



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 175

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X175

PRINCIPAL: AMY LIPSON

EMAIL: ALIPSON@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELIZABETH WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Amy Lipson	*Principal or Designee	
Danielle Minor	*UFT Chapter Leader or Designee	
Jenny Geros	*PA/PTA President or Designated Co-President	
Patrizia Cambria	Member/Teacher	
Andy Scopp	Member/Teacher	
Doreen Miskimmon	Member/Teacher	
Felicia Stevelman	Member/Teacher	
Jonna Weppler	Member/Parent	
Maria Piri	Member/Parent	
Kim McGaughan	Member/Parent	
Janine Mantzaris	Member/Parent	
Susan Rosendahl Massella	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- To improve ELA standardized test results of target population in grades 4-8 who scored at performance level 2 on the 2011-2012 ELA test – 34 of 52 students in target group will move from level 2 to level 3 on the 2012-2013 ELA standardized test.

Comprehensive needs assessment

- Results of the 2011-2012 NYS ELA test indicated that a target group of students had slipped from level 3 to level 2. We therefore need to work to improve the performance of these students.

Instructional strategies/activities

Classroom teachers will:

- 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)

The Literacy Coach will work with teachers on an on-going basis (September-June) to:

- Develop Literacy tasks and assessments that are aligned to the common Core Learning Standards and the Citywide Instructional Expectations
- 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

The Principal will:

- Review lesson plans monthly for evidence of strategic mini-lessons, the chunking of text and higher order thinking writing prompts
- Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess progress of target group.
- Conduct monthly classroom observations and provide written feedback

- Teachers work in teams to create their own assessments that evaluate the effectiveness of the skills/strategies they are teaching. In addition to creating these assessments, teachers work in cross-grade teams to score. Teachers are also responsible for creating, assessing the effectiveness of, and revising writing scoring rubrics.

Strategies to increase parental involvement

- Parents are encouraged to access ARIS to get data on their children. Parent Coordinator tracks who is accessing and follows-up with families that are not.
- Teacher presentations at PTA meetings to keep families abreast of what is happening in classrooms.
- Class Parents assigned to each class. In lower grades they volunteer to assist teachers with craft activities. In upper grades they are one source of communicating with other parents in the class.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XXXX Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Our budget will be used for:

- Literacy Coach (tax levy & ARRA SWP)
- Purchasing additional texts on all guided reading levels (tax levy)
- AUSSIE Consultant – grades K-3 (tax levy)

Scheduling will be done to allow for:

- Daily common preps
- Weekly Professional Activity Periods used for professional development with literacy coach and/or AUSSIE consultant

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- To improve Mathematics standardized test results of target population in grades 4-8 who scored at performance level 2 on the 2011-2012 NYS Math test – 23 of 38 students in target group will move from level 2 to level 3 on the 2012-2013 NYS Math standardized test.

Comprehensive needs assessment

- Results of the 2011-2012 NYS Math test indicated that a target group of students had slipped from level 3 to level 2. We therefore need to work to improve the performance of these students

Instructional strategies/activities

Classroom teachers will:

- 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

The Math Coach will work with teachers on an on-going basis to:

- Align assessment binders to the Common Core Learning Standards (weekly)
- Develop teacher understanding of higher order thinking skills and strategies (weekly)
- Work with teachers to develop performance tasks aligned to the CCLS and CIE

Principal will:

- Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess progress of target group.
- Conduct monthly classroom observations and provide written feedback

Teachers work in teams to create their own assessments that evaluate the effectiveness of the skills/strategies they are teaching. As part of our participation in the Talent Management Pilot, in addition to creating these assessments, teachers work in cross-grade teams to score. Teachers are also responsible for creating, assessing the effectiveness of, and revising math scoring rubrics.

Strategies to increase parental involvement

- Parents are encouraged to access ARIS to get data on their children. Parent Coordinator tracks who is accessing and follows-up with families that are not.
- Teacher presentations at PTA meetings to keep families abreast of what is happening in classrooms.
- Class Parents assigned to each class. In lower grades they volunteer to assist teachers with craft activities. In upper grades they are one source of communicating with other parents in the class.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XXXX Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Our budget will be used for:

- Math Coach (tax levy)
- Purchasing My Math and Math Connects aligned to CCLS (tax levy)
- AUSSIE Consultant – grades 6-8 (tax levy)

Scheduling will be done to allow for:

- Daily common preps
- Weekly Professional Activity Periods used for professional development with math coach

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- To develop rigorous Teacher Created Assessments to more effectively assess students in non-testing subject areas – by June 2013, all 5 content area teachers in grades 4-8 will develop two Teacher Created Assessments, aligned to the Common Core Standards, that will each be administered 3 times each term to assess the effectiveness of content area instruction.

Comprehensive needs assessment

- After working with the Common Core Learning Standards for two years it became evident that, in order to align assessment with the Common Core Standards, teachers would need to create their own assessments not only in ELA but in all subject areas as well.

Instructional strategies/activities

Classroom teachers will:

- Record Teacher Created Assessment data in Assessment Binders (September-June)
- Use data gleaned from Teacher Created Assessments to plan lessons and differentiate instruction (September-June)

Principal will:

- Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess student progress.
- Conduct monthly classroom observations and provide written feedback

- Teachers work in teams to create their own assessments that evaluate the effectiveness of the skills/strategies they are teaching. In addition to creating these assessments, teachers work in cross-grade teams to score. Teachers are also responsible for creating, assessing the effectiveness of, and revising content area scoring rubrics.

Strategies to increase parental involvement

This goal does not require parent involvement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

XXXX Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Our budget will be used for:

- Literacy Coach and Math Coaches (tax levy)

Scheduling will be done to allow for:

- Daily common preps
- Weekly Professional Activity Periods used for professional development with literacy and math coaches

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- To develop rigorous units of study aligned to the Common Core Learning Standards – by June 2013, all teachers of core subjects (ELA, math, social studies and science) will develop a minimum of 6 units of study aligned to the CCLS, the CIE and aligned to their curriculum maps. K-3 teachers will produce units in ELA and math.

Comprehensive needs assessment

- After observing classroom and reviewing lessons it became apparent that further work was needed to develop rigorous lessons aligned to the CCLS and the CIE.

Instructional strategies/activities

Classroom teachers will:

- Record Teacher Created Assessment data in Assessment Binders (September-June)
- Use data gleaned from Teacher Created Assessments to plan lessons and differentiate instruction (September-June)

Principal will:

- Conduct monthly reviews of Assessment Binders to evaluate teacher use of data and to assess student progress.
- Conduct monthly classroom observations and provide written feedback

Teachers work in teams to create their own assessments that evaluate the effectiveness of the skills/strategies they are teaching. In addition to creating these assessments, teachers

Strategies to increase parental involvement

- This goal does not require parent involvement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

XXXX Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Our budget will be used for:

- Literacy Coach and Math Coaches (tax levy)

Scheduling will be done to allow for:

- Daily common preps
- Weekly Professional Activity Periods used for professional development with literacy and math coaches

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Teacher-created remedial resources aligned to the Common Core Learning Standards, Reciprocal Teaching Strategies; Fletcher’s Place; Acuity	Small group	After school
Mathematics	Grades 1-8 – small group tutoring after school – Acuity, MyMath, Math Connects, teacher-created remedial resources	Small group	After school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict resolution, individual issues that arise	Individual and small group	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At P.S. 175 we provide deep and meaningful professional development that supports teachers' ability to develop curriculum and instruction in the classroom. This level of support is key to our high rate of teacher retention.

**WE ARE NOT A TITLE I
SCHOOL AND ARE
THEREFORE NOT
REQUIRED TO COMPLETE
THIS SECTION**

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Michael Alcott	District 11	Borough Bronx	School Number 175
School Name P. S. 175			

B. Language Allocation Policy Team Composition [?](#)

Principal Amy Lipson	Assistant Principal Josephine Rondi
Coach Helen Masotti	Coach
ESL Teacher Jackie Moscone	Guidance Counselor Jeanne McDonald
Teacher/Subject Area Tammy Bellon - Kindergarten	Parent
Teacher/Subject Area Kathie Wiehler - Math	Parent Coordinator Tina Gisante
Related Service Provider	Other
Network Leader Michael Alcott	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	339	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

1. Parents of new arrivals must complete a Home Language Survey. Our ESL teacher conducts the informal oral interview and formal initial assessment in English and our Parent Coordinator, who speaks fluent Spanish, Italian and Portuguese, assists with 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 ESL teacher who determines next steps. The LAB-R is administered by our ELS teacher upon admission and 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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): N/A

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

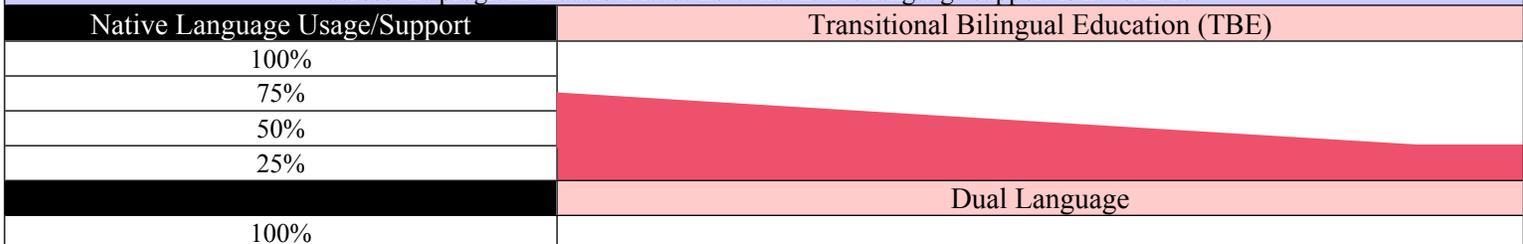
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amy Lipson	Principal		12/1/11
Josephine Rondi	Assistant Principal		12/1/11
Tina Gisante	Parent Coordinator		12/1/11
Jacquelyn Moscone	ESL Teacher		12/1/11
	Parent		
Tammy Bellon	Teacher/Subject Area		12/1/11
Kathie Wiehler	Teacher/Subject Area		12/1/11
Helen Masotti	Coach		12/1/11
	Coach		
Jeanne McDonald	Guidance Counselor		12/1/11
Michael Alcott	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X175 **School Name:** P.S. 175

Cluster: CFN **Network:** 411

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.

Our Parent Coordinator who is fluent in Spanish, Italian and Portuguese, met with the parents of our ELL students to discuss their accessibility to school-generated parent correspondence.

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.

After speaking to the parents of our ELL students, whose first language is Spanish, we found that they needed translation and interpretation services for teacher and principal written and oral communication.

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 will translate all school correspondence which will be distributed at the same time as the English versions.

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.

A translator is available during all school hours and provides interpretation services for all teacher-parent meetings. She is also present during Parent Teacher Conferenes in November and March when she provides oral translation services.

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>.

A translator is available during school hours and at PTA meetings to provide oral and written interpretation services as needed.