



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 175
DBN (i.e. 01M001): 11X175
Principal: AMY LIPSON
Principal Email: ALIPSON@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH A. WHITE
Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Amy Lipson	*Principal or Designee	
Danielle Minor	*UFT Chapter Leader or Designee	
Lisa Knapp	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jaclyn Fitzmaurice	Member/ Teacher	
Doreen Miskimmon	Member/ Teacher	
Danielle Ramos	Member/ Teacher	
Felicia Stevelman	Member/ Teacher	
Kim McGaughan	Member/ Parent	
Jonna Wepler	Member/ Parent	
Kim Woodruff	Member/ Parent	
Susan Rosendahl Masella	Member/ Parent	
Brenda Prohaska	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To improve ELA standardized test results of target population in grades 4-8 who scored at performance level 2 on the 2012-2013 ELA test – 18 of 41 students in target group (44%) will move from level 2 to level 3 on the 2013-2014 ELA standardized test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Results of the 2012-2013 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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.

B. Key personnel and other resources used to implement each strategy/activity

- ELA teachers 4-8; content area teachers 7-8; literacy coach; principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- See Part A

D. Timeline for implementation and completion including start and end dates

1. September-June – see Part A

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Our budget will be used for:

- Literacy Coach (tax levy)
- Purchasing additional texts on all guided reading levels (tax levy)
- CodeX to supplement ELA program in grades 6-8 (tax levy)
- Supplies for paper and ink for family communications, water and supplies for Parent meetings (Tax Levy)
- Parent Coordinator is a key role funded with Tax Levy.
- Supplies and materials to engage families of Level 1 and Level 2 students funded by TL Parent Teacher Conferences funds.

Scheduling will be done to allow for:

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To improve Mathematics standardized test results of target population in grades 4-8 who scored at performance level 2 on the 2012-2013 NYS Math test – 21 of 48 students in target group (44%) will move from level 2 to level 3 on the 2013-2014 NYS Math standardized test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Results of the 2012-2013 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

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.

2. Key personnel and other resources used to implement each strategy/activity

1. Math teachers 4-8; math coach; principal

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. See Part A

4. Timeline for implementation and completion including start and end dates

1. September-June – see Part A

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Our budget will be used for:

- Math Coach (tax levy)
- Purchasing Go Math aligned to CCLS for Grades K-8 [supplements CMP3 in grades 6-8] (tax levy)
- Supplies for paper and ink for family communications, water and supplies for Parent meetings (Tax Levy)
- Parent Coordinator is a key role funded with Tax Levy.
- Supplies and materials to engage families of Level 1 and Level 2 students funded by TL Parent Teacher Conferences funds.

Scheduling will be done to allow for:

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To develop rigorous social studies/ELA integrated units of study aligned to the Common Core Learning Standards that are vertically aligned from K-8; by June 2014 all teachers of core subjects (ELA and social studies) will develop a minimum of 4 integrated units of study aligned to the CCLS, the CIE and to their curriculum maps.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing the *NYS Pedagogical Shifts Demanded by the CCLS* we determined that the most efficient way to address all six ELA shifts would be to plan integrated units of study that involved the ELA and/or social studies teachers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Classroom teachers will:

- Plan a minimum of four ELA/social studies units of study aligned with the CCLS and NYS social studies curriculum (on-going September-June)
- Create unit overviews that are submitted to literacy coach and principal for review (on-going September-June)
- Work with literacy coach to ensure coherence of units (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 coherence of unit plans
- Ensure that instructional shifts are being addressed in the unit plans
- Chunk the reading of books so that students read more books each year
- Further develop school-wide writing rubrics and criteria
- Revise Literacy/content area overviews and unit plans on a monthly basis

The Principal will:

- Review unit plans and ELA/content area overview on a monthly basis
- Conduct monthly reviews of unit plans and ELA/content area overviews.
- Conduct monthly classroom observations and provide written feedback

1. 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.

2. Key personnel and other resources used to implement each strategy/activity
6. ELA and social studies teachers – grade K-8; literacy coach’ principal
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. See Part A
4. Timeline for implementation and completion including start and end dates
1. September-June – see Part A
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
Our budget will be used for:
<ul style="list-style-type: none"> • Literacy Coach (tax levy) • Purchasing additional texts on all guided reading levels (tax levy)
Scheduling will be done to allow for:
<ul style="list-style-type: none"> • Daily common preps • Weekly Professional Activity Periods used for professional development with literacy coach

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
 This goal does not require parent involvement.

Budget and Resource Alignment
 Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment
 Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.
4. Timeline for implementation and completion including start and end dates
1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Grades 1-6 - Teacher-created remedial resources aligned to the Common Core Learning Standards, Reciprocal Teaching Strategies; Fletcher's Place;</p> <p>Grades 7-8 – small class size all day; 50 extra minutes of instruction Mon-Wed. for all students; intervention provided during school day by classroom teacher</p>	Small group	<p>After school – Grades 1-6</p> <p>During school day – Grades 7-8</p>
Mathematics	<p>Grades 1-6 – small group tutoring after school – Acuity, Go Math, CMP3, teacher-created remedial resources</p> <p>Grades 7-8 – small class size all day; 50 extra minutes of instruction Mon-Wed. for all students; intervention provided during school day by classroom teacher</p>	Small Group	<p>After school – Grades 1-6</p> <p>During school day – Grades 7-8</p>
Science	<p>Grades 1-6 – small group tutoring in class – Reinforcement and remediation of FOSS and Lab-Aids skills aligned to NYS and CCLS</p> <p>Grades 7-8 – small class size all day; 50 extra minutes of instruction</p>	Small Group	During school day

	Mon-Wed. for all students; intervention provided during school day by classroom teacher		
Social Studies	Grades 1-8 – Pre- / re-teaching content; differentiation of content guided reading conferences adapted materials	Small Group	During school day
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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	x	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Amy Lipson, Principal

P.S. 175 • 200 City Island Avenue, Bronx, NY 10464 • Tel: 718-885-1093 • Fax: 718-885-2315

P.S. 175 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 2013-2014.

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 14, 2013 and March 11, 2014*

- **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, February, April 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 (Grades 4-8) Print Name		

A. .

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 11	Borough Bronx	School Number 175
School Name P.S. 175		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Amy Lipson	Assistant Principal type here
Coach Helen Masotti	Coach Kathleen Wiehler
ESL Teacher Jacquelyn Moscone	Guidance Counselor Jeanne McDonald
Teacher/Subject Area Tammy Bellon/Kindergarten	Parent Maria Paz
Teacher/Subject Area Danielle Minor/Math	Parent Coordinator Tina Gisante
Related Service Provider Jaclyn Patsos/SETSS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	324	Total number of ELLs	3	ELLs as share of total student population (%)	0.62%
--	------------	----------------------	----------	---	--------------

Part II: 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out		1					1	1						3
SELECT ONE														0
Total	0	1	0	0	0	0	1	1	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2								1	2
Total	2	0	0	0	0	0	0	0	1	2

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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		1					1	1						3
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	1	0	0	0	0	1	1	0	0	0	0	0	3

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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	1				1
8					0
NYSAA Bilingual (SWD)					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			1						0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 175 we use Fountas & Pinnell to assess the early literacy skills of our ELLs. The data shows that students in grades K and 1 have many of the same language needs as other students on those grades. In the middle and upper grades students need support with building their academic vocabulary.

Teachers use conferencing notes to monitor ELL student's reading progress, concerns and other vital observations. These notes are also shared with parents during Parent Teacher Night and if necessary an individual appointment is made with parents in order to discuss support needed at home and or other available supports available in the community (afterschool programs, internet and library resources).

We have adapted the Teachers Reading & Writing Project which are used to assess and monitor phonemic awareness, concept of print, high frequency and other literacy skills. Academic areas of concern and progress are closely monitored by classroom teachers. MOTP observations, strategies and goals are discussed by classroom teacher and ESL teacher.

ESL teacher and classroom teachers conference and discuss gains and ESL strategies in order to maximize students' academic and linguistic growth.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students struggle most with writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Differentiated instruction is used in all classrooms at P.S. 175. Group activities are aligned to the Common Cores and deliver differentiated individual support in order to meet the individual needs of every student. Planning and preparation in classroom is developed with activities that provide ELL students the opportunities to learn and understand content area disciplines. Through the use of Smart boards, (available in most classrooms) ELL students are given additional visual and audio support. Classroom environments are organized to maximize instructional time and foster respectful interactions. ELL students are encouraged to share and take intellectual risks. Teachers' classroom instruction is clear and for ELL support, a buddy system is used for clarity and better understanding of goals and classroom expectations. ESL teacher shared Sp13 NYSESLAT modality results with classroom teachers. ESL activities and classroom practices are given with these results in mind.

Our school uses the information about Annual Measureable Achievement Objectives to determine the level of success in the English as a Second Language Model that has been achieved in the area of language progression.

4. For each program, answer the following:
 - a. 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?

Our ELL students are usually proficient within three years. The one student who has not progressed past the advanced level has and IEP that indicates that her issues are related to learning rather than language acquisition.

We do not use the ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

At P.S. 175 students' progress is monitored and measured often. Within the RTI framework students phonemic awareness, sight word and comprehension skills are assessed on an on-going basis to ensure that progress is being made. These assessments are done by the classroom teacher as well as the ESL teacher.

NYSESLAT 2013 test results are used to determine students' gain/loses made during 2012-2013. Gains/losses/patterns noticed in the results of all four areas (speaking, listening, reading and writing) are discussed by ESL teacher and classroom teacher. Students' needs are supported and assisted through differentiated individual and group classroom instructions.

Close communication is maintained with ESL and classroom teacher during teachers' classroom inter-visitations and weekly grade

meetings attended by administrators. Instructional decisions are also made during other weekly meetings where planning, sharing and academic concerns are discussed. ESL teacher attends our bi-weekly Pupil Personnel Team (PPT). The team members include: Principal, members of the School Based Support Team, Guidance Counselor, SETSS teacher, Classroom teacher, Special Education teacher, and Speech personnel. Case studies and concerns are shared with RTI Team.

RTI is used to give students the necessary supports in literacy and math. SETSS teachers provide this support during school and during our extended day program. Referral is based on baseline assessment results, attendance, prior academic achievements, ELLs academic needs, teacher recommendation and the NYSESLAT 2012-2013 results.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teacher meets weekly with classroom teachers to articulate progress and areas of need. They also coordinate teaching practices to ensure that they are all working to build the students' English language skills.
 7. 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?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We monitor how students do on the NYSESLAT and other standardized tests; we monitor classroom progress

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
P.S. 175 follows all mandates of CR Part 154 as follows:
 1. Parents of new arrivals complete a Home Language Survey with the assistance of our ESL teacher within the first 10 school days. 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, conducts this interview and assessment with the ESL teacher in the native language if needed. The completed HLS is reviewed by our Assistant Principal who determines next steps. The NYSESLAT is administered in the spring to all eligible students. LAB-R administered by ESL teacher within the first 10 school days.
 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.
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.
Our ESL teacher, along with our Parent Coordinator, who is multi-lingual, meets with parents upon registration to ensure that the only program available at our school is a freestanding ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

At the direction of our ESL teacher, our School Secretary distributes the letter and ensures that they are completed and returned. These program selection forms are collected by classroom teachers, submitted to the ESL teacher and stored in the Main Office.

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.

Students are assessed within the first week of being in school. If ESL services are necessary our Parent Coordinator communicates with parents in their native language. The ELPC screen in ATS is updated within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLAT report in ATS is run to determine who should have the NYSESLAT administered. All sections are administered as per the NYSED schedule.

6. 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.) 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.  100% of parents choose ESL services which aligns with our program choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

Our students participate in an ungraded pull-out program with mixed proficiency levels.
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)?

Teacher schedules are created that are aligned to the mandated number of minutes of instruction for ELLs.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction takes place in English. ESL teacher follows-up with content area instruction as appropriate.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are not evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities are assessed on a monthly basis using Foutas & Pinnell running records assessments, writing prompts and oral language assessments
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have and SIFE students.
7. 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?

Leveled texts are used and materials are modified when appropriate which provide access to academic content and accelerates English language development.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ESL teacher is also a certified SETSS teacher. She pushes into content area classes to support instruction. We are able to flexibly schedule to meet all students' needs.

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0

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

Science:	0			

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	45 minutes per day	45 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.



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

9. 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.
Students participate in a program that is tailored to meet their individual needs. They are pulled-out and provided with instruction in ELA, math, social studies and science in English, based on their assessed needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is extremely effective with almost all students becoming English proficient within 3 years. All teachers are aware that they are teachers of ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
We will continue to individualize and differentiate our program to meet student needs.
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are invited to participate in all programs both during and after the school day. Our 6th grade student participates in our Sports & Arts after school program. Our Parent Coordinator, who is also the director of the program communicates with the parent in Spanish about all aspects of the program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The computer-based program, Imagine Learning English, has been used to support the learning of our ESL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
When needed, our Parent Coordinator translates for students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All supports are age and grade level appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Parent Coordinator works with families to provide support at the beginning of the school year and continues to provide this support to new registrants as necessary.
18. What language electives are offered to ELLs?
Latin
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ELL teachers are included in all school-wide professional development throughout the year - every Wednesday for 50 minutes. They also participate in Network PD when offered.

Common Core PD takes place during weekly Professional Activity Periods.

Nearly 100% of all students are English proficient before graduating 8th grade.

Training takes place during Professional Activity Periods and Inquiry Team time.

As the training is part of our weekly PD plan, the number of hours of training teachers receive exceed the 7.5 mandated hours (10 for special ed teachers)

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

ELL parents are encouraged to attend PTA meetings and to participate on our School Leadership Team. Our Parent Coordinator is available to provide interpretation

Our Parent Coordinator works with ELL parents to team them up with community supports when necessary and provides interpretation services when needed.

Our Parent Coordinator meets with ELL parents to assess needs and provide interpretation services when necessary.

Our Parent Coordinator provides supports based on her assessment of parent needs and provides interpretation services when necessary.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 175

School DBN: 11X175

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amy Lipson	Principal		11/15/13
	Assistant Principal		
Tina Gisante	Parent Coordinator		11/15/13
Jacquelyn Moscone	ESL Teacher		11/15/13
Maria Paz	Parent		11/15/13
Tammy Bellon	Teacher/Subject Area		11/15/13
Danielle Minor	Teacher/Subject Area		11/15/13
Helen Masotti	Coach		11/15/13
Kathleen Wiehler	Coach		11/15/13
Jeanne McDonald	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **1** Network: **103**

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.