the five reading essential components namely; phonemic awareness, phonics, fluency, comprehension and vocabulary. This powerful approach to word study teaches these children to look closely at words to discover the regularities and conventions of English orthography needed to read and spell. This multi-component curriculum helps these children increase their knowledge of the spelling patterns and the meanings of specific words and generalize this knowledge to the English spelling system.
- b. The school has 34 ELLs in US school education system less than three years from kindergarten through fifth grade. Foundations and Words their Way programs are used for kindergarten through second grade and Wilson Reading System and Leaptrack assessment and instruction system in third grade through fifth grade. Foundations and Wilson reading systems are used for the first period of instruction and Words their Way and Leaptrack assessment and instruction system are used for second period of instruction. Foundations provides scientifically-based instruction and addresses the big five essential components of reading instruction. Foundations is explicit, children learn through modeling and doing, systematic because it is sequential and cumulative, motor memory learning, repetition because there are multiple opportunities to practice and gives feedback. Foundations activities address all five areas of instruction in an integrated approach. The power of the program is that it overlaps skills and does not address these in isolation. Wilson Reading System directly and systematically teaches students how to fluently and accurately decode. It is very interactive and multi sensory. It also thoroughly teaches total word construction not just phonics. Students learn to encode as they learn to decode. The Wilson Reading System teaches students how to fluently and accurately decode. With the Leaptrack system, the child uses Quantum pad and skill cards. We use reading, vocabulary and language arts and even math skill cards. The child is assigned with the skill cards appropriate to her level. Reading skill cards address foundational skill such as structured practice in phonemic awareness, graphophonemic knowledge and explicit phonics. Depending on the level of the child, reading skill cards focus on aspects of reading comprehension and help the student acquire key comprehension strategies such as sequencing, identifying the main idea and details, comparing and contrasting, identifying cause and effect, drawing conclusions, recognizing plot and more. Language Arts skill cards focus on acquiring the knowledge of English conventions, which is important in the writing process. Acquiring specific skills in grammar, usage and mechanics gives teacher and students a common vocabulary for talking about language and makes the discussions of writing tasks clearer. Students learn grammar, including parts of speech, sentence structure, mechanics and usage. Leaptrack system generates students' report which can help the teacher shape how the students interact with the skill cards and interactive books and also help the teacher decide what to teach and what to reteach. Students need goal oriented and direct instruction in order to acquire grade level skills and meet required state standards. The grade level reports enable the teacher to monitor student's progress, assign instruction and address the varying levels of performance of each student.
- c. The school has 3 ELLs who are receiving ESL services for 4 to 6 years. These are our students who are in the proficient level in listening and speaking but are in the advanced and/or in the intermediate level in reading and writing. They have Wilson reading system and Leaptrack system but have more focused on reading comprehension and writing during their ESL periods.
- d. The school does not have Long-Term ELLs.
- e. The school uses Wilson Reading system which emphasizes decoding and encoding and with combined literature-based program for

comprehension. This program helps students' reading skills and reading fluency. Another program that is also used for this set of students is the Leaptrack School system. Language and vocabulary skill cards are used which focus on acquiring the knowledge of English conventions. Acquiring specific skill in grammar, usage and mechanics gives teacher and students a common vocabulary for talking about language and makes the discussions of writing tasks clearer. Students learn grammar, including parts of speech, sentence structure and usage. As students learn English language conventions, indicated by their performance on formative assessments, they can incorporate them in their written work.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Kindergarten through second grade ELL groups receive double dose of Foundations reading system and third grade through fifth grade groups receive Wilson reading system in the 37 ½ minute tutorial as their targeted reading intervention program. They were grouped based on the results of DIBELS and the state tests. CITE program is used for the Title III program for first grade through fourth grade ELLs. We use the Leaptrack School system and technology programs from Renaissance Learning (Math Facts in a Flash and star math) for our math targeted intervention program. The teacher uses the assessment tools from this Leaptrack system to monitor student progress and to outline student strengths and areas of need in math. Using the Leaptrack system, the teacher easily assign assessments that are directly linked to instruction and help teacher monitors the progress of individuals and groups of students toward grade-level targets. after the assessment are given, students are given prescribed learning paths or math skill cards. Skills presented in the mathematics cards begin at the kindergarten level with identification of shapes, none, one-to-one and basic mathematics facts. As students move through the grades, they revisit number sense operations, geometry and algebra skills but at a higher level of difficulty. There are few ELLs who are at risk receive other intervention services during the day. The 37 and 1/2 minute tutorial is done Mondays through Fridays from 2:20 to 2:58 pm. The Title III program is done Tuesdays and Wednesdays from 3:00 to 5:00 pm.

6. ELLs who reached the proficiency level on the NYSESLAT for less than a year or two still receive continuing transitional support. They receive the Leaptrack assessment and instruction system which will primarily focus on reading, writing and math during the 37 ½ minute tutorial. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include time extensions, separate locations and/or small group administration, bilingual glossaries and dictionaries, simultaneous use of English and other available language editions, oral translations for lower incidence languages, written responses in the native language and third reading of listening selections.

7. The school wants/plans to offer Spanish class for Hispanic family.

8. There are no programs or services for ELLs which will be discontinued.

9. ELLs are afforded equal access to all school programs. They are engaged into different programs in the school. They are in after school programs facilitated by the New York Mission Society where they are honed in arts, music, dance and sports. Most of our third, fourth and fifth grade ELLs are gifted in music and sports. Most of our third through fifth grade ELLs are members of our school band. They are in the Music and Brain after school program. Some of them are good athletes. They are in the Mighty Milers. This year, the school received an art program grant from the National Endowment of the Arts. This program is Broadway Comes to Harlem which is facilitated by Arthur Miller, a famous African playwright, and Broadway/stage actors. They will be taught scriptwriting, props and costume making. Arthur Miller will meet with 20 chosen good writers in third through fifth grade classes twice a week to create the script for this grand Broadway show. The third and fourth grade classes are the cast members. They will meet 1 period every Wednesday for practice. This will be videotaped from inception to end. The full scale Broadway production with the media and red carpet will be in June. ELLs in third grade through fifth grade are part of this program. They also have Saturday academies for ELA and math. CITE program under Title III fund is in place for first grade

through fourth grade on Mondays through Thursdays.

10. Instructional materials, including technology are used to support ELLs. All classrooms have computers so students can use them when needed. Students have technology periods at least once or twice a week. Besides the computers in the classrooms, third grade through fifth grade students have access to laptops during their technology period and sometimes during their ELA specifically when they have to do their final piece of writing. Kinder through fifth grade classrooms have Promethean smart boards that they can use. Students have access to the media lab with the supervision of the technology teacher where they can go to starfall.com and ticket to read. The school has the "Reach the World" program for third grade through fifth grade classes. Several technology instructional programs are in placed in the school such as Renaissance Learning which comprises accelerated reader, Star early literacy, Star reading, English in a Flash, Star math, and math facts in a flash. Another technology instructional programs that are in placed in our school are Ticket to Read, and Soliloquy reading assistant for kinder through fifth grade classes. Our students go to the school library twice a week where they will hear a read aloud story from the librarian and afterwards choose a book for them to read at home. The school library and classroom libraries have selections of bilingual children books and dictionaries available in Spanish, French and Arabic versions.

11. The school delivers Spanish language support in our program. Classroom teachers with ELLs who speak Spanish deliver the activity in English then in Spanish. However, with ELLs who speak other African dialects such as Mandingo, Malinke and Bambara, few of our teachers/ staff try their best to deliver such support.

12. All required services support and resources in our school are age and grade appropriate. All of our resource materials and programs that we used for our ELLs are age and grade appropriate and are based on the grade level state standards.

13. The school has an annual two-day and evening curriculum fair which happens every May. All parents are invited to see the fair/exhibits that the school is showcasing. The school has a yearly toolbox clinic where classroom teachers and other related service providers showcase their tools/instructional materials to the parents and explain how they are used with their children.

14. The school plans to offer Spanish class for Hispanic family this year.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. The school provides on going study group sessions. The focus of the study group sessions is to provide support and technical assistance in developing their knowledge, theories, and practices in scaffolding classroom instructions for ELLs. Assistant principal, ESL teacher, common branch teachers, Special Education teacher, librarian and parent coordinator attend professional developments offered by Teachers College and school PSO Fordham University and other professional developments or workshops offered to us by NY BETAC such as New York University, Hunter College and Long Island University in Brooklyn, NY.

2. The ESL teacher and classroom teachers have formal and informal meetings with the purpose of discussing the progress of the students specifically the English language learners as we prepare them to middle school. The ESL teacher attends common prep meetings with the classroom teachers at least once a month to collaborate with the instructional plan, approaches and methods being used and gives updates of the ELL group. The school sends teachers to workshops related to ELLs at Fordham University as our network partner, Hunter College, New York University, Teachers College and QTEL.

3. The minimum 7.5 hours will be used for professional developments/ workshops in identifying the needs of ELLs and modifying instructions for these students. There are 5 professional development sessions scheduled. Professional developments will be held beginning November 9, 2010 and culminating on March 8, 2011. English as a Second Language (ESL) in the content areas with emphasis on academic reading and writing strategies will be the main core of this professional development component. The participants of this group will convene on the following dates from 3:00 pm to 4:30 pm: November 9, 2010, December 7, 2010, January 11, 2011, February 8, 2011 and March 8,

2011. Information and teaching strategies gathered from these professional developments will provide knowledge and practical support to these teachers who have English language learners and served as valuable tools which can be turnkeyed to other staff as future resources in planning and implementing related services.

E. Parental Involvement

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

1. Parents have the opportunity to attend trainings and workshops every month throughout the academic year that can support their children's learning in various academic areas such as math, literacy, science and social studies. Parents are also encouraged to volunteer in the school to support their children. The school parent coordinator provides ARIS and other computer workshops. The school scheduled 7 sessions of adult ESL class starting November. This is made available for parents of our English Language Learners. We are partnered with Fordham University and facilitators from this network (Fordham University) give series of workshops to our parents specifically for parents of ELLs. The school has scheduled 3 Family Literacy Nights and 2 Family Math Nights. The purpose of these is to have our parents get involved with the activities of their children in school and learn the curriculum and some strategies which they can use with their children. Assemblyman Keith Wright and the Frederick E. Samuels Community Democratic Club have adopted our school's senior class 2010-2011. The parents' association and the school administration are collaboratively working with FESCDC. The school goals are to supplement the academic curriculum through the development of social ethics and character building and to support parental engagement. The program that the school and FESCDC created is the "Saturday Mentoring Program". Volunteers from different organizations such as Eastern Star, Mason, etc. meet with the fifth grade classes and their parents one Saturday per month to help on their academic needs. The club also coordinates trips to Albany and to local businesses for children and parents. The Frederick E. Samuel Community Club recently sponsored and held a Halloween Safety Seminar for Kids on October 30, 2010, Saturday from 12:00 pm to 5:00 pm. The event consisted of games, safety educational activities, gift bags, food and musical parade. New York Police Department 32nd Precinct and New York City Fire Department Fire safety Education Unit participated in the event.

2. Our school partners with other agencies or community based organizations such as Harlem Council of Elders, Assemblyman Keith Wright and Frederick E. Samuels Democratic Club and Pencil/UPS. They provide workshops and educational tours for students and parents. The first workshop was held in October 20, 2010 which was successfully attended with both parents and students. It was sponsored by the Harlem Council of Elders. The topic was "Bullying" and 3 police officers from the New York City Police Department 32nd precinct were invited as speakers. There was an overwhelming response from the students wherein the students threw a lot of questions during the discussion forum.

3. The school/or in the person of the parent coordinator makes surveys and/or informally asks parents about their needs on how to help or support their children. These needs are evaluated according to its priority, which one has to be done first, second and so on.

4. An ESL adult class will begin in November 15, 2010 and will end in May 9, 2011. This ESL adult class is primarily catered for parents with children who are English language learners. The main objective of this program is to engage parents directly in the education of their children. This program will correlate with what their children are doing and learning in the CITE program. The program will start at 3:00 pm and will end at 5:00 pm. The adult class is scheduled twice a month from November 2010 to May 2011.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	4	3	3	2	0								12
Intermediate(I)	4	5	3	3	1	1								17
Advanced (A)	0	1	0	1	1	1								4

Total	4	10	6	7	4	2	0	0	0	0	0	0	0	33
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	4	1	0	1	0	0							
	I	0	1	5	0	1	0							
	A	4	2	1	4	2	0							
	P	0	6	0	2	1	2							
READING/ WRITING	B	4	4	3	3	2	0							
	I	4	5	2	3	1	1							
	A	0	1	1	1	1	1							
	P	0	0	0	0	0	0							

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. The assessment tools that the school uses include DIBELS, ECLAS-2, Foundations Probes and unit tracker, running records, star early literacy, star reading, English in a Flash, Rigby ELL and star math for kinder through second grade. Running records, ELAP, star reading, Rigby ELL, math predictive and star math are used for third grade through fifth grade. The data from these assessments use to pinpoint skill development needs of students. The school translates data to form effective instructional groups, plans small group instruction targeted to the needs of students and recognize the role of frequent monitoring as it directs fluid grouping. It also supports recommendations that intensive students should receive highly targeted attention and intervention, and be progress monitored as every 1 to 2 weeks in relevant skill areas, strategic students should receive targeted instruction in problem skills, and be progress monitored monthly.
2. Upon reviewing data patterns across proficiency levels, it showed that our ELLs are weaker in the reading and writing modalities. Data shows that newly arrived ELLs are at the beginning level in all four modalities. ELLs who are here in the US for a year or more make progress and vary in their proficiency levels. ELLs make good progress in both speaking and listening. Some ELLs move to the advanced level or even proficient in listening and speaking but the results differ in reading and writing. Some are still in the beginning level in reading and writing, some are in the intermediate and few are in advanced.
3. It affects instructional decisions and instructional groupings for these students. The students are grouped according to their instructional needs. Students who scored low in reading and writing are grouped together to receive instruction and intervention which focuses on these skills/modalities and so with the other subgroup. NYSESLAT results are used to drive instruction. We use these results as a basis for our focus. Knowing now where there strengths and weaknesses lie, we are able to determine what particular modalities we should start with and which to highlight. Our goal is to move all our ELLs up at least one level or hopefully achieved proficient level in all modalities. ELLs are given age and grade appropriate tasks in order to practice strategies in all modalities. The focus is to continue building vocabulary in content and context areas. Leveled reading is implemented to assure comprehension and success. Patterns of need were seen in the reading and writing modalities and the use of the Readers and Writers workshop will continue.
4. a. The results of the ELA reveal that out of the 5 ELLs who took, one ELL, a SIFE who came in the US for only a year got a level 1, three got a level 2 and one got a level 3. In Math, out of the six ELLs who took, one ELL, a SIFE who arrived in the US two months before the exam, got a level 1, one, another SIFE who is in the US for a year got a level 2 and four got a level 3. In Science, out of the two ELLs who took, one got a level 2 and the other one got a level 4. The result only indicates that one year is insufficient to acquire academic English and achieve on grade level. ELLs achieved a level 2 indicates that they are below standards. ELLs achieved a level 1 indicates that they are far below the standards. There might be few of our ELLs who did not fare well in the exams but we see academic progress in them. Given more years in the ESL program, they will do better. Our school goal is to increase the number of ELLs to score a 3 or positively a 4.
 - b. ELL Periodic Assessment has not taken in place in the school so we do not have any data to review and analyze.
5. This question is for schools with dual language program.
6. The school, specifically the inquiry teams track the data and rigorously looks at every result to determine whether the students do progress or not.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10

	Other <u>SETTS Provider</u>		11/1/10
	Other <u>Technology and Data</u>		11/1/10
	Other		
	Other		

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-2011:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 1-4 Number of Students to be served: 30 LEP _____ Non-LEP
Number of Teachers 2 _____ Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

P.S 175 Manhattan, the Henry Highland Garnet School for Success is a PreK-5 school located at 175 West 134th Street, New York, NY. Our community has a diverse immigrant population from Africa, Dominican Republic, Puerto Rico and Southwest Asia countries. We have a total population of 381 students 37 of those are English language learners. With the 37 English language learners in our school, there are 21 who speak Spanish, 2 who speak Arabic, 1 who speaks Chinese, 2 who speak French and 11 who speak different African dialects such as Mandingo, Malinke, Bambara, Niger Congo and Foulani. P.S 175 Manhattan offered Freestanding English as a Second Language (ESL) to our 37 English language learners from kinder to 5th grade.

Students in freestanding ESL programs receive all instruction in English. New York state regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) scores. The two recommended ESL instructional program models include self-contained ESL classes, and push-in teaching. The goals of the ESL program are to provide academic subject area instruction in English using ESL methodology and instructional strategies, incorporate ESL strategic instruction, assist students to achieve the state-designated level of proficiency for their grade and help each ELL meet or exceed New York State and City standards. In freestanding ESL programs, Language Arts is taught using ESL and ELA methodologies and content area instruction is in English using ESL strategies.

P.S 175 Manhattan follows the mandated number of instructional minutes according to the proficiency levels in the ESL program. We have 360 minutes per week for both beginning and intermediate levels and 180 minutes per week for the advanced level. Our school makes sure that our ELLs are being provided service with the right amount of minutes per week to their proficiency level. If students exhibit inadequate growth on reading assessments, they will receive additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade level proficiency in each reading essential component. Our English language learners are being provided with ESL services by our certified ESL teacher.

Title III After School Program:

P.S 175 Manhattan is implementing Project CITE (Content Instruction through English). The English language learners who will participate in this after school program will be grouped into two, grades 1 and 2 ELL class and grades 3 and 4 ELL class across all language proficiency levels, especially the ones in the beginning and intermediate levels. This after school program which focuses academic content enhancement will be implemented every Tuesday and Wednesday for the grades 1 and 2 group and for the grades 3 and 4 group. The program will begin at 3:00 pm and end at 4:30 pm. It will kick off on the 16th of November, 2010 and will culminate on the 24th of May, 2011.

Two licensed ESL teachers will service the program. The program will use Essential Skills for Reading Success and Essential skills for Math Success from Rally Education publishing company. These materials have built in assessments (diagnosis and assessment). The materials covered topics on different specific content areas such as science and social studies. The reading material has all the essential reading skills and the math material has all the essential math strands. Words Their Way will be used for phonemic awareness, spelling and vocabulary development.

Professional Development Program

There will be 8 study group sessions scheduled starting November 18, 2010. There will be 4 participants in this study group which comprises of classroom teachers from K-3. They will meet for 8 Thursdays, (November 18, 2010, December 2, 9, and 16, 2010, January 6, 13, 20, and 27, 2011) at 3:00 pm to 5:00 pm with their facilitator. The group will use the book, "Scaffolding Language Scaffolding Learning, Teaching Second Language Learners in the Mainstream Classroom" by Pauline Gibbons.

Information and strategies gathered from this study group will provide knowledge, understanding and practical support to these teachers who have English language learners and served as valuable educational tools which can be turn keyed to other staff as future resources in planning and implementing related activities.

Our school will also send our 2 ESL teachers to various workshops and professional developments to further enhance their teaching strategies to English language learners.

Description of Parent and Community Participation

P.S 175 Manhattan recognizes the importance of parent, family and community involvement in the education of ELLs. The parent coordinator, in collaboration with administration, school leadership team, school based support team, literacy coaches and the ESL/AIS staff, will outreach to the parents of the newly enrolled students. In September, January and May, parents will be invited to an orientation session on the state standards, assessments, school expectations and general program requirements for ESL. The parents will view an informative video about the ESL programs offered throughout New York City and then they will be given opportunity to select a program for their children. This information will be provided in their native language.

Parents will be trained in activities that can support their children's learning through workshops in various academic areas such as math, literacy and science. Parents are also encouraged to volunteer in the school to support their children.

There will be 7 ESL adult class sessions held every Monday starting on December 13, 2010. This ESL adult class is primarily catered to parents with children who are English language learners. The main objective of this program is to help parents become proficient in English enabling them to participate fully in their children's education. The program will start at 3:00 pm and will end at 5:00 pm. A licensed ESL teacher will handle the class.

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<u>\$ 7,011.93</u>	<p>1 licensed/ certified ESL teacher(per session) 47 days x 1.5 hours/ day= 70.5 hours (2 days/week- Tuesday and Wednesday)</p> <p>1 licensed/certified ESL teacher (per session) 47 days x 1.5 hours/day= 70.5 hours (2 days/week-Tuesday and Wednesday)</p> <p>4 Teacher participants to the ESL/Content area focused group (per session) 8 days x 1 hour /day= 8 hours/teacher participant = \$397.84/teacher participant</p> <p>1 licensed /certified ESL staff developer (per session) 8 days x 1 hours/day =8 hours (8 Thursdays from November through January 2010)</p>
	<u>\$1,591.36</u>	
	<u>\$397.84</u>	
	<u>\$696.22</u>	<p>1 licensed/certified ESL teacher(per session) 7 days x 2 hours/day= 14 hours(7 Mondays starting March 9 and culminating April 27, 2009)</p>
	<u>\$674.30</u>	<p>1 licensed school secretary (per session) 22 days x 1 hour/day= 22 hours x \$30.65 = \$674.30</p> <p>The payroll secretary is paid to handle the payroll for the staff who are working on the Title III program, call parents and sends information or notices to parents whose children are in this program</p>
Other	\$154.35	Refreshment for parent workshops
Supplies and materials	\$3,716.00	<p>Essential Skill for Reading Success and Essential Skills for Math Success books for the ELLs \$1,976.00</p> <p>Words Their Way K-4 40 books \$1,380.00</p> <p>Scaffolding Language Scaffolding Learning Group by Pauline Gibbons \$360.00</p>
Travel		
Other (Supplies)	\$758.00	Basic supplies to be used for the CITE program, ESL adult class and study group
TOTAL	\$15,000.00	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Support Staff Salaries <u>Total: \$674.30</u>	1 licensed school secretary (per session) 22 hours x 30.65 = \$674.30 The payroll secretary is paid to handle the payroll for the staff who are working on the Title III program, call parents and sends information or notices to parents whose children are in this program
Code 40	
Code 45 Supplies and Materials <u>\$3,716.00</u> Other <u>\$154.35</u>	<i>Essential Skill for Reading Success and Essential skills for Math Success books for the ELLs – Grades 1-4; 4 packs @ \$494.00 = \$1,976.00</i> <i>Words their Way K-4 40 books at \$34.50 each = \$1,380.00</i> <i>Scaffolding Language Scaffolding Learning book by Pauline Gibbons for the participants in the study group</i> <i>5 books @\$72.00 = \$360.00</i> <i>Refreshment for parents</i>

This entire section must be completed for each budget submitted.

School District 05

For Title III

BEDS Code 310500010175

<i>Code 80</i> <i>Employee</i> <i>Benefits</i>		
<i>Code 90</i> <i>Indirect Cost</i>		
<i>Code 49</i> <i>BOCES Services</i>		
<i>Code 20</i> <i>Supplies</i> Total: <u>\$758.00</u>	<i>Basic supplies to be used for the CITE program, ESL adult classes and study group</i>	