



P.S. 175

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X175

ADDRESS: 200 CITY ISLAND AVENUE, BRONX, NY 10464

TELEPHONE: 718-885-1093

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 175 **SCHOOL NAME:** P.S. 175

SCHOOL ADDRESS: 200 City Island Avenue, Bronx, NY 10464

SCHOOL TELEPHONE: 718-885-1093 **FAX:** 718-885-2315

SCHOOL CONTACT PERSON: Amy Lipson **EMAIL ADDRESS:** alipson@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kim McGaughan

PRINCIPAL: Amy Lipson

UFT CHAPTER LEADER: Deborah McManus

PARENTS' ASSOCIATION PRESIDENT: Leslie Hanley & James Goonan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Elizabeth White

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
Amy Lipson	*Principal or Designee	
Deborah McManus	*UFT Chapter Chairperson or Designee	
Leslie Hanley	*PA/PTA President or Designated Co-President	
Danielle Minor	Member/Teacher	
Shannon Stanford	Member/Teacher	
Elizabeth Palazzo	Member/Teacher	
Pat Cambria	Member/Teacher	
Lisa Fine	Member/Parent	
Kim McGaughan	Member/Parent	
Jennifer Etzel	Member/Parent	
Susan Rosendahl-Masella	Member/Parent	
Janine Mantzaris	Member/Parent	

(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.

Vision Statement

P.S. 175 is a professional community of learners where students' individual academic and social needs are met and where parents are welcomed as valued members of our school community.

Mission Statement

Our mission is to make P. S. 175 a true collaborative community of practice where:

- We all work together to meet the instructional and social needs of every child
- We all see ourselves as learners
- Teachers work collaboratively to plan and implement instruction
- Classrooms reflect the enthusiasm of teachers and students
- Parents are welcomed into the building as meaningful contributors
- Instruction is rigorous and student achievement high
- Students love to come to school to learn, teachers love to come to school to teach, and parents are happy to send their children to our school.

Distinctive Characteristics

- only two classes on each grade from kindergarten through grade 8
- an open classroom area that houses 7 classes (grades 4, 5, 6, 8th grade math)
- a low teacher turnover rate
- our 7th and 8th grade is broken into smaller groups so that there are only 17 students in each content area class (this enables us to offer Regents classes without having top and bottom classes)
- strong parent involvement
- a dedicated and supportive staff
- a stable student population

Collaborations/Partnerships/Special Initiatives

- Sports & Arts in Schools After School Program – after school program for students in grades 5-8; in addition to athletic and visual arts components, students participate in cooking, homework help, and strategic thinking activities
- Bronx Arts Ensemble – works with our 5th grade to produce annual play as well as an after school program for students in grades 6-8 focusing on chorus and drama. Also a visual arts program for all students in grades K-6.
- Lincoln Center Institute – K-3 students and teachers work with Lincoln Center teaching artists on two works of art each year; workshops are conducted for parents

- Bronx Arts Ensemble – teaching artists will work with our K-6th grade students and teachers in 14-week residencies in the visual arts aligned with the Blueprint for the Arts; teachers will work alongside the artist which will enable them to continue to do work with the visual arts in the classroom at the end of the residency
- Greenkill Environmental Education Program – 6th graders spend 3 days and 2 nights at the Greenkill center immersed in activities focused on the environment
- Character Education Program – K-8 students participate in class, small group, and/or individual community service projects; our Guidance Counselor does classroom presentations of the 4R's Program; anti-bullying poster contests; Consultant from Operation Respect works with students on leadership and anti-bullying skills; consultants from Anti-Defamation League works with teachers to create classroom environments that encourage student leadership and anti-bullying awareness.
- Substance Abuse Intervention Program – recovering substance abusers conduct presentations for 7th and 8th grade students on the dangers of using drugs and alcohol and the possible consequences

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 175 City Island								
District:	11	DBN:	11X175	School BEDS Code:	321100010175				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.7	95.2	TBD		
Kindergarten	39	31	36						
				Student Stability - % of Enrollment:					
Grade 1	38	37	37	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	37	40	34		97.5	95.4	TBD		
Grade 3	39	41	40						
Grade 4	39	38	42						
				Poverty Rate - % of Enrollment:					
Grade 5	46	40	40	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	56	48	43		38.8	32.8	39.5		
Grade 7	53	58	48						
Grade 8	55	52	60						
				Students in Temporary Housing - Total Number:					
Grade 9	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 10	0	0	0		0	5	TBD		
Grade 11	0	0	0						
Grade 12	0	0	0						
				Recent Immigrants - Total Number:					
Ungraded	0	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	402	385	381		2	0	0		
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		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	2	7	Superintendent Suspensions	0	0	TBD		
Number all others	35	37	34						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)									
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	28	29	TBD		
# receiving ESL services only	9	12	6						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	4	3	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	75.0	72.4	TBD
				% more than 5 years teaching anywhere	78.6	79.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED			
American Indian or Alaska Native	0.5	0.5	0.8	97.8	91.3	TBD	
Black or African American	8.2	7.8	8.7				
Hispanic or Latino	26.9	26.5	22.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	4.2	4.7				
White	61.7	61.0	63.3				
Male	52.2	54.3	53.8				
Female	47.8	45.7	46.2				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
√	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	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							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	79.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment:	10.9			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	18.2			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	47						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-

- **ACCORDING TO THE NY STATE EDUCATION DEPARTMENT, P.S. 175 IS A SCHOOL IN GOOD STANDING**
- **P.S. 175 RECEIVED THE GRADE OF "C" ON THE 2009-2010 NYC PROGRESS REPORT**

Based on information from our 2008-2009 Quality Review and Progress Report, we have identified the following:

Student Performance Trends

- High numbers of students scoring at levels 3 and 4 on both ELA and Mathematics standardized tests
- Insufficient number of high performing students (3.5-4.5 proficiency level) making one-year's progress in ELA and Mathematics
- The lower performing students are the ones making one-year's progress

Greatest Accomplishments

- Teachers utilize data to better plan and individualize instruction
- The implementation of schoolwide initiatives including differentiated instruction, individual student goal setting; strategic mini-lessons
- The implementation and ongoing revision of literacy curriculum maps in all grades
- The creation of clearly defined writing criteria and rubrics for all ELA units of study
- The ability to offer our middle school students Regents level classes in math and science without having a "top" class and a "bottom" class
- Middle school content area instruction is done in small groups
- All classroom teachers have daily common prep periods with the other teacher on their grade and (with the exception of grade 4) with the teachers of either the grade above or below; all four cluster teachers also have daily common preps
- The ability to individualize and personalize professional development

Significant Aids to Our School's Continuous Improvement

- Annual School Goals are explicitly communicated to the community
 - Differentiate instruction to better meet needs of higher performing students
 - Set measurable learning goals in all content areas to better meet individual student needs

- Develop teacher understanding of higher order thinking skills and strategies to more effectively plan for differentiated instruction
- Incorporate strategic mini-lessons to target instruction aligned to assessed student needs
- Professional Development is differentiated depending on the needs of the individual teachers, grade teams, departments and school level (K-2, 3-5, 6-8). Major initiative is focus at all grade levels and then support is delivered depending on where the individual, grade, etc. are on the continuum of meeting school goals
- Goals for the year are explicitly laid out along with the support being provided beginning in the spring of the previous year. This leads to consistency of curriculum across and through grades. Students enter each grade prepared with the necessary skills, concepts and content.
- We have a dedicated, committed and supportive faculty and staff
- Literacy curriculum maps are horizontal (across grades) and vertical (spiraling from one grade to the next). Teachers and administration reflect during and at the end of each unit of study in order to revise and deepen the work for the following year
- Teachers of grades 5-8 are implementing interdisciplinary units of studies in social studies and ELA
- Block scheduling allows for longer periods of content area instruction
- There is a high level of teacher commitment to professional development before and after school
- Middle school programming allows for small content area class size in order to provide Math and Science Regents level courses without homogeneous grouping
- The school is well supported by the PTA financially. Parents are encouraged to participate in school events.
- Arts are a valued part of our instructional and enrichment program. Although we were unable to fund a full-time visual arts teacher this year, Lincoln Center Institute works with K-3 classes on two works of art; Studio-in-a-School teaching artists work with our K-6th grade students and teachers in 14-week residencies in the visual arts aligned with the Blueprint for the Arts; teachers work alongside the artist which will enable them to continue to do work with the visual arts in the classroom at the end of the residency; 7th and 8th grade students receive visual arts instruction by a staff member; 5th grade puts on a dramatic performance; 5th-8th grade students have the opportunity to participate in the Sports & Arts after school program in which they are offered visual arts and athletics; 6th-8th grade students are offered an after school arts program that includes drama and chorus
- Technology is being used in the classroom to enhance learning – all 4th-8th grade classrooms have SmartBoards that are utilized by classroom teachers

Significant Barriers to Our School's Continuous Improvement

- Building design/open classrooms/no walls – Our school, which opened in 1975, was built on an experimental open space design and for a significantly smaller number of students. The school's second floor is mostly open space designed for four classes; it now accommodates seven classes. Only low partitions and/or bookcases separate the class areas and the cafeteria on the first floor has no ceiling. This absence of walls allows excessive noise and prevents the rich discussions and group work that our students need. Teachers and students must contend with multiple distractions during the day. During this coming school year, walls are going to be built in this area which will cause the displacement of students for the 4-6 projected month until completion. Classrooms are going to be set up in the gym, art room and teachers' cafeteria.
- Only one teacher on each grade in each subject area in grades 5-8
- Limited budget and space does not allow us to offer as diverse a curriculum as we would like both during the school day and after school hours

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.

Goal 1

To improve ELA standardized test results of target population in grades 4-8 who are higher performing (3.5-4.5 proficiency level) in ELA but did not make one year of progress in 2009-2010, 32 of 50 students in the target group will make at least one year of progress on the 2010-2011 ELA standardized test.

This goal is based on data from the 2008-2009 Progress Report.

Goal 2

To improve math standardized test results of target population in grades 4-8 who are higher performing (3.5-4.5 proficiency level) in Math but did not make one year of progress in 2009-2010, 20 of 31 students in target group will make at least one year of progress on the 2010-2011 mathematics standardized test.

This goal is based on data from the 2008-2009 Progress Report.

Goal 3

100% of ELA and math teachers in grades 4-8 will be able to show evidence of understanding and implementing differentiated instruction strategies and techniques to better meet individual student needs by the end of the 2010-2011 school year, as evidenced by lesson plan reviews, choice boards, tiered activities, and a review of data collection sheets in their Assessment Binders.

This goal is based on data from the 2008-2009 ELA and Mathematics standardized tests, our Quality Review, as well as a review of teachers' lesson plans and Assessment Binders.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>42 of 65 students in target group will score a minimum of Level 3 on the 2011 NYS ELA. This will raise our “on grade level” rate from 63%-83%.</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><u>Classroom teachers will:</u></p> <ul style="list-style-type: none"> • Set differentiated instruction goals for themselves and review mid and end of year (September, February, June) • Work with students to set monthly measurable learning goals in reading and writing (on-going September –June) • Differentiate instruction on a daily basis to better meet student needs (on-going September –June) • Use the Item Skills Analysis in ARIS to focus instruction on areas of need (on-going September-June) <p><u>The Literacy Coach will work with teachers on an on-going basis (September-June) to:</u></p> <ul style="list-style-type: none"> • Develop their understanding of higher order thinking skills and strategies • Set interim benchmarks in reading and writing • Incorporate the strategic mini-lesson into the reading and writing workshop • Chunk the reading of books so that students read more books each year • Create writing prompts that require students to employ higher order thinking skills • Further develop school-wide writing rubrics and criteria • Revise Literacy Curriculum Maps on a monthly basis <p><u>The Principal will:</u></p> <ul style="list-style-type: none"> • Review lesson plans monthly for evidence of strategic mini-lessons, the chunking of text and higher order thinking writing prompts • Conduct bi-monthly reviews of teacher progress toward their own differentiated

	<p>instruction goals</p> <ul style="list-style-type: none"> • Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess student progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • Literacy Coach (tax levy & Title I ARRA SWP) • Purchasing additional texts on all guided reading levels (tax levy) <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with literacy coach and/or AUSSIE consultant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Learning goals will be on display in classrooms, evident in lesson plans and in assessment binders and will be updated on a monthly basis • Teacher resource binders will contain sheets indicating how books were chunked and the follow-up writing prompts that students had to complete • Higher order thinking skills and strategies will be evident in lesson plans and observed during formal and informal observations on an on-going basis • Differentiated learning tasks geared toward higher performing students will be evident in lesson plans, on bulletin boards, in student work folders and observed during formal and informal observations on an on-going basis

MATH

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>23 of 40 students in target group will score a minimum of Level 3 on the 2011 NYS Math Test. This will raise our “on grade level” rate from 77.5% to 88%.</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><u>Classroom teachers will:</u></p> <ul style="list-style-type: none"> • Set differentiated instruction goals for themselves and review mid and end of year (September, February, June) • Work with students to set monthly measurable learning goals in math (September-June) • Use the Item Skills Analysis in ARIS to focus instruction on areas of need (September-June) • Differentiate instruction on a daily basis to better meet student needs <p><u>The Network Achievement Coach will work with teachers on an on-going basis to:</u></p> <ul style="list-style-type: none"> • Align assessment binders to the state standards (weekly) • Develop teacher understanding of higher order thinking skills and strategies (weekly) <p><u>Principal will:</u></p> <ul style="list-style-type: none"> • Conduct bi-monthly reviews of teacher progress toward their own differentiated instruction goals • Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess student progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Our Network Achievement Coach will work with us to:</u></p> <ul style="list-style-type: none"> • Create “exemplars” and visual instruction plans for grades 5-8 <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with literacy coach and/or AUSSIE consultant
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Learning goals will be on display in classrooms, evident in lesson plans and in assessment binders and will be updated on a monthly basis • Higher order thinking skills and strategies will be evident in lesson plans and observed during formal and informal observations on an on-going basis • Differentiated learning tasks geared toward higher performing students will be evident in lesson plans, on bulletin boards, in student work folders and observed during formal and informal observations on an on-going basis

Subject/Area (where relevant): ELA & MATH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of ELA and math teachers in grades 4-8 will be able to show evidence of understanding and implementing differentiated instruction strategies and techniques to better meet individual student needs by the end of the 2010-2011 school year, as evidenced by lesson plan reviews, choice boards, tiered activities, and a review of data collection sheets in their Assessment Binders.</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><u>Classroom teachers will differentiate instruction on a daily basis to better meet student needs by:</u></p> <ul style="list-style-type: none"> • Tiering lessons • Including choice board activities in lesson plans • Using our Network’s differentiated classroom continuum to assess themselves at the beginning, middle and end of the year • Incorporating differentiated instruction structures in their classrooms <p><u>The Literacy Coach will work with teachers on an on-going (weekly) basis to:</u></p> <ul style="list-style-type: none"> • Develop their understanding of higher order thinking skills and strategies • Set interim benchmarks in reading and writing • Design and implement strategic mini-lessons • Further develop school-wide writing rubrics and criteria • Revise Literacy Curriculum Maps on a monthly basis <p><u>The Principal will:</u></p> <ul style="list-style-type: none"> • Meet with teachers at the beginning, middle and end of the year to set differentiated instruction learning goals and to assess where teachers are on the classroom continuum. • Review lesson plans monthly to ensure that teachers are tiering lessons, creating choice board and agenda activities and incorporating differentiated instruction structures in their classrooms • Conduct weekly classroom observations to ensure that differentiated instruction structures and techniques are being utilized in classrooms • Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess student progress

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • Literacy Coach (tax levy & Title I ARRA SWP) • Part-time Math staff developer (tax levy) <p>Scheduling will be done to allow for:</p> <ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with literacy coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Differentiated lessons and tasks will be:</p> <ul style="list-style-type: none"> • evident in teacher lesson plans which will include choice boards, agendas, tiered tasks which will be review on an on-going basis • observed during formal and informal observations on an on-going basis • shared at monthly individual teacher and grade level meetings with principal <p>Charts, agendas, management tasks will be posted in classrooms</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	0	0	N/A	N/A	0	0	0	0
1	7	3	N/A	N/A	0	0	0	0
2	16	10	N/A	N/A	1	0	0	0
3	8	8	N/A	N/A	1	0	0	0
4	11	7	N/A	N/A	0	0	0	0
5	11	13	N/A	N/A	4	0	0	0
6	8	9	N/A	N/A	0	0	0	0
7	5	8	N/A	N/A	0	0	0	0
8	10	8	N/A	N/A	0	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Grades 1-8 –small group tutoring after school – Acuity, Fletcher’s Place, teacher-created remedial resources, Reciprocal Teaching Strategies
Mathematics:	Grades 1-8 – small group tutoring after school – Acuity, EveryDay Math, Impact Math, teacher-created remedial resources
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	K-8 – individual and small group counseling, as needed, during the school day
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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.
SEE PAGES 43-47

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) K-8 Number of Students to be Served: 8 LEP Non-LEP

Number of Teachers 1 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.

Students are identified for ESL services through the Home Language Survey, LAB-R and NYSESLAT test. Students are placed in our ESL program at the choice of the parents and orientations are held at the beginning of the year and on an on-going basis throughout the year for new admits.

A. Curricular:

- Pull-out freestanding ESL program – **Imagine Learning English technology based program used**
- All classes conducted in English with support in students' native language
- Beginner & Intermediate levels – 360 minutes per week
- Advanced level – 180 minutes per week
- Development of social skills/assimilation into school community

B. Extracurricular:

- Sports & Arts – 4 of the 7 ESL students in grades 5-8 attend

- I. 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.
 - Consent letters sent home to parents with program description
 - Parent-teacher conferences/progress meetings
 - Parent workshops (conducted by Parent Coordinator who is fluent in 4 languages)
- II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
 - Conferences with ESL teacher and Parent Coordinator
- III. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
 - AIS services when appropriate
 - Counseling when needed
 - Translated materials for parents

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.

IV. Professional Development (2009-2010 activities): 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.

- NYSESLAT training and scoring
- Incorporation of ESL strategies into classroom/content area instruction
- Visualization
- Differentiated Instruction
- Strategic Mini-Lessons

Section III. Title III Budget : **\$641.00**

School: P.S. 175 BEDS Code: 11X175

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	641.00	Supplies of translation and interpretation services
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	641.00	

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.

A school created survey indicates that less than 3% of our overall parent population does not speak English in the home. Of that, 3 families are native Spanish speakers and information is translated for them both orally and in writing.

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.

According to our school created language survey, translation services are needed on a limited basis. Our Parent Coordinator is able to fulfill the needs of translation and interpretation for the school. The findings were reported to the school community through SLT and PTA meetings. When appropriate, letters are backpacked home in both English and Spanish.

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.

Our Parent Coordinator is available for the translation of all school generated parent letters. Any document that needs to be translated is submitted to the Parent Coordinator no later than 48 hours prior to dissemination.

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

Our Parent Coordinator takes care of all Spanish and Portuguese phone calls from parents, as well as providing oral translation during the school day and during parent teacher conferences.

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>.

Based on the Home Language Survey, we determine which families require translation and interpretation services. At our September orientation meeting for parents, Chancellor's Regulation A663 will be distributed in both English and Spanish. Translation and Interpretation posters are posted in the Main Lobby at all times.

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:		\$ 220,834.00	\$ 220,834.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 2,208.00	\$ 2,208.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 92%
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.

There were 2 out of 24 teachers that were not highly qualified. One of the teachers retired and we are attempting to hire a certified ESL teacher.

* 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.

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.

P.S. 175 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 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 2010-11

P.S. 175
SCHOOL-PARENT INVOLVEMENT POLICY
& SCHOOL-PARENT COMPACT

P. S. 175, The City Island School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved 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.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P. S. 175 - The City Island School will:

- **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:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, “How well the teachers are learning determines how well the students are learning.” Our teachers will meet weekly with coaches and/or the principal to review data, review and revise curriculum and determine appropriate instructional materials. The teachers will work collaboratively to better differentiate instruction so that students meet all state standards.*
 - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.*
 - *Teachers will use assessments to plan instruction according to their students’ needs. Academic intervention will be provided to support struggling students.*
 - *The students will be given varied resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.*
- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
 - *On November 9, 2010 and March 15, 2011*
- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed in November (All students), February (Middle School students). March (Elementary students), April (Middle School students) and June (All students).*
 - *Kindergarten students will receive progress reports in November and official report cards in March and June.*

- *Parents will be provided access to ARIS as a means of monitoring their child's performance and progress.*
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher by either sending a note with their child or calling the main office. The teacher will notify the parent of a mutually agreed upon time for the meeting.*
 - *The Principal have an open door policy.*
- **Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:**
 - *Meet-the-Teacher meetings will be conducted during the month of September at which curriculum and classroom expectations will be reviewed.*
 - *In grades K-2, after each unit of study in Writing, the parents will be invited to a writing celebration in the classroom.*
 - *During Open School Week (November), parents will be invited to participate in classroom activities.*

Parent Responsibilities

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

- **Supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**

- Providing my child with a library card;
- Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school discipline policy;
- Expressing high expectations and offering praise and encouragement or achievement

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Come to school ready to do our best and be the best;*
- *Come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *Listen and follow directions;*
- *Participate in class discussions and activities;*
- *Be honest and respect the rights of others;*
- *Follow the school's/class' rules of conduct;*
- *Follow the school's dress code;*
- *Ask for help when we don't understand;*
- *Do our homework every day and ask for help when we need to;*
- *Study for tests and complete assignments;*
- *Read every day outside of school time;*
- *Read at home (with our parents, if appropriate);*
- *Get adequate rest every night;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

Other Responsibilities

P. S. 175 – The City Island School:

- involves parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involves parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- holds an annual meeting to inform parents of the school’s participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time 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 I Part A programs and will encourage them to attend;
- provides information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provides to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- at the request of parents, provides 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;
- provides each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

We will analyze the data obtained from standardized exams to determine areas of need as well as teacher input. Incoming students will be administered a diagnostic assessment at the beginning of the school year as will our returning students. Along with data assessments, our school will perform a series of Learning Walks conducted by Tier III / Professional Development Team members, which includes teachers, administrators and staff developers, as well as representatives of the School Leadership Team.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 - a. **Communicate with Human Resources to ensure that pedagogue is teaching within his/her licensed area**
 - b. **Review lessons regularly**
 - c. **Meet with teachers on a regular basis**
 - d. **Learning Walks**
 - e. **Informal and formal Observations**

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.
 - a. **To conduct a needs assessment at the beginning of the school year**
 - b. **To provide informative workshops to help teachers understand the relevant data and how to effectively utilize it within their classroom**
 - c. **To support enrollment and participation in outside professional development opportunities (i.e. National conferences, local workshops, college courses, etc.)**
 - d. **To allow teachers the opportunity to "turn-key" information obtained during outside workshops**
 - e. **To visit other schools that demonstrate best practices**
 - f. **To establish a book study group**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. **To make evident to any visitor that MHV is a well structured and disciplined learning environment that supports growth and has high expectations from both teachers and students**
 - b. **To use my intermediary in the recruitment of highly qualified teachers since their reputation is one of excellence**
 - c. **To have exemplary work posted throughout the building so that teachers applying for a position at MHV will notice the caliber of work expected from both students and teachers**
 - d. **To have teacher applicants provide a writing sample during their interview process to assess their ability as it connects to their expectations from students**

6. Strategies to increase parental involvement through means such as family literacy services.
 - a. **To administer a needs assessment**
 - b. **To provide workshops for both the SLT and PA based on the results of the needs assessment by in-house school personnel**
 - c. **To allocate 1% of Title I funds to purchased appropriate lecturers/presenters for needed workshops**

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.
N/A

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.
 - a. **Teachers and administrative staff will review various assessment/diagnostic products collaboratively to determine which assessment/diagnostic to implement**
 - b. **Upon receiving the data, teachers and administrative staff will review the data to determine the appropriate interventions required to support student learning, differentiate instruction and provide additional services when needed**
 - c. **Teachers and administrative staff will meet weekly to constantly review and evaluate student work**

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.
 - a. **Diagnostic assessments given at the beginning of the school year will provide relevant data to target students below proficiency levels as will data from State assessments and teacher input (grades; portfolios)**
 - b. **CTT/ESL teacher will provide training and support to teachers working with students experiencing difficulty**
 - c. **Teachers, including Staff Developers, will be required to "push-into" classes to reduce the teacher to student ratio**
 - d. **A peer-tutoring program with high school students will provide additional support**
 - e. **The advisory program will be revised and utilized as a means of providing support to students in need.**
 - f. **After-school and/or Saturday workshops will be provided**
 - g. **Continual monitoring of student work and data will be reviewed bi-weekly throughout the year**

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.

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
--------------	----------------------------------------------	---------------------------------------------------------------	------------------------------------------	---------------------------------------------------

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
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of 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			✓	N/A	N/A	N/A
Title I, Part A (ARRA)	Federal	✓			\$ 220,834	✓	15, 16, 18
Title II, Part A	Federal	✓			\$ 109,604	✓	15, 16, 18
Title III, Part A	Federal			✓	N/A	N/A	N/A
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 26,664	✓	15, 16, 18
Tax Levy	Local	✓			\$ 1,885,297	✓	15, 16, 18

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 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.

PART D – TARGETED ASSISTANCE SCHOOLS

NOT RQUIRED

APPENDIX 5

NOT REQUIRED

APPENDIX 6

NOT REQUIRED

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.) **0**
2. Please describe the services you are planning to provide to the STH population.

Funds are used to provide our STH population with at-risk counseling and academic intervention services.

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)

2010-2011 Language Allocation Policy

LAP Team Members

<u>Team Member's Name</u>	<u>Title</u>
Amy Lipson	Principal
Jacquelyn Moscone	ESL Teacher
Tina Gisante	Parent Coordinator
Helen Masotti	Literacy Coach

Program Goals and Description

The English as a Second Language Program at P.S. 175 is a pull-out program with a total of eight students currently receiving ESL services. The language of instruction is English and students are grouped by grade level and sub-grouped according to language proficiency. The instructional components include English as a Second Language Arts, and content area instruction in English using ESL methodologies.

At P.S. 175 our Language Allocation Policy describes the ESL program in the school. The LAP policy implementation and refinement plans are included in the school's Comprehensive Education Plan. The parents of ELL students are provided with an orientation session on State Standards, assessments, school expectations and general program requirements for ELL learners at the beginning of the academic school year. Parents are invited and encouraged to attend PTA meetings and parent workshops.

Our school has established, as one of its primary goals, the improvement of ELL student achievement through a balanced approach to literacy, mathematics, and mastery of content area instruction. Full participation in extracurricular school activities is also a priority.

ELL students are evaluated each spring using the NYSESLAT. Student schedules ensure that all ESL students are provided with appropriate ESL services based on their proficiency levels. In accordance with CR Part 154 mandates, all students at the beginning or intermediate proficiency levels receive 360-minutes of ESL instruction per week. Those at the advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Any child who is newly admitted is administered the Home Language Survey. Based on the information provided on the survey, new students are administered the LAB-R to determine eligibility for ESL services.

There are currently no SIFE students at P.S. 175. In the event that an ELL SIFE student is admitted to the school, provisions will be made for extensive supplementary services through the extended day program.

To date, we have 5 students who have been in an English language school system for three years or less. 1 student has been in an English language school system for 4-6 years, and 2 students for 7 years. 2 of the students receive SETSS services.

Our ESL Model

Based on a review of the four modalities - listening, speaking, reading, and writing - it has been determined that our ELL students' greatest needs are in the areas of reading and writing. In addition, our review of scores in the content areas (ELA, math, social studies and science) indicates that the development of language and vocabulary, in these areas needs to be addressed. Academic language acquisition is also an area of need. These areas will be addressed through the alignment of ESL instruction with our literacy curriculum maps, the development of oral language skills, use of content area word walls and the scaffolding of instruction.

The ESL teacher uses the components of a balanced approach to learning that includes listening, speaking, reading aloud, shared and guided reading and writing, and partner and small group work. The ESL teacher uses these strategies to develop English language skills and to teach content area information. All instructional materials are aligned with the New York State Standards.

Our ELL population consists of 1 beginner, 3 students at the intermediate level and 4 students at the advanced level (See *Addendum #1, Table A* for the total number of students per grade and languages spoken). When looking at parent choice letters, all parents chose the ESL model. Students are grouped homogeneously for targeted areas of instruction according to the LAB-R and NYSESLAT. The students participate in an instructional program that is aligned with mandated ESL, ELA content learning standards, and the core curriculum. The ESL teacher works with small groups providing the students with task-oriented situations that guide the production of both oral and written language. Through the use of common preparation periods, the ESL teacher is able to articulate and collaboratively plan with classroom teachers. This allows for consistency in both the regular and ESL classrooms. School-wide literacy blocks are devoted to providing intensive reading and writing instruction to all students.

ESL methodologies are used to develop cognitive academic language skills necessary for content area success. The instructional program for English language learners provides for the development of abstract concepts through concrete applications using models, manipulatives, charts, pictures, think-alouds, accountable talk and critical thinking skills.

Instruction is aligned to ESL and ELA standards. The ESL teacher scaffolds the use academic language to support students' participation and access to information. The instructional program used is *Imagine Learning English*, which is a computer-based instructional program that teaches children English and also develops their literacy skills. Students receive one-on-one instruction through hundreds of engaging activities specifically designed to meet their individual needs, so they progress quickly. The research-based language acquisition curriculum provides strategic first language support that is customized to the needs of each student, as well as reports to the teacher that documents student progress. Trade books that help promote English language acquisition are also used.

In grades K-2, ECLAS and the Fountas & Pinnell assessments are used to assess literacy skills. The data collected from these assessments provides information to both the classroom and ESL teachers that supports literacy instructions for our ELL students. The data across grades and proficiency levels indicates that the greatest area of weakness in our students is in writing. This pattern is reflected in how writing curriculum is developed across grades levels and where the emphasis is put in academic intervention. Periodic assessment results are used to focus instruction around areas of student need. Most of our students become proficient on the NYSESLAT within three years which is an indicator of the success of the program we have in place.

Quality Instruction for ELLs

Content area instruction, aligned with the NYC and NYS standards in mathematics, science, social studies, and technology is provided in English. Instruction is supported by instructional materials according to the students' proficiency levels and needs. Instruction is designed to mediate the learning of various proficiency classifications: newcomers, long-term ELLs, beginners, intermediate and advanced proficiency levels. The ESL teacher differentiates instruction to meet the diverse learning needs of all students.

An analysis of the content performance data for beginning students indicates that work is needed in all four of the learning modalities. Content area teachers scaffold academic language and complex content material to support student participation. Explicit ESL strategies and visual aids are used to support student understanding. Students are exposed to many forms of print including fiction, nonfiction, newspapers, charts, and pictures.

In our school the needs of second language learners are addressed in many of our professional development sessions. Some of the topics include differentiating literacy and mathematics instruction to meet the needs of second language learners, strategies for helping second language learners access and develop academic language, and specific ESL methodologies.

To further provide ELLs with language acquisition opportunities, non-ESL licensed teachers are prepared with the methodologies and techniques that will facilitate and enhance instruction. Our teachers meet the mandated 7.5 hours of mandated ESL training. ESL professional development offers specific scaffolds to help our ELLs reach academic standards. Our program ensures that our teachers deliver lessons that are aligned with ESL and ELA standards. It is through ESL strategy integration within the curriculum and through explicit ESL instruction that our students will continue to demonstrate academic progress in the English language.

Content area academic intervention services are offered to all students in all subjects in which ESL students are indicating a need. Students work with content area teachers in small groups; the language of instruction is English.

Our ESL students have access to and participate in all academic and non-academic after school programs including Extended Day for academic intervention, Sports & Arts, and Arts Enrichment.

Support services are provided to students who reach proficiency levels and exit our ESL program. These support services include peer tutoring, small group instruction, after school programs and academic intervention services.

P.S. 175 follows all mandates of CR Part 154 as follows:

1. Parents of new arrivals must complete a Home Language Survey. Our Guidance Counselor conducts the informal oral interview and formal initial assessment in English and our Parent Coordinator, who speaks fluent Spanish, Italian and Portuguese, conducts this interview and assessment in the native language if needed. The Home Language Survey is administered by the school secretary with assistance from the Parent Coordinator when necessary. The completed HLS is reviewed by our Assistant Principal who determines next steps. The NYSESLAT is administered in the spring to all eligible students.
2. During the registration process, parents are informed that the only program choice available at P.S. 175 is ESL. The other programs are described to the parents and other options are presented. The school will reach out to OSEPO should a parent want another program.

3. Entitlement letters are sent home in student backpacks. Classroom teachers make follow-up phone call if Parent Surveys and/or Program Selection forms are not returned.
4. The only program available at P.S. 175 is ESL so all students are placed there unless a parent indicates that they would like a different choice; referral to OSEPO follows.
5. 100% of parents choose to have their children in an ESL program at P.S. 175.
6. The program model offered at P.S. 175 is totally aligned with parent requests.

P.S. 175 has a very strong parent involvement component. Parents of all students, including ELLs participate in PTA meetings and committees, chaperone class trips and participate in other school events (i.e. Family Night, Spring Festival). Our Parent Coordinator establishes a strong relationship with all ELL families and evaluates parent needs through informal assessment measures (conversations during Parent Teacher Conferences, PTA meetings and Family Nights). Our parental involvement activities are reflective of the needs of both our parents and students. These activities include strategies for parents to support student learning, internet safety, and anti-bullying. Our Parent Coordinator is at all events to provide interpretation when needed.

Our LAP Team revisits this plan yearly to ensure that we are meeting the needs of our targeted ELL population.

Addendum #1

Table A - ESL Students by Grade

GRADE	# OF ESL STUDENTS	LANGUAGE SPOKEN
K	0	
1	0	
2	0	
3	0	
4	3	Spanish
5	1	Spanish
6	0	
7	0	
8	1	Spanish

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 175 City Island						
District:	11	DBN:	11X175	School		321100010175	

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	0	0	0		94.7	95.2	94.8
Kindergarten	31	36	37				
Grade 1	37	37	36	Student Stability - % of Enrollment:			
Grade 2	40	34	37	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	41	40	33		97.5	95.4	96.6
Grade 4	38	42	44				
Grade 5	40	40	42	Poverty Rate - % of Enrollment:			
Grade 6	48	43	41	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	58	48	42		38.8	39.5	40.7
Grade 8	52	60	47				
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		0	5	0
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	385	381	360	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

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	0	0	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	2	7	5	Superintendent Suspensions	0	0	2
Number all others	37	34	32				

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	28	29	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	3	3
# receiving ESL services only	12	6	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	2	1	1

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

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	75.0	72.4	78.6
				% more than 5 years teaching anywhere	78.6	79.3	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	97.0	92.9
American Indian or Alaska Native	0.5	0.8	0.6	% core classes taught by "highly qualified" teachers	97.8	91.3	90.2
Black or African American	7.8	8.7	6.1				
Hispanic or Latino	26.5	22.0	24.4				
Asian or Native Hawaiian/Other Pacific	4.2	4.7	2.8				
White	61.0	63.3	66.1				
Male	54.3	53.8	52.5				
Female	45.7	46.2	47.5				

2009-10 TITLE I STATUS

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	38.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.1						
<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-8 LANGUAGE ALLOCATION POLICY WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 11	School P.S. 175
Principal Amy Lipson	Assistant Principal
Coach Helen Masotti	Coach N/A
Teacher/Subject Area Tammy Bellon - Kindergarten	Guidance Counselor Jeanne McDonald
Teacher/Subject Area Jackie Moscone - ESL	Parent Andrea Salas
Teacher/Subject Area Kathie Wiehler - Math	Parent Coordinator Tina Gisante
Related Service Provider type here	SAF Elyse Doti
Network Leader Emily Sharrock	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL 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	1

C. School Demographics

Total Number of Students in School	360	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	1.67%
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Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In								0		0
Total	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	0
SIFE	0	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										
	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	Total
TBE										0
Dual Language										0
ESL	3		0	3			0			6
Total	3	0	0	3	0	0	0	0	0	6

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	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	TOTAL
Spanish				3	1	1			1	6
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0

Polish											0
Albanian											0
Other											0
TOTAL	0	0	0	3	1	1	0	0	1	1	6

Programming and Scheduling Information

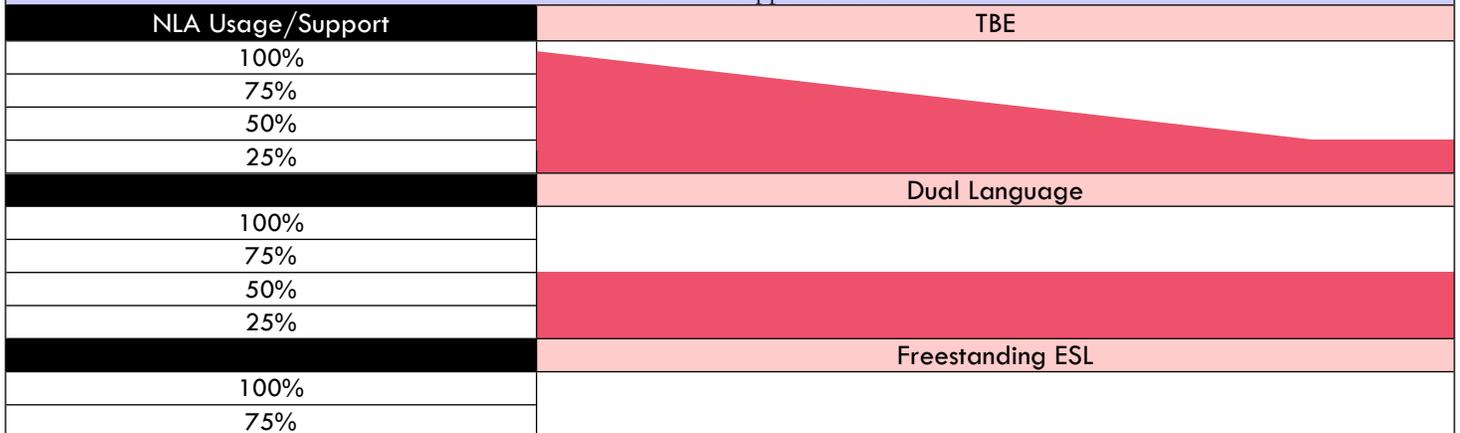
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS	ELLs identified as having special needs.		
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

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

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

8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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 does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
Tina Gisante	Parent Coordinator		11/1/10
Jacquelyn Moscone	ESL Teacher		11/1/10
Andrea Salas	Parent		11/1/10
Tammy Bellon	Teacher/Subject Area		11/1/10
Kathie Wiehler	Teacher/Subject Area		11/1/10
Helen Masotti	Coach		11/1/10
	Coach		
Jeanne McDonald	Guidance Counselor		11/1/10
Elyse Doti	School Achievement Facilitator		
Emily Sharrock	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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