



PS 177

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K177

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 177 **SCHOOL NAME:** The Marlboro School

SCHOOL ADDRESS: 346 Avenue P, Brooklyn, New York 11204

SCHOOL TELEPHONE: (718) 375-9506 **FAX:** (718) 375-4450

SCHOOL CONTACT PERSON: Shoshana Singer **EMAIL ADDRESS:** ssinger@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angela Gaudio

PRINCIPAL: Shoshana Singer

UFT CHAPTER LEADER: Antonella Lombardo

PARENTS' ASSOCIATION PRESIDENT: Maritza Fernandez / Heather Fiorica

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** ESO 22

SSO NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Ann Marie Lettieri-Baker

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Shoshana Singer	*Principal or Designee	
Antonella Lombardo	*UFT Chapter Chairperson or Designee	
Heather Fiorica	*PA/PTA President or Designated Co-President	
Maria DiGraziano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Angela Gaudio	Member/SLT Chairperson	
Maria Cannella	Member/SLT Recorder	
Ann Laskowski	Member/SLT Financial Liaison	
Maritza Fernandez	Member/SLT Designated Co-President	
Donna Dunleavy	Member/SLT Parent Representative	
Ernestine Bu	Member/SLT Parent Representative	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 177 is an exceptional place for students to learn. Every student is able to realize his or her full potential because the uniqueness of each individual is recognized and celebrated. There is an overwhelming commitment to ensuring that all members of the staff meet the needs of each student in every way feasible. This results in all students striving for excellence and producing work of very high quality across a range of subjects. The school is continually involved in collaborative processes across all grades, in order to set goals for improvement through focused planning to accommodate new curriculum demands and a rapidly changing multi-ethnic population.

Our partnership with Columbia University and the implementation of the Teachers College Reading and Writing Workshop has enhanced the teaching of reading and writing. Teachers use a variety of instructional strategies and resources that respond to their students' diverse needs. Clear expectations and specific benchmarks are set at the beginning of the year. Data is consistently used to monitor student progress and drive instruction.

The school's inquiry team has continued the excellent work which began last year. Members of the team have delegated roles and responsibilities, identified a target population and a focus area based on in-depth data analysis. Our school is extending our inquiry work to the classroom to create structured professional collaboration to strengthen classroom practice and raise student achievement school-wide. Professional development is ongoing and use support teachers and build capacity. Teachers are reflective and continually look for ways to improve their performance.

PS 177 challenges our students with enrichment programs in the arts that include visual arts, chorus, concert band, cadet band media arts and movement. Our state of the art library includes a media center and offers students a range of fiction and non fiction books, as well as a wide range of multicultural books. The school library has become a resource center where students have access to computers and reference materials throughout the school day. Our library is open after school to enable parents and students to borrow books and media materials.

PS 177 works closely with community based organizations such as The Federation of Italian-American Organization and the YMCA. These partnerships provide programs that address our students needs such as after school homework assistance, study skills and recreational activities. We continue to be a chapter school for Council for Unity. The Council teaches students respect, tolerance, friendship, trust, self-esteem and decision making skills. The Virtual Y is an after-school program whose goal is to support children's' reading, writing and speaking skills while embracing the YMCA's mission of building spirit. We also provide a Family Literacy Program to give parents an opportunity to be involved in activities that promote the home-school connection and to learn English. We are participating in the NYU Positive Behavioral Intervention Strategies (PBIS). As part of the study our

school is continuing the L.I.G.H.T. Program. L.I.G.H.T. promotes positive behavior throughout the school through character value lessons and assemblies.

School Vision and Mission

School Vision

We see our school as a community of learners, where all members, students, staff, and parents, support each other, and meet the needs of each individual student to create a nurturing atmosphere where learning, creativity and participation take place.

Our parents, teachers and administrators are committed to providing all students with the opportunity to achieve high standards and academic excellence. Through standard driven instruction, all students participate in learning activities that allow for meaningful and productive experiences, which will create a community of life-long learners.

School Mission

The P.S. 177 Mission is to guide all students, including special education and English Language Learners (ELL), to achieve their maximum potential through a supportive nurturing school environment, aspiring toward excellence based on the performance standards. Our children's unique needs and talents are developed so that they will acquire the knowledge and skills needed for citizenship, employment, and life-long learning and competent living.

Our Staff:

- *Produce high levels of student achievement, nurture creative ability, and encourage healthy social expression*
- *Work toward achieving the Performance Standards*
- *Promote respect for cultural differences in all people*
- *Foster and value the idea that children learn with and from each other in a cooperative setting*

Our Parents:

- *Work in partnership with school staff*
- *Encourage reading and thinking*
- *Help their children to develop their unique talents*
- *Instill caring and respect for people*
- *Are involved in homework and school activities*

The P.S. 177 Mission addresses the needs of all students in our school, including special education and ELL students. All students are to be given the opportunity and encouragement to succeed and achieve their full potential. We truly believe that all children can learn and that by working in a collaborative and collegial school setting our goal for every child can become a reality.

SECTION III – School Profile

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 177 The Marlboro						
District:	21	DBN:	21K177	School BEDS Code:	332100010177		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended :			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	93	95	93		94.4	94.7	95.4
Kindergarten	127	122	124				
Grade 1	137	131	127	Student Stability - % of Enrollment :			
Grade 2	126	137	131	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	125	134	124		93.6	93.3	93.6
Grade 4	143	134	124	Poverty Rate - % of Enrollment :			
Grade 5	119	145	134	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		71.8	71.8	71.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number :			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		0	3	37
Grade 10	0	0	0	Recent Immigrants - Total Number :			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		28	21	23
Ungraded	0	5	0	Special Education Enrollment:			
Total	870	891	861	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	10	8	6	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	20	32	41	Superintendent Suspensions	0	0	0
Number all others	42	50	51				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	55	59	63
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	242	261	252				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	1	4	Number of Administrators and Other Professionals	5	10	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	7
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	81.8	78.0	81.0
				% more than 5 years teaching anywhere	63.6	61.0	57.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	90.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.9	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	1.2	1.6	1.2				
Hispanic or Latino	26.0	26.9	27.6				
Asian or Native Hawaiian/Other Pacific Isl.	33.0	33.1	32.5				
White	39.9	38.4	38.7				
Male	54.6	51.7	51.0				
Female	45.4	48.3	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-				
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	81.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	21	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

2009 Learning Environment Survey

Performance Trends & Accomplishments:

- We have shown an increase in 2008-2009 performance in all four categories of the Learning Environment Survey as compared to 2007-2008 scoring higher than 65% of all other elementary schools citywide.
- Communication showed the highest increase.
- Parent response increased by 31% over the previous year.
- Teacher response increased by 45% over the previous year.

Barriers to Improvement:

- Our school needs to engage parents, teachers and students in an active and vibrant partnership to promote student learning.
- Our school needs to increase the number of parent responses to LES.

Summative Data

I. New York State English Language Arts Achievement

Year	Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2007	3	8%	23%	56%	13%	69%
2008	3	3%	17%	68%	11%	80%
2009	3	2%	15%	67%	16%	83%
2007	4	5%	25%	67%	4%	71%
2008	4	8%	17%	54%	21%	75%
2009	4	2%	14%	71%	13%	84%
2007	5	5%	26%	65%	4%	69%
2008	5	1%	22%	75%	3%	78%
2009	5	1%	19%	66%	14%	80%

Performance Trends and Accomplishments:

- Results of all Grade 3 tested students indicate a 1% decrease of students performing at Level 1; a 2% decrease in students performing at Level 2; and a 3% increase of students performing at Levels 3 and 4 from the previous year.
- Results of all Grade 4 tested students indicate a 6% decrease of students performing at Level 1; a 3% decrease in students performing at Level 2; and a 9% increase of students performing at Levels 3 and 4 from the previous year.
- Results of all Grade 5 tested students indicate 1% of the students performing at Level 1; a 3% decrease in students performing at Level 2; and a 2% increase of students performing at Levels 3 and 4 from the previous year.
- There was a significant decrease in the number of students performing at Levels 1 and 2 in Grades 3, 4 and 5.
- There was a significant increase in the number of students performing at levels 3 and 4 in Grades 3, 4 and 5.
- There was a notable 9% increase of students performing at Level 4 in Grade 5.

Barriers to Improvement:

- While Grade 3, 4 and 5 results consistently show more children scoring in Levels 3 and 4, than below the standards, the results indicate a need on each grade to enable more Level 2 students to reach the ELA performance standards.
- The results indicate a need in grade 4 to increase the number of students performing at level 4.

II. New York State Mathematics Achievement

Year	Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2007	3	2%	9%	44%	45%	89%
2008	3	2%	5%	64%	30%	94%
2009	3	1%	2%	60%	38%	98%
2007	4	4%	7%	45%	44%	89%
2008	4	2%	12%	44%	42%	86%
2009	4	2%	6%	41%	52%	93%
2007	5	5%	8%	52%	35%	87%
2008	5	3%	6%	53%	38%	91%
2009	5	1%	9%	37%	54%	90%

Performance Trends and Accomplishments:

- Results of all Grade 3 tested students indicate a 1% decrease in students performing at Level 1; 3% decrease in students performing at Level 2; and an 8% increase of students performing at Levels 4 from the previous year.
- Results of all Grade 4 tested students indicate a 6% decrease of students performing at Level 2; and a 10% increase of students performing at Level 4 from the previous year.
- Results of all Grade 5 tested students indicate a 2% decrease of students performing at Level 1; 12% increase of students performing at Level 4 from the previous year.
- Grades 3 and 4 show a three-year high in students performing at Levels 3 and 4.

Barriers to Improvement:

- Grade 4 and Grade 5 results indicate a need to enable more Level 2 students to reach the Math performance standards.

Student Proficiency Data

I. New York State English Language Arts Progress

Performance Trends and Accomplishments:

- The percentage of students making at least 1 year of progress was 60.3%. This represents a decrease of less than 1% from the previous year.
- The percentage of students in the school's bottom third making at least one year progress is 81%.
- The average change in student proficiency for Level 1 and Level 2 students was 0.43%. This represents a .09% increase in the average change from the previous year.

Barriers to Improvement:

- The average change in student proficiency for Level 3 and Level 4 students was 0%.
- There is a need to increase proficiency for Level 3 and Level 4 students including ELL students and students with disabilities.

II. New York State Mathematics Progress

Performance Trends and Accomplishments:

- The percentage of students making at least 1 year of progress was 82.3%. This represents an increase of 17.1% from the previous year.
- The percentage of students in the school's bottom third making at least one year progress is 78.9%. This represents an increase of 16% from the previous year.
- The average change in student proficiency for Level 1 and Level 2 students was 0.39%. This represents a .14% increase in the average change from the previous year.
- The average change in student performance for Level 3 and Level 4 students was 0.10%. This represents a .15% increase in the average change from the previous year.

Barriers to Improvement:

- Analysis of the data shows a need to increase the percentage of students making annual progress in the area of mathematics to meet the benchmarks established for each grade.

Acuity Predictive – AYP

I. English Language Arts

	Third Grade Predictive		Fourth Grade Predictive		Fifth Grade Predictive	
	Fall	Spring	Fall	Spring	Fall	Spring
Schools Average Points Obtained	60%	73%	62%	69%	56%	66%
Limited English Proficiency	59%	74%	65%	70%	56%	66%
Students with Disabilities	48%	59%	50%	55%	46%	54%

Performance Trends and Accomplishments:

- Performance on the ELA Acuity Predictives show an increase from the Fall Predictive to the Spring Predictive in all grade levels and all subgroups.

II. Mathematics

	Third Grade Predictive		Fourth Grade Predictive		Fifth Grade Predictive	
	Fall	Spring	Fall	Spring	Fall	Spring
Schools Average Points Obtained	81%	84%	75%	77%	68%	71%
Limited English Proficiency	82%	84%	Not Available	80%	Not Available	73%
Students with Disabilities	71%	75%	60%	58%	58%	57%

Performance Trends & Accomplishments:

- Performance on the Mathematics Acuity Predictives show a slight increase on the overall school performance for all grade levels from the fall predictive to the spring predictive.

Barriers to Improvement:

- There was a slight decrease in the performance of the fourth and fifth grade students with disabilities from the fall predictive to the spring predictive.
- There is a need to increase proficiency for ELL Students and students with disabilities.

Disaggregated Data for ELL Students

I. NYSESLAT

Listening and Speaking Performance

	Number Tested	Beginning	Intermediate	Advanced	Proficient
All Grades	261	2%	7%	20%	70%
Grades K-1	122	3%	7%	22%	68%
Grades 2-4	105	2%	8%	18%	72%
Grade 5	34	0%	9%	18%	74%

Reading and Writing Performance

	Number Tested	Beginning	Intermediate	Advanced	Proficient
All Grades	261	13%	25%	40%	23%
Grades K-1	122	17%	34%	29%	20%
Grades 2-4	105	9%	18%	49%	25%
Grade 5	34	9%	12%	56%	24%

Performance Trends & Accomplishments:

- Patterns across grade levels measured on the 2009 NYSESLAT reveal that ELLs perform much better in the listening and speaking components than in the reading and writing components. However, significant improvements have been made in reading and writing over the last year. There has been an 9% increase in the percentage of students who are performing at the advanced and proficient level as compared to 2008.

Barriers to Improvement

- Of the modalities, writing as always, presents the greatest challenge for improvement.

II. New York State English Language Arts - ELL Students

ELL Student Performance (2009)

	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
Grade 3	8%	35%	54%	4%	58%
Grade 4	9%	27%	64%	0%	64%
Grade 5	0%	53%	47%	0%	47%

Performance Trends & Accomplishments:

- In Grade 3, 90% of general education students performed at levels 3 and 4 as compared to 58% of ELL students.

- In Grade 3, 10% of general education students performed at levels 1 and 2 as compared to 43% of ELL students.
- In Grade 4, 93% of general education students performed at levels 3 and 4 as compared to 64% of ELL students in Grade 4.
- In Grade 4, 7% of general education students performed at levels 1 and 2 as compared to 36% of ELL students.
- In Grade 5, 86% of general education students performed at levels 3 and 4 as compared to 47% of ELL students.
- In Grade 5, 14% of general education students performed at levels 1 and 2 as compared to 53% of ELL students.
- In Grade 4, there was a 20% increase in the number of ELL students performing at levels 3 and 4 this year as compared to 2008.
- In Grade 5, there was a 10% increase in the number of ELL students performing at levels 3 and 4 as compared to 2008.

Barriers to Improvement:

- Analysis of the data shows a significant discrepancy between the levels of general education students and ELL students who perform on or above grade level.
- The results indicate a need on each grade to enable more Level 1 and Level 2 students to reach the ELA performance standards.

ELL Student Progress (AYP)

	Level 1	Level 2	Level 3	Level 4	Level 3 + 4
Grade 3 – 2008	7%	37%	56%	0%	56%
Grade 4 – 2009	9%	27%	64%	0%	64%
Grade 4 – 2008	18%	44%	33%	5%	38%
Grade 5 – 2009	0%	53%	47%	0%	47%

Performance Trends & Accomplishments:

- There was a 8% increase in the number of ELL students performing at levels 3 and 4 in Grade 4, as compared to their performance level the previous year in Grade 3.
- There was a 9% increase in the number of ELL students performing at levels 3 and 4 in Grade 5, as compared to their performance level the previous year in Grade 4.

Barriers to Improvement:

- Analysis of the data stills shows a significant number of students performing below grade level.
- The results indicate a need on each grade to enable more Level 1 and Level 2 students to reach the ELA performance standards.

II. New York State Mathematics - ELL Students

ELL Student Performance (2009)

	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
Grade 3	3%	6%	68%	23%	91%
Grade 4	4%	17%	58%	21%	79%
Grade 5	3%	18%	65%	15%	80%

Performance Trends & Accomplishments:

- In Grade 3, 98% of general education students performed at levels 3 and 4 as compared to 91% of ELL students.
- In Grade 3, 2% of general education students performed at levels 1 and 2 as compared to 9% of ELL students.
- In Grade 4, 99% of general education students performed at levels 3 and 4 as compared to 79% of ELL students.
- In Grade 4, 1% of general education students performed at levels 1 and 2 as compared to 21% of ELL students.
- In Grade 5, 95% of general education students performed at levels 3 and 4 as compared to 79% of ELL students.
- In Grade 5, 5% of general education students performed at levels 1 and 2 as compared to 21% of ELL students.

Barriers to Improvement:

- While the percentage of ELL students performing at level 3 and 4 are high, analysis of the data shows a discrepancy between the levels of general education students and ELL students in Grades 4 and 5.
- The results indicate a need on Grades 4 and 5 to enable more Level 1 and Level 2 students to reach the Mathematics performance standards.

ELL Student Progress (AYP)

	Level 1	Level 2	Level 3	Level 4	Level 3 + 4
Grade 3 – 2008	0%	10%	77%	13%	90%
Grade 4 – 2009	4%	17%	58%	21%	79%
Grade 4 – 2008	5%	26%	56%	14%	70%
Grade 5 - 2009	3%	18%	65%	15%	80%

Performance Trends & Accomplishments:

- There was an 11% decrease in the number of ELL students performing at levels 3 and 4 in Grade 4, as compared to their performance level the previous year in Grade 3.
- There was a 10% increase in the number of ELL students performing at levels 3 and 4 in Grade 5, as compared to their performance level the previous year in Grade 4.

Barriers to Improvement:

- Analysis of the data stills shows a significant number of students performing below grade level.
- The results indicate a need on Grade 4 to enable more Level 1 and Level 2 students to reach the Mathematics performance standards.

Formal and Informal Observations**Performance Trends & Accomplishments:**

- The principal and assistant principals are all regularly involved in classroom observation of teachers.
- The principal sees every teacher once a year formally, and is involved in 'walkthroughs' on a daily basis.
- All teachers are given feedback on the effectiveness of their instruction, and how it relates to their professional development.
- Best practices are frequently observed and commended by the administration.
- Observations noted that periodic assessments and other diagnostic tools are in place, and used to drive instruction.

- There are effective procedures for the induction and support of teachers who are new to the profession or the school

Barriers to Improvement

- There is a need to provide strategies to enhance ELL instruction for classroom teachers.
- There is a need to provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment.
- There is a need to provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes.

School Environment

Performance Trends & Accomplishments:

- 93% of teachers believe that order and discipline are maintained at the school as reported on the learning environment survey. This represents a 19% increase over the past two years.
- 84% of teachers believe that there are people in the school who help students resolve conflicts.
- 97% of teachers feel that students are respectful.
- According to the learning environment survey, 91% of parents feel that discipline is enforced fairly.
- 81% of parents responded that there is little or no conflict at the school based on race, culture, religion, sexual orientation, gender or disability.

Barriers to Improvement

- There is a need to ensure that all members of the school community feel physically and emotionally secure allowing everyone to focus on student learning.

ECLAS

Performance Trends & Accomplishments:

- ECLAS results for Spring 2008 indicated that 82% of Kindergarten students mastered level 2 in emergent reading.
- 79 % of students in Grade 1 mastered level 4 or above in reading comprehension.
- 79% of our Grade 2 students mastered level 6 or above in reading comprehension, making them eligible to take the E-PAL assessment.
- 67% of Grade 3 students mastered level 8 in reading comprehension.

Barriers to Improvement:

- Analysis of the data shows a decrease in the percentage of students maintaining adequate annual progress in the area of reading stamina and comprehension to meet the benchmarks established for each grade.
- This indicates a need to provide academic intervention on each grade level to maintain student progress and increase student proficiency towards the reading benchmarks and to meet the Chancellor's Reading Standards. AIS for early childhood must involve students in small groups, guided reading groups, and balanced literacy activities provided by the classroom teachers and the early childhood specialist.
- Spring 2008 was the most recent ECLAS data available for analysis. We feel that ECLAS does not provide the depth of information necessary to drive instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Instructional Goal 1

After conducting our needs assessment, the SLT found that Grade 3, 4 and 5 results consistently show more children scoring in Levels 3 and 4, than below the standards, the results indicate a need on each grade to enable more Level 2 students to reach the ELA performance standards. As a result, we have made performance for our underperforming students a priority goal for the 2009-2010 school year.

- **To increase student achievement in English Language Arts for all students through standards-based, data driven instruction. By June 2010, we will increase the number of students in Grades 3-5 performing at level 3 or better on the New York State English Language Arts Assessment by 2%. There will be an increase from 82 % (333 out of 406 students) to 84% (341 out of 406 students).**

Instructional Goal 2

After conducting our needs assessment, the SLT found that the data shows a need to increase the percentage of students making annual progress in the area of mathematics to meet the benchmarks established for each grade. As a result, we have made progress in mathematics for all students a priority goal for the 2009-2010 school year.

- **To accelerate student learning in mathematics for all students. By June 2010 we will increase the number of students who make at least 1 year progress in Mathematics by 2% as measured by the New York State Mathematics Assessment. There will be an increase from 82% (218 out of 265 students) to 84% or (223 out of 265 students).**

Instructional Goal 3

After analyzing the data, the SLT found that there remains a small percentage of students who lie outside the sphere of success. To close the achievement gap for

these students, educators need the opportunity to examine best practices and the conditions of learning in our school. As a result, we have made structured professional collaboration a priority goal for 2009-2010

- **To engage teachers to participate in inquiry work/structured professional collaboration. By June 2010, 100% (42 out of 42) of classroom teachers in Grades K-5 will be involved in inquiry team work.**

Instructional Goal 4

After reviewing the results of the Learning Environment Survey, the SLT has is aware of the need for all members of the school community to feel physically and emotionally secure as to allow everyone to focus on student learning. As a result, we have made continuing our school-wide discipline program a priority goal for 2009-2010.

- **To improve social and academic success by implementing a school-wide discipline program that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. To engage 100% of the students in a school-wide, and classroom behavior support system by June 2010.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement in English Language Arts for all students through standards-based, data driven instruction. By June 2010, we will increase the number of students in Grades 3-5 performing at level 3 or better on the New York State English Language Arts Assessment by 2%. There will be an increase from 82 % (333 out of 406 students) to 84% (341 out of 406 students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During the 2009-2010 school year, instruction will continue to be conducted through the Workshop Model to provide all students, including Special Education and ELLs, with differentiated instruction. All students will participate in the Reading/Writing Workshop which supports learning in an environment supportive of their individual needs. Classroom Teachers will gather and analyze data from periodic assessments and other diagnostics to measure the effectiveness of plans and interventions for individual students. Teachers will use the results to make strategic decisions to modify practices to improve student outcomes.</p> <p>Academic Intervention Services will be provided for all students who are identified as at-risk. AIS for Grades K-2 and Grades 3-5 will be provided by three certified teachers and other staff appropriately assigned. Teachers will provide individualized and small group instruction identified by data acquired from periodic assessments. AIS will be provided a minimum of 30 minutes per day, 2 – 5 days per week. Additional differentiated instruction will be provided during the extended day program (37.5 minute block) to students who are in need of instructional support.</p> <p>Our after-school English Language Arts program for Grades 3 – 5 will provide specific support aligned with skills and strategies that are necessary for the New York State ELA exams. This</p>

	<p>program will consist of two hour sessions twice per week.</p> <p>Academic support will be provided to Special Education students by a certified SETTS teacher. Individual and small group instruction will provide lessons and activities that are differentiated according to students' needs.</p> <p>Academic support will be provided to ELL students by five full-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in making progress and attain proficiency on the NYS English Language Arts exam, diversified types of instruction will be provided in small group settings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>(52) Teachers @ Average Teachers Salary of \$74,734 <u>Source:</u> Tax Levy (Fair Student Funding)</p> <p>(5) Full-time E.S.L. teachers at an Average Teachers Salary of \$74,734 <u>Source:</u> ESL (Tax Levy) Funding</p> <p>(3) Academic Intervention Specialists @ Average Salary of \$40, 217 <u>Source:</u> Title 1 SWP, Tax Levy (Fair Student Funding)</p> <p>(1) SETTS teacher @ Average Teacher's Salary of \$74,734 <u>Source:</u> Tax Levy – IEP Teacher</p> <p>(3) Administrators @ Average Salary of \$125,326 <u>Source:</u> Title 1, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To evaluate our progress in meeting our goal, we will use the following tools:</p> <ul style="list-style-type: none"> ● Developmental Reading Assessment 2 which will be administered and monitored for individual student progress in September, January and June. ● Acuity – ELA Predictive Assessment which will be administered and monitored for individual student progress in January-February ● Acuity - ELA Instructionally Targeted Assessments which will be administered and monitored for individual student progress in November and March. ● Monitoring for Results will be used to monitor results of DRA2 ● New York State English Language Arts Exam which will be administered in May to determine whether students have met projected gains. <p>Projected gains are based on individual needs and will be monitored for each periodic assessment</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To accelerate student learning in mathematics for all students. By June 2010, we will increase the number of students who make at least 1 year progress in Mathematics by 2% as measured by the New York State Mathematics Assessment. There will be an increase from 82% (218 out of 265 students) to 84% or (223 out of 265 students)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During the 2009-2010 school year, the Math Intervention and Data Specialist will support teachers in generating and analyzing data. Teachers will evaluate data to monitor progress of students and revise students' improvement plans in order to make at least one year of progress.</p> <p>Students will receive intensive math instruction during a math block every day. Teachers will continue to use their Everyday Math pacing calendar to plan collaboratively, align instructional assessments to assess student work and focus instruction directly on student needs to meet the standards. Teachers will use data from the Acuity Predictive and Instructionally Targeted Assessments, Checking Progress tests as well as the Everyday Math Individual Profiles of Progress to provide instructional emphasis on students' strengths and weaknesses, and to assist in the grouping of students. Teachers will use differentiated instruction to meet the needs of all students.</p> <p>In addition, Academic Intervention Services will be provided for all students who are identified as at-risk. AIS for Grades 3-5 will be provided by two certified teachers and other staff appropriately assigned. Teachers will provide individualized and small group instruction identified by data acquired from ongoing assessment. AIS will be provided a minimum of 30 minutes per day, 2-5 days per week.</p>

	<p>Our after school program provides mathematics test sophistication preparation for students in Grades 3, 4, and 5. Small group instruction will provide specific support aligned with skills and strategies that are necessary for the New York State Mathematics Assessments. This program will consist of two hour sessions twice per week.</p> <p>Academic support will be provided to Special Education students by a certified SETTS teacher. Individual and small group instructions will provide activities that are differentiated according to students' needs.</p> <p>Academic support will be provided to ELL student s by five full-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in making progress and attain proficiency on the New York State Mathematics exam, diversified types of instruction will be provided.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>To meet this goal, we will utilize the following funding:</p> <p>(1) Math Intervention and Data Specialist @ Average Salary of \$74,734 <u>Source:</u> (Title 1 – ARRA - SWP)</p> <p>(57) Teachers @ Average Teachers Salary of \$74,734 <u>Source:</u> Tax Levy (Fair Student Funding)</p> <p>(1) Academic Intervention Specialists @ Average Salary of \$40, 217 <u>Source:</u> Title 1 SWP, Tax Levy (Fair Student Funding)</p> <p>(3) Administrators @ Average Salary of \$125,326 <u>Source:</u> Title 1, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Teachers' daily lesson plans will reflect the use of data and strategies for differentiated instruction to meet needs of all learners. ● Acuity Mathematics Predictive Assessments which will be administered and monitored in January-February ● Acuity Mathematics Instructionally Targeted Assessments which will be administered and monitored in November and March ● Everyday Math Individual Profiles of Progress which will be completed and monitored on a monthly basis.

- New York State Mathematics Assessment which will be administered in May to determine whether students have met projected gains.

Projected gains are based on individual needs and will be monitored for each periodic assessment.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Inquiry Work

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To engage teachers to participate in inquiry work/structured professional collaboration. By June 2010, 100% (42 out of 42) of classroom teachers in Grades K-5 will be involved in inquiry team work.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During the 2009-2010 school year, the administration will identify connections to school data and discuss areas in which improvement is needed. Inquiry work will be aligned to the school goals for improving classroom practice and student learning. Inquiry teams will be formed by grade so that teachers will have shared accountability for a common group of students. Teachers will examine qualitative and quantitative data to develop a deeper understanding of what students do well and what students need to learn, which will help them identify an inquiry focus. Teachers will identify a target population. Teams will develop an instructional change strategy to raise student achievement. Teams will set measurable goals for student achievement using an agreed on common assessment tool to capture the work towards these goals. The team will examine results and assess the effectiveness of the instructional change strategy and its impact on student learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>To meet this goal, we will utilize the following funding:</p> <p>(1) Staff Developer @ an Average Salary of \$93,221 <u>Source:</u> Title 1</p> <p>(42) Teachers @ Average Teachers Salary of \$74,734 <u>Source:</u> Tax Levy (Fair Student Funding)</p> <p>P.D. for “Highly Qualified” - \$34,041</p>

	<p><u>Source:</u> (5% of Title 1)</p> <p>(3) Administrators @ Average Salary of \$125,326</p> <p><u>Source:</u> Title 1, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Formal and informal observations on an annual basis• Inquiry Team Design Plan• Monthly Inquiry Team Log• Target Population Benchmark Assessment Folder which will be reviewed quarterly• Inquiry Team Space on ARIS which will be updated as inquiry work progresses

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Positive Behavior Intervention Strategies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve social and academic success by implementing a school-wide discipline program that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. To engage 100% of the students in a school-wide, and classroom behavior support system by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>During the 2009-2010 school year, the Positive Behavior Intervention and Supports (PBIS) Committee will support teachers to improve the school's ability to teach and support positive behavior for all students. PBIS is a team-based process for systemic problem solving, planning, and evaluation. Teachers and other staff members will use evidence-based practices to increase student learning and decrease classroom disruptions.</p> <p>Students will adopt a unified set of school rules to be found in every classroom and non-classroom setting which define our expectations for behavior in our school. Teachers will implement effective strategies for behavior management. Teachers will post school rules chart in each classroom and throughout the building. Teachers will refer to the rules at appropriate times. Teachers will provide verbal praise for appropriate behavior, corrections will be made for inappropriate behavior by restating the rule/expectation, and suggestions for appropriate replacement behavior will be provided. Teachers will provide a continuum of consequences for negative behaviors and incentives and rewards will be used to promote excellence.</p> <p>All staff members (classroom and non-classroom personnel) will participate in the implementation of our school-wide expectations.</p> <p>Monthly assemblies will be provided to promote the school focus on high expectations for</p>

	<p>student learning in a safe, orderly, and focused work environment. Student success will be highlighted and used to model appropriate behavior for all students. Positive personal interaction between teachers and students will be emphasized.</p> <p>School administration, principal and assistant principals, will support the teachers implementation of PBIS process by communication the behavior expectations to the parents, discouraging inappropriate student behavior through disciplinary actions, and helping to create a safe and productive learning environment where teachers can teach and all students can learn.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>(57) Teachers @ Average Teachers Salary of \$74,734 <u>Source:</u> Tax Levy</p> <p>(1) Guidance Counselor @ Average Salary of \$83,704 <u>Source:</u> Title I SWP, Fair Student Funding, IDEA</p> <p>(3) Administrators @ Average Salary of \$125,326 <u>Source:</u> Title 1, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Weekly PBIS Committee Logs ● Daily Individual Classroom Reward Tracking Sheets ● School Discipline Logs - which are monitored and reviewed on a monthly basis ● Monthly Reward Celebration for Meeting Academic and Behavior Targets

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	59	58	n/a	n/a	0	16	3	13
1	61	58	n/a	n/a	1	20	8	12
2	60	60	n/a	n/a	0	29	11	5
3	76	75	n/a	n/a	3	11	2	5
4	72	69	53	53	3	10	3	2
5	80	60	65	65	1	19	9	8
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>37 ½ minutes</u> – AIS is provided before school during the 37 ½ minute block to all students, Including special education and ELL, identified as at-risk. Instructional strategies are differentiated based on data driven inquiry work. The skill focus areas include phonics, vocabulary, decoding, grammar and comprehension. Support is given in a small group setting.</p> <p><u>At-Risk Resource-</u> AIS is provided by the special education teacher to students who have been identified as not meeting the standards. Both individual and small group instruction provides lessons and activities that are specific to individual students’ needs. The Wilson approach is utilized to provide intervention.</p> <p><u>Team Teaching Model-</u> The Early Childhood Specialist and the Communication Arts Specialists utilizing a team teaching model that includes demonstration lessons. Students identified in need of AIS receive services in a small group setting within the regular education classroom. AIS providers articulate with classroom teachers, assess student progress and review goals and objectives set for each student.</p> <p><u>ESL After School Program</u> - AIS is provided to ELL students from grades K-5. Students are provided with small group instruction based on ESL proficiency level to support literacy and increase proficiency in the English language. Instruction includes preparation for the NYSESLAT Assessment, as well as components of the Shurley English program.</p> <p><u>120 Minute Literacy Block Program</u> - All students in Grades K–2 receive literacy instruction through a balanced literacy approach, during a 120 minute literacy block every day. Students are actively involved in all the components of the Balanced Literacy Program. Students identified as being at risk are given reinforced through targeted small group instruction.</p>

	<p><u>90 Minute Literacy Block Program</u>- All students in Grades 3-5 receive literacy instruction through a balanced literacy approach during a 90 minute reading block everyday. Students are actively involved in all the components of the Balanced Literacy Program. Students identified as being at risk are given reinforced through targeted small group instruction.</p>
<p>Mathematics:</p>	<p><u>37 ½ minutes</u> – AIS in mathematics will be provided before school during the 37 ½ minute block to all students, including special education and ELL, identified as at-risk. Support is given in a small group setting. Instructional strategies are differentiated based on data. Remediation is provided using supplemental resources from the Everyday Math program.</p> <p><u>At-Risk Resource</u>- AIS will be provided by the special education teacher to students who have been identified as not meeting the standards. Individual and small group instruction provides lessons and activities that are specific to individual students' needs.</p> <p><u>Team Teaching Model</u>- The Math Specialist and the CTT teachers provide AIS, utilizing a team teaching model that includes demonstration lessons. Students identified in need of AIS will receive services in a small group setting in the regular education classroom. AIS providers will continue to articulate with classroom teachers, assess student progress and review goals and objectives set for each student.</p> <p><u>ESL After School Program</u>- AIS will be provided to ELL students from grades K-4. Students will participate in small group instruction to support math literacy and increase proficiency in the English language.</p> <p><u>Math Intervention Program</u>: The Math Intervention program focuses on enabling at-risk students to meet the Math Literacy Standards. Academic intervention includes the use of manipulative materials and mathematical language to develop critical thinking and problem solving skills. The pull-out method is utilized to provide small group instruction.</p> <p><u>Daily Math Block</u> – Students will receive intensive math instruction during a math block every day. Teachers will continue to use their pacing calendar to plan collaboratively, align instructional assessments to assess student work and focus instruction directly on student needs to meet the standards. Teachers will use data from the Acuity Predictive and</p>

	<p>Instructionally Targeted Assessments, Mathematics Profile Assessment, Checking Progress tests as well as the Everyday Math Individual Profiles of Progress to provide instructional emphasis on students' strengths and weaknesses, and to assist in the grouping of students. Teachers will use differentiated instruction to meet needs of students at-risk. AIS will also be provided through the use of technology such as math computer programs and online math activities.</p>
Science:	<p>AIS in Science will be provided before school during the 37 ½ minute block to all students, including special education and ELLs, identified as at-risk. Support is given in a small group setting. Academic intervention is being provided in the content area by working on literacy skills. Intervention also includes activities that relate to the various disciplines and provide necessary practice to enable students to meet the New York State Learning Standards in Science.</p>
Social Studies:	<p>AIS in Social Studies will be provided before school during the 37 ½ minute block to all students, including special education and ELLs, identified as at-risk. Support is given in a small group setting. Academic intervention is being provided in the content area by working on literacy skills. Intervention also includes remediation in document-based questioning to provide the necessary practice to enable students to meet the New York State Learning Standards in Social Studies.</p>
At-risk Services Provided by the School Psychologist:	<p>The Pupil Personnel Team (PPT) is composed of one school psychologist. The psychologist is responsible for observing the at-risk student, conducting targeted assessments, and administering testing to determine the area of need. The school psychologist takes responsibility for reporting the test findings and making suggestions regarding the implementation of interventions for individual students, and reporting back to the PPT committee on the students' progress in a predetermined time frame. Interventions may include, but are not limited to, academic remediation, counseling, parent training, or outreach to community-based organizations. The Assistant Principal will monitor the delivery of related services to 12: 1, Resource Room, and general education students so that services begin and are delivered as mandated on the IEP. If necessary, the SBST will insure that testing of students in their native language is conducted within the mandated time frame.</p>

At-risk Services Provided by the Social Worker:	The social worker will be responsible for counseling at-risk students and providing parent outreach according to the mandates listed by the SBST on the student's IEP. The SBST and social worker give staff and parent workshops on helping at-risk students in the classroom and in the home. The PPT members will communicate with classroom teacher of the at-risk student so that all possible strategies and interventions are offered to the student.
At-risk Health-related Services:	The physical therapist, the occupational therapist, and the nurse will be responsible for providing the at-risk student with the health-related services that have been mandated by the student's IEP. The number and frequency of said services shall also be determined by the SBST.

Part B. Description of Enrichment Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Enrichment services indicated in column one, including the type of program or strategy method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>Extended Day Program</u>- Our Extended Day School Program provides ELA test sophistication preparation for students in Grades 3, 4, and 5 in literacy. Small group instruction provides lessons and activities that reinforce concepts and applications that are aligned with the New York State Performance Standards and Assessments.</p> <p><u>Library Literacy</u> – This extended day program focuses on providing additional support in reading and literacy skills including grammar, vocabulary and reading comprehension. In addition, this program provides students with instructional in library skills.</p>
Mathematics:	<p><u>Extended Day Program</u>- Our Extended Day School Program provides mathematics test sophistication preparation for students in Grades 3, 4, and 5 in mathematics. Small group instruction provides lessons and activities that reinforce concepts and applications that are aligned with the New York State Performance Standards and Assessments.</p> <p><u>Core Inquiry Team</u> – Mathematics enrichment is provided to 15 fourth grade students who are performing on level. The Everyday Math curriculum is supplemented with TERC mathematics curriculum and focuses on increasing proficiency.</p>
Science Club:	<p>This enrichment program targets students in Grade 4 that are performing on or above grade level in science. Students work collaboratively and independently to create a curriculum that utilizes discovery learning. Students will use the scientific method as the basis for all activities.</p>
Basketball:	<p>The Basketball team is offered to students in grade 5 only. Students who make the team must show an understanding of the sport, good sportsmanship, and athletic ability. Members of the basketball team must be in good academic standing. Team participation encourages discipline, confidence, and an ability to be a team player.</p> <p>Basketball enrichment is provided to students in grades 1 and 2. The program is designed to promote good sportsmanship and interpersonal skills. By working together, children learn to follow rules, listen to directions, and develop athletic skills. The physical activities improve health and enhance eye-hand coordination.</p>
Cheerleading:	<p>The morning program cheerleading is offered to encourage the principle of being proud of who you are and where you come from, to generate spirit and pride within a school and community. Cheerleading involves, dance, chants, cheers, and gymnastics. It is accepted as a competitive athletic discipline in its own right in many countries and it goes far beyond entertaining at ball</p>

	<p>games. Cheerleading must be able to lead cheers by synchronizing and motivating large crowds with personality, spirit, positive attitudes and be role examples of good</p>
Band:	<p>The instrumental band program is offered to grades 3 -5. Students who participate in the program have the opportunity to learn musical instruments and acquire interpersonal skills. The instruments offered include the flute, clarinet, saxophone, trumpet, trombone, percussion, and bass guitar. As the student's abilities grow, they experience a variety of music genres and gain a comprehensive knowledge of music through performance. All students learn fundamental skills needed for developing good musicianship. These skills include learning to read music, understanding music theory and proper instrumental techniques. Other integral parts of the program include developing positive self-esteem and instilling excellent team concepts that allow the children to work together successfully in a group setting.</p>
Guitars:	<p>The purpose of this program is to present and explore: the history and development of the guitar, reading music, elementary techniques of solo and rhythm playing, topics of special interest as determined by the class, in collaboration with the instructor. Each student will be provided with an instrument for in-class use. Students are responsible for proper care and maintenance of the instrument.</p>
Chorus:	<p>The P.S. 177 Chorus is a multi-grade singing group that provides vocally talented students the opportunity to learn and perform various genres of music. Students learn to sing together as a group, as well as to support each other as soloists. Multi-cultural music is introduced, and students experience singing in many different languages. Rehearsals are held once a week for 90 minutes. Students learn breathing techniques, vocal skills, lyric memorization, and the ability to read music.</p>
Recorder Band:	<p>Recorder Band is offered to second grade students. This program provides an early opportunity to learn a musical instrument and acquire interpersonal skills. All students learn fundamental skills needed for developing good musicianship. These skills include learning to read music and proper instrumental techniques. Learning takes place through kinesthetic application of musical concepts. Fine motor skills are practiced including hand-eye coordination and breath control.</p>
Council for Unity:	<p>The purpose of this program is to empower students with the skills necessary to promote safety, unity, tolerance, and achievement in schools and communities. Each council member is encouraged to promote personal growth for themselves and others through modeling and sponsorship. A council member must promise to be a positive role model and to work hard to improve our school and community. The inducted members of the Council for Unity must sponsor new members by advising them, supporting them, and mentoring them so that they can grow and develop as they have done.</p>
Yearbook:	<p>The Computer-Yearbook Club began in the 2003-2004 school term and consists of 15-25 students with various computer, art and writing abilities and a team of two teachers with extensive computer backgrounds. The program is offered as an enrichment opportunity to students who wish to learn more about the yearbook process. With guidance from the teachers, students are responsible for</p>

	<p>coming up with a different theme each year and to develop the approved theme throughout the book. The students do all the artwork, create the front and back covers and a select few students design the senior t-shirt. As the year progresses, the students learn about digital photography and take various pictures throughout our school that is both incorporated into the yearbook and into the Senior Slideshow at commencement exercises.</p>
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

Please see Language Allocation Policy worksheet at the end of this document.

Part II. ELL Identification Process

PS 177’s procedural plan as it relates to the initial identification of possible ELLs (English Language Learners) involves the close collaboration of the pupil accounting secretary and the ESL (English as a Second Language) pedagogical staff at the time of enrollment. In the case of pre-kindergarten children advancing into kindergarten, the identification process begins at this time. An informal oral interview is conducted with the parent to ascertain information regarding the educational background and home language of the student. PS 177 has staff and parent volunteers who function as language resource interpreters in most of the language groups represented to assist with this interview. To address those languages not represented, the Translation and Interpretation Unit of the NYC Department of Education and the services offered by them is utilized.

All parents or guardians of newly-enrolled students are required to complete a Home Language Identification Survey (HLIS). The answers to questions on the HLIS, given in the language version of preference, serves as the triggering means in determining whether or not students are eligible to be administered the LAB-R test. Performance on this test determines the child’s entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance and to fulfill the Consent Decree mandate. With all newcomers to our school, the ESL teachers provide written documentation on the HLIS of all findings, including the date and cut score achieved on the LAB and, when necessary, the Spanish LAB raw score and percentile. Once the HLIS is completed, the white part is placed in the student’s cumulative folder and the yellow copy is filed in the main office. All findings are, of course, shared with the classroom teacher and other related service providers during ongoing articulation opportunities. A routing form attached to the cumulative record folder is circulated to key personnel during the process requiring signatures and comments.

Our school holds orientations within the first ten days of school, and periodically when new admits are enrolled for the first time in the New York City school system, for parents or guardians of newly-enrolled ELLs to inform them of the different ELL program choices available. At the orientation, parents or guardians have the opportunity to receive material about the various ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator). At the end of the orientation, the staff collects the Parent Survey and Program Selection Form, which indicates the program the parent or guardian is choosing for their child. Agendas, attendance sheets and all related materials are kept on file. Videos/DVDs are offered and played in various languages to provide information about the program choices available. The ESL staff is very diligent in the distribution of entitlement letters and in the return of the Parent Survey and Program Selection Forms. Our success rate of forms returned this year is nearly 99%. A review of the Parent Survey and Program Selection forms reflects, the Freestanding ESL Program as the preferred first-choice of our parents among the programs available. The Parent Surveys indicate that 235 out of 238 parents selected Freestanding ESL Program as the program of choice. The trend over the past few years indicates that the

Freestanding ESL Program has been the program of choice of our parents, with 240 out of 252 or 97% selecting this program in 2008-09, and 244 out of 257 or 95% selecting this program in 2007-2008.

At the beginning of each school year, our ESL-licensed staff members are assigned to the grade(s) for which they are responsible. Among their tasks include: screening cumulative record cards, reviewing the student test history, participating in the HLIS process, administering and assessing data from the results of the LAB-R, and if needed the Spanish LAB, and the Spring NYSESLAT, establishing and filing-out required information on the class roster form of the entitled students, articulating with all staff members, and notifying each parent in writing of the LAB-R and NYSESLAT results.

Part III. ELL Demographics

Programming and Scheduling

The mode for delivery of ESL services at PS 177 for the 2009/2010 school year is a combination of push-in and pull-out models. In Kindergarten, Grade 1 and Grade 2 both the push-in and pull-out models are utilized. In Grades 3 through 5 only the pull-out model is utilized. In the pull-out model, we group ELLs who are at the Beginning and Intermediate levels together. All our ELLs are serviced by five (5) certified ESL teachers.

To satisfy the mandate, ELLs who score at the Beginning or Intermediate levels on either the NYSESLAT or, in the case of newcomers, the LAB-R, receive 360 minutes of ESL instruction per week. ELLs who score at the Advance level receive both 180 minutes per week of ESL instruction, as well as 180 minutes of ELA instruction per week.

The New York State Education Department Office of Bilingual Education (NYSEDOBE) publication titled **Learning Standards for English as a Second Language—Building the Bridge**, enumerating and explaining the **ESL Standards** with their accompanying **Performance Indicators**, is our foundational cornerstone and consultative source from which lessons flow.

The four basic skills of listening, speaking, reading, and writing are taught using a variety of proven ESL methodologies. Extensive use of English-labeled visuals is employed as are repetition and other type drills to promote oral language development related to the ESL content areas of mathematics, social studies, and science. The basic sentence patterns used in speech and writing are incorporated into the lessons. The reading component is taught through **Balanced Literacy**.

In the learning of language, we proceed from that which is “known” to that which is “unknown.” What is termed the “spiral approach,” we build language skills on forming a solid foundation, moving into greater depth at each succeeding level of learning.

Through Balanced Literacy, language usage and reading skills are modeled during read aloud and shared reading sessions. Individualized needs of students who are classified as SIFE (Students with Interrupted Formal Education), ELLs after 1 year, ELLs with less than 3 years, ELLs from 4 to 6 years, and ELLs having special needs, are addressed during guided reading, where flexible grouping is used to provide the reinforcement of skills in small group settings. Literacy centers provide all ELLs in these subgroups with an opportunity for language development through word works, the building of sentence patterns, and the skill of listening as it applies to the articulation,

arrangement, and the pacing of words expressed in a sentence. The use of technology via computers, listening centers, calculators, etc. contributes to our plan of developing language through positive learning experiences. Our ELLs with IEPs (Individual Educational Profiles) are reviewed on a yearly basis so their needs can be adjusted accordingly.

With respect to ELLs who know virtually little or no English, native language support is given in a variety of ways. Our school policy is to assign a “buddy” who speaks his or her native language in class; hence, peer tutoring becomes an active and helpful involvement in learning. In having this practice in-place, a type of “comfort zone” is established to lessen anxiety as the process of assimilation unfolds. In addition, during our regular school day we have parent volunteers, known as “learning leaders,” and student-teachers from area colleges who assist us with our ELL sub-group population. When possible the child is placed in a class where the teacher or paraprofessional speaks the child’s native language. Our school library has books and bilingual dictionaries available for parents and students in different languages to support instruction.

Many strategies are used to provide services support to ELLs by age and grade level. ELL students in grades K-5 receive support through Balanced Literacy, language usage and reading skills are modeled during read aloud and shared reading sessions. Individualized needs of students who are classified as SIFE (Students with Interrupted Formal Education), ELLs after 1 year, ELLs with less than 3 years, ELLs from 4 to 6 years, and ELLs having special needs, are addressed during guided reading, where flexible grouping is used to provide the reinforcement of skills in small group settings. Literacy centers in grades K-2 provide all ELLs with an opportunity for language development through picture cards, word works, the building of sentence patterns, and the skill of listening as it applies to the articulation, arrangement, and the pacing of words expressed in a sentence. In grades 3-5, ELLs receive instruction through literacy-related tasks and the use of academic and subject-related English to support students in their development of academic literacy. ELLs are given an opportunity to receive cognitively stimulating and content-level appropriate instruction. All ELLs are given the kinds of scaffolding and linguistic support that will enable them to engage in learning and eventually self regulate the use of these structures and processes. In addition, the use of technology via computers, listening centers, calculators, etc. contributes to our plan of developing language through positive learning experiences.

To assist ELLs as they transition from one school level to another, our school provides ELLs who have reached proficiency with Academic Intervention Services (AIS) whereby students receive small group and individualized instruction from highly-qualified reading and math specialists. Additional supportive services are offered through our After-School program.

We persevere to maximize the educational experience of all our subgroup ELLs and their parents. Accordingly, we offer an ESL After-School program for ELLs as well as their parents who are our partners-in-education. It’s conducted weekly on Tuesdays and Thursdays from 3:00 to 5:00 p.m. and runs from October 2009 through May 2010.

Among the instructional materials used are:

- ❖ The New Oxford Picture Dictionary – organized thematically, beginning with topics that are most useful for the “survival” needs of ELLs. This book illustrates more than 2,400 words and is a valuable language learning tool to build the ELLs lexicon of English. Accompanying this dictionary are wall charts displaying its pages in a larger presentation format.
- ❖ Wall maps to visually present words associated with the lessons presented;
- ❖ Language development and photo library cards;

- ❖ Audio books used in classroom learning centers;
- ❖ Wall charts displaying words of various songs; and
- ❖ Realia--objects which students can handle or see. The “world of real things” is an important teaching resource.

The Rosetta Stone software has been purchased by our school for use with our ELLs. It is designed to teach language by connecting words to objects and events around you. It has proficiency-based listening and reading activities. We plan to implement this software for use by the end of this school year.

Professional Development and Support for School Staff

The professional development plan for all ESL personnel at the school includes professional development workshops offered through the Office of ELLs. Professional development opportunities are typically initiative-related and offer rigorous, ongoing learning e.g., covering topics such as literacy, English language arts, native language arts, math, science, social studies, curriculum enhancements, academic language, ELL data, and languages other than English. ELL Compliance and Performance Specialists (CPSs) provide specialized technical assistance on ELL-related matters (e.g., quality reviews, LAP, CR Part 154, Title III) through group workshops, school-based visits, and administrative support. CPSs also provide technical assistance by collecting and using demographic and performance data to inform service improvement efforts; supporting development and implementation of grants and initiatives within schools; and ensuring appropriate and compliant delivery of instructional and programmatic services for all ELLs.

Our teachers and paraprofessionals participate in ongoing, long-term professional development during grade meetings and common grade preparation periods, and on Professional Development Days, to acquire high-impact differentiated and academic language development strategies to assist ELLs to meet State Learning Standards.

The ESL teachers provide support for classroom teachers, paraprofessionals and school staff by conducting workshops and turnkey training in ESL methodologies, providing instruction on the stages of language acquisition, and offering differentiated instruction strategies to enhance the learning environment of the ELLs in the classroom. These strategies, as well as oral language practices, are infused into the content area curriculum for math, science, and social studies.

Teachers, paraprofessionals and Parent Coordinator attend workshops on the importance of building community to be sensitive to the experiences of the ELL student and the recent trauma, stress and isolation of a new academic environment.

Our secretaries and Parent Coordinator have been provided with information to assure that students and parents with culturally and linguistically diverse backgrounds have a positive educational and social experience while in our school. Secretaries, school staff and our parent coordinator participates in-service workshops that promote tolerance and respect for other cultures.

All teachers are participating in the 7.5 hours of ELL training. The ESL Coordinator, in conjunction with the ESL Specialist from our network, will provide a series of workshops for general education teachers who have ESL students in their classrooms. The training will give teachers strategies and tools to use in the classroom to work with the ESL student. The ESL teachers will participate in DOE training to refine

and improve their teaching skills. Records which indicate compliance include agendas, sign-in sheets, minutes and handouts, are kept in the main office in a Professional Development binder.

Parental Involvement

To meet the needs of all our parents, especially the non-English speaking parents, we provide a family literacy program to give parents an opportunity to be involved in activities that promote the home/school connection and give them an opportunity to learn English. There is an After School program for parents of ELLs conducted on Tuesdays and Thursdays. Parents attend these classes to attain proficiency in the English language and to enhance the home/school connection.

Communication of important school matters and curriculum requirements is facilitated by our staff members who speak and write fluently in Spanish, Russian, Chinese, and Urdu (the top 4 language groups). Written and oral communication is presented in these native languages to the parents of our school population throughout the year and at all meetings, such as open school day, P.T.A. meetings, classroom orientations, and other school events.

Parent meetings of the ELLs are conducted periodically throughout the school year to discuss individual academic and social progress.

Reviewing and Analyzing the Assessment Data

After reviewing the periodic assessments we have noticed a pattern across grade levels on the 2009 NYSESLAT which reveal that ELLs perform much better in the listening and speaking components than in the reading and writing components. However, significant improvements have been made in reading and writing over the last year. There is a significant increase in the number of ELLs moving from the Beginning and Intermediate levels into the Advanced levels in the modalities of reading/writing across all grade levels.

PS 177 administers the ELL Interim Assessment twice per year to all our ELLs in grades 3, 4, and 5. The principal assessment evaluator, the DRA2 (Developmental Reading Assessment), is in use school-wide throughout all grades. The analysis of data drawn from these two sources and other diagnostic instruments, including the NYSESLAT, reveals the linguistic strengths and deficiencies of each ELL. From the results of these instruments, we modify our lessons and teaching strategies accordingly.

With respect to ELLs performance on the New York State English Language Arts Assessment, analysis of the data shows a significant discrepancy between the levels of general education students and ELLs who perform on or above level. The findings indicate a need on each grade to enable more Level 1 and Level 2 ELLs to reach the ELA performance standards **(See Needs Analysis Section, pgs. 10 - 17)**.

With respect to ELLs performance on the New York State Mathematics Assessment, analysis of the data reveals a significant percentage of ELLs performing at Level 3 and Level 4. However, there continues to be a discrepancy between the levels of general education students and ELLs who perform on or above level. The findings indicate a need on Grades 4 and 5 to enable more Level 1 and Level 2 ELLs to reach the Mathematics performance standards **(See Needs Analysis Section, pgs. 10-17)**.

The success of our ELL program is evaluated by analyzing and measured progress on all assessments. Furthermore, item analysis data is used to identify specific areas of need for language development.

Native language arts development is used to accelerate the literacy gains in both the native language and English, validate prior knowledge of students and bolster their self-esteem. Native language support, such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system is an important component of the Free Standing ESL program.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 238 LEP 662 Non-LEP

Number of Teachers 5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**

- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

A top priority for our school is to maximize the educational experience for our ELL students and their parents. Therefore, P.S. 177 will again be conducting an ESL (English as a Second Language) After-School Program for our ESL-entitled students in Grades K through 5. In addition, in order to develop English language skills for parents, we have also created a separate after school program.

Our ESL teachers worked collaboratively to review and analyze LAB-R and NYSESLAT results. After analyzing the data, we realized that ELL students have a variety of weaknesses, depending on their designated classification (Beginner, Intermediate, Advanced). Students were chosen for this program because of their need for additional support to reach grade performance standards. Beginning ELL students need support with speaking and vocabulary skills. Intermediate ELL students need vocabulary, reading comprehension, and grammar skills. We designed the after school classes based on these needs. There are Beginner and Intermediate after school classes for both Kindergarten and Grade 1 students. There is one Beginner-Intermediate after school class for students on Grade 2. There is a Beginner and an Intermediate class for students in Grades 3 through 5. There is a separate class which consists of Grade Three students who are on the Intermediate level.

We are currently serving approximately 120 ELL students. In addition, we have 20 ELL parents who attend our ESL Parent Program. There will be 33 sessions. Each session will have a 2 hour duration. The programs will be held on Tuesdays and Thursdays from 3:00 to 5:00pm. The start date for the after school ESL program will be Thursday, October 6, 2009. The start date for the after school ESL parent program will be Thursday, October 14, 2009. Both programs will conclude mid-May 2010.

The staff consists of nine teachers, one of which is a licensed ESL teacher and one paraprofessional. Our teachers in the ESL After-School Program are experienced in use the ESL methodologies into their instruction. The licensed ESL teacher will be co-teaching with the common branch teachers, by push in for a half-hour. We have divided each 2 hour day into half-hour periods. Our program will consist of 8 periods. The ESL teacher will push into 4 classes on Tuesday and 4 classes on Thursday. The teachers are following the New York State Education Department Office of Bilingual Education publication titled **Learning Standards for English as a Second Language---Building the Bridge**, enumerating and explaining the ESL Standards with their accompanying Performance Indicators.

Professional Development sessions are held on a monthly basis. During these sessions, teachers discuss and share strategies implemented during instructional time. Teachers also discuss how to adapt and modify instructional practices to ensure that we meet the needs of every student. In addition, teachers prepare lessons and activities tailored to the individual needs of the beginners and intermediate ELL students.

The four basic skills of listening, speaking, reading, and writing are taught using a variety of proven ESL methodologies. Extensive use of English-labeled visuals are employed, as are repetition and other type drills to promote oral language development related to the ESL content areas of mathematics, social studies, and science. The basic sentence patterns used in speech and writing are incorporated into the lessons. The reading component is taught through the Balanced Literacy approach, using Rigby's *On Our Way to English* leveled book sets. In each classroom students are grouped according to their specific needs. While the teacher work on direct instruction with one group, another small group works independently.

To assist our teachers with differentiating instruction, we have ordered specific skilled workbooks. For students who are struggling readers in grades 3, 4, & 5 we have purchased the *Reading Skill by Skill* series. These books are designed to help students strengthen their reading comprehension skills. The series includes books entitled Main Idea & Details, Vocabulary in Context, Sequence, Compare & Contrast, and Conclusion & Inference. We also ordered *NY Edits* to improve their writing abilities and knowledge of grammar. We felt that since our ELL students weren't proficient writers they need to learn how to write a sentence that is grammatically correct, using proper sentence structure. Students will have the opportunity to practice these skills by editing sentences and short paragraphs. As the students become successful editors, they will transfer their skills into their own writing. To support vocabulary development, vocabulary activity books were ordered to help students improve their academic language. Since ELL students struggle with general vocabulary, academic language is difficult and crucial to their language development. For students in grades 1 and 2 we have ordered the *3 Steps to Reading Success* series. This series is a beginner's book for teaching reading comprehension and test-taking skills. The instructional units present the skills in a repeated fashion so that students have varied experiences in reinforcing the learning of the same skills.

In preparation for the NYSESLAT exam, we have ordered each student in the program (K-5) a practice workbook. We selected the Empire State workbooks because they provide units for speaking, listening, reading and writing. This helps expose students to similar types of questions they will be presented with during the NYSESLAT exam. Class package, which includes workbooks, teacher's edition and audio CDs, were ordered.

The paraprofessional is a highly trained teacher assistant, who works directly with the students on a one-to-one basis. These ELL students function at the lower levels of English proficiency. The paraprofessional helps them to support their instruction and re-enforce the four skills of listening, speaking, reading, and writing.

To ensure the safety of all students, we have a supervisor in charge during the program from 3:00pm to 5:00pm. In addition, the supervisor observes and monitors the instructional practices by visiting the classrooms on a random and on an on-going basis. Feedback is shared and

followed up with the teachers to ensure that we maximize the educational experiences for each student in the program. This information is used to plan additional professional development activities for ESL teachers and other staff members.

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

Professional Development will be provided by the ESL teachers to train classroom teachers with strategies for providing differentiated instruction for their ELLs in the various strands of learning and to become familiar with the stages of language acquisition. By periodically conducting ESL staff workshops and professional development opportunities, our classroom teachers will receive ESL methodologies and techniques which they will apply in their classrooms. These strategies as well as oral language practices will be infused into the content area lessons of math, science and social studies. These practices and strategies are valuable during the school day and during the After-School ESL enrichment programs.

At our ongoing grade meetings and common preps throughout the year, we will introduce new and review previously discussed ESL techniques.

Form TIII – A (1)(b)

School: PS 177 BEDS Code: 332100010177

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:							
Budget Category	Session	Hr	Staff	Rate	Total Hours	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)							
Teachers	33	2	9	\$49.89	594	\$29,635.00	After-school Program salary for 9 Teachers (1 ESL, 9 CB)
Paraprofessional	33	2	1	\$29.98	66	1,913.00	After-school Program salary for 1 paraprofessional
Supervisor	33	2	1	\$52.21	66	3,446.00	After-school Program salary for 1 Supervisor
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.						3,527.00	Empire State NYSESLAT Class Sets Rally Education Workbooks <ul style="list-style-type: none"> • Reading Skill by Skill • 3 Steps to Reading Success • NY Edits • Vocabulary Activity Books
Travel							
Other							
TOTAL						\$38,520.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The HLIS (Home Language Survey) is one way we have assessed our written and oral translation needs. We found that our parents represent a diverse population and that there was a need for written and oral translation in Urdu, Chinese and Spanish and Russian. In addition, the parents of our ELL students have expressed a need for written and oral translation of the performance standards our students are expected to reach. Throughout the year, assessment tools such as the Acuity Predictive and Acuity Instructionally Targeted Assessments, standardized and teacher made tests, Everyday Math Individual Reports of Progress and report cards are sent home. P.S. 177 needs to provide assistance through written translation of any correspondence regarding these reports. In addition, we need to provide assistance in translation of assignments and special projects on an ongoing basis.

Through parent survey forms and discussions with parents of our ELL students, we have identified several oral interpretation needs. Parents of ELL students have expressed the need for oral interpretation at PTA meetings, parent workshops, and open school nights.

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.

Throughout the year, assessment tools such as the Acuity Predictive, Acuity Instructionally Targeted Assessments, standardized and teacher made tests, Everyday Math Individual Reports of Progress and report cards are sent home. P.S. 177 needs to provide assistance through written translation of any correspondence regarding these reports. In addition we need to provide assistance in translation of assignments and special projects on an ongoing basis. It is necessary for parents of ELL students to understand these assignments and any letters of explanation, in order to assist their children. School notices also need to be translated for parents of ELL students, so that they remain informed and the home/school connection remains strong. This will strengthen the support system for our ELL students and help to maximize their progress.

We have found a need for an after-school program for ELL students and their parents to meet with teachers who speak their native language. This would enable oral interpretation of homework assignments, reports, special projects, progress reports and assessment information. We also need to provide oral interpretation of strategies and techniques to use with ELL students. Oral interpretation at PTA meetings will enable the parents to become more actively involved in their child's progress. We believe that attendance and parent participation at PTA meetings would greatly

increase. Our goal is to increase parent outreach and encourage more participation in the PTA. Parent workshops are vital in strengthening the home/school bond.

Part B: Strategies and Activities

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

In order to ensure that our students work up to their potential and reach the performance standards, P.S. 177 will provide written translation in the native languages of the parents of any notices or letters sent home. This will include letters regarding PTA meetings, parent-teacher conferences, parent workshops, school elections, testing schedules, class trips, Science fair and special celebrations such as Author's Day or Read Aloud Day.

We will also provide written translation of progress reports or assessment results sent home throughout the year. We will translate all letters regarding report cards, Interim Assessments such as the Acuity Predictive, Acuity Instructionally Targeted Assessments, and Everyday Math Individual Reports of Progress. In addition, information regarding standardized testing will be translated into the parents' native language. Our goal is to bring our ELL parents into the school community by offering written translation of important information.

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.

We diligently aim to maximize the educational experience of our ELLs and their parents to help increase their English language proficiency. We will provide an after-school program for ELL students and their parents to attend jointly. Teachers who speak the native language will provide oral interpretation during this after-school program. Parents and students will have the opportunity to work with teachers who will interpret various school and student information. Teachers will provide interpretation of performance standards, progress reports and Interim Assessment reports. Students will receive interpretation of assignments, homework, reports and special projects. Parents of ELL students with concerns and problems regarding their children's work, progress or achievement, will receive interpretation services from teachers who speak their native language.

Oral interpretation will be provided at PTA meetings and parent workshops. Teachers and Paraprofessionals will interpret important information discussed at PTA meetings and literacy and math workshops.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663, by utilizing the parent coordinator as a liaison between the school and the non-English speaking parents to inform them of the oral and written translation services available. Notices in native languages will be sent to inform non-

English speaking parents of oral and written translation services available. Announcements in parents' native languages will be made at PTA meetings and workshops, regarding oral and written translation services available.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - CONTINUED

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2009-10 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p>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.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>In order to ensure that our students work up to their potential and reach the performance standards, P.S. 177 will provide written translation in the native languages of the parents of any notices or letters sent home. This will include letters regarding PTA meetings, parent-teacher conferences, parent workshops, school elections, testing schedules, class trips, Science fair and special celebrations such as Author’s Day or Read Aloud Day.</p> <p>We will also provide written translation of progress reports or assessment results sent home throughout the year. We will translate all letters regarding report cards, Interim Assessments such as the Acuity Predictive, Acuity Instructionally Targeted Assessments, and Everyday Math Individual Reports of Progress. In addition, information regarding standardized testing will be translated into the parents’ native language. Our goal is to bring our ELL parents into the school community by offering written translation of important information.</p> <p>We diligently aim to maximize the educational experience of our ELLs and their parents to increase their English language proficiency. We will provide an after-school program for ELL students and their parents to attend jointly. Teachers who speak the native language will provide oral interpretation during this after-school program. Parents and students will have the opportunity to work with teachers who will interpret various school and student information. Teachers will provide interpretation of performance standards, progress reports and Interim Assessment reports. Students will receive interpretation of assignments, homework, reports and special projects. Parents of ELL students with concerns and problems regarding their children’s work, progress or achievement, will receive interpretation services from teachers who speak their native language.</p> <p>Oral interpretation will be provided at PTA meetings and parent workshops. Teachers and Paraprofessionals will interpret important information discussed at PTA meetings and literacy and math workshops.</p>

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - CONTINUED

<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>From September 2009-June 2010, throughout the day and after school</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>ESL Teachers Assistant Principal Principal</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>(7) Teachers, two hours a day, for a total of 750 hours (\$31,484) One paraprofessional, for a total of 50 hours, 25 sessions (\$1,256) Supplies at a cost of (\$3,081) <u>Source:</u> Title III (LEP), Fair Student Funding (3) Administrators @ Average Salary of \$125,000 <u>Source:</u> Title 1, Fair Student Funding</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>Attendance sheets and sign in sheets of PTA meetings, parent workshops and classroom meetings.</p>

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$680,815	\$263,384	\$944,199
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,808		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,633	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$34,040		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$13,169	
6. Enter the anticipated 10% set-aside for Professional Development:	\$68,081		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$26,338	

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

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

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

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

School Parent Involvement Policy - Attached at the end of the document.

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

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

School Parent Compact - Attached at the end of the document.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Section IV, Needs Assessment – pages 10 – 17.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Section IV, Needs Assessment - pages 10 - 17 and Appendix 1.

3. **Instruction by highly qualified staff.**

Teachers at P.S. 177 have certification in Early Childhood, Common Branches, and Special Education. 100% of the teachers teaching core classes are highly qualified as per the NCLB/SED definition.

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

Observations, interviews and surveys are used to identify areas of direction for professional development workshops. Recognizing that teachers as professionals bring a broad range of skills and expertise to the classroom in order to meet their students' diverse educational needs, we have developed an effective professional development program that addresses the needs of our teachers. Grade meetings and Faculty Conferences allow teachers to read and discuss the latest instructional research in literacy and math. It has been our experience that teachers who work and learn cooperatively are more likely to use new approaches effectively than teachers who work in isolation.

New teachers are given support and assistance from supervisors, staff developers and teaching specialists. Weekly meetings provide teachers with opportunities to share ideas and develop effective instructional approaches and assessment strategies that are aligned with the standards. Teachers visit classrooms to observe model lessons and see how these instructional approaches are implemented in lessons and activities. These professional development activities enable teachers to effectively contribute to realizing our school's educational goals for all students.

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

P.S. 177 works with students from Brooklyn College, St. Francis College and Adelphi University who intern at our school for student teacher credit. Each student teacher works with a cooperating teacher. Biweekly meetings allow for student teachers to learn with and from each other. This activity provides many opportunities for the students to share and grow professionally. These student teachers also participate in professional development workshops. Our program has been very successful in attracting highly qualified teachers to come teach at our school. The administrators meet and interview teachers in order to bring highly qualified and dedicated teachers to our school. Through these efforts, teachers hired to teach at P.S. 177 meet all of the necessary requirements in NCLB.

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

In order to meet the needs of all parents, including non-English speaking parents we will provide a family literacy program to give parents an opportunity to be involved in activities that promote the home/school connection and give them an opportunity to learn English. Our parent coordinator will continue to reach out to the parent body and encourage them to participate as partners in their child's education. Our school will continue to have parent representation on the SLT and PTA to involve them in school wide planning. We will continue to encourage parents to participate in classroom activities including class trips and special events. We will hold parent workshops and meetings to allow parents to become more knowledgeable in the strategies and skills necessary to help their children achieve higher levels of performance and meet the standards. Parents will continue to have ample opportunities to discuss their children's progress at parent- teacher conferences and during scheduled appointments.

In addition, a portion of our parent involvement allocation is being used for subscriptions to study island. Study Island is a web-based program that bridges the home-school connection for Grades K-5. Study Island enables parents to work with their children to support and reinforce what students are learning in school. Study Island allows parents to understand the expectations for meeting the standards. Parents can see progress and participate in helping their children. Students Island empowers parents to assist their children and ask meaningful questions to better understand the curriculum. Study island uses technology to help their children with a different format rather than the standard pen and paper method.

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

To assist our pre-school students in a successful transition from their early childhood program, teachers provide lessons and activities that are age appropriate and provide enriching language and social experiences. Parents of our students attending our pre-school program participate in parent workshop activities that include choosing books for their children, reading to their children, and family projects that promote literacy skills. Teachers and parents work closely together to provide experiences and opportunities that would allow for all students to successfully achieve their potential and strengthen the home-school connection.

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

Professional development is provided throughout the year. This PD has given teachers the opportunity to examine student work in a collegial manner and provided each other with recommendations for implications for instruction. Through grade meetings and conferences teachers and administrators work collaboratively to share and develop instructional practices that reflect thinking skills, to provide students with the ability to meet performance standards. The instructional team works collaboratively to examine student work, and academic assessments in order to provide information on and improve the instructional program. Teachers meet to discuss the implications of data found on academic assessments.

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

Student support services include academic remediation in the classroom, individualized and differentiated instruction in small group settings, counseling, parent training and outreach to community based organizations for services such as physical and occupational therapy. The PPT members communicate with classroom teachers of at-risk students so all possible strategies and interventions are offered to students. Student IEPs are reviewed regularly to ensure that instruction is aligned with the mandated services and state standards.

Our AIS program is carefully monitored and has provided support to all students identified as at risk, including special education and ELL. Student progress has been monitored by using a variety of tools such as School Report Card, State Standardized Tests, Acuity Predictive, Acuity Instructionally Targeted Assessments, DRA2, Monitoring for Results folders and Everyday Math Individual Reports of Progress. This information is used to drive instruction and assist teachers to form flexible groupings. After-school programs have been provided to AIS groups in literacy in grades 2-5. Extended day program (am sessions) have provided at risk students, K-5, with AIS in reading. Our PPT has met regularly to discuss AIS and strategies for at risk students.

AIS (Academic Intervention Services) will continue to be provided for all students, including special education and ELL's, who have been identified as at-risk of not meeting the standards. AIS are provided by a certified teacher and other staff appropriately assigned. Teachers provide individual and small group instruction in areas of specific need. AIS is provided a minimum of 30 minutes a day, 2-5 days a week, with a duration of time that is determined by the teacher. Teachers are responsible for regularly monitoring and assessing student AIS folders. Clear expectations for students will be set through student- friendly rubrics for evaluating their own work. Teachers will continue to monitor student progress using a variety of tools such as DRA2 and Monitoring for Results folders and use this information to drive instruction and assist teachers to conduct fair and credible evaluations and to provide standard based differentiated instruction. The Early Childhood, Communication Arts Specialists, and Math AIS teacher provide AIS in individual and small group setting, several times a week. Teacher articulation and linking of services ensure that all students receive appropriate and standard-setting instruction. Levels of intensity, frequency and duration of AIS services are based on individual students' needs.

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

In designing a School-wide Program, our school community reviewed the current instructional program, to assess its strengths and needs, and develop a program that is coordinated and integrated with Federal, State, and Local services. The School-wide Program ensures that all students are provided with a service that maximizes their potential and allows for individual and small group instruction. ESL teachers, Communication Arts, Early Childhood, Math Coach, literacy coach and classroom teachers meet regularly to discuss student progress and modify instruction as needed. Teachers on all grades have common prep periods, which facilitate teachers' planning, sharing, and discussing with colleagues. Teachers discuss teaching strategies and differentiated instruction that meets the complete range of learning styles and abilities that are in a classroom. In addition, teachers team-teach to allow for in-depth and individualized instruction. We have increased the use of the push-in program in order to maximize the amount of time students spend in their homeroom classes. Every effort has been taken to ensure that the coordination and integration of services fully benefits all students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

- Gaps in the Written Curriculum – A New York State Curriculum Alignment committee was formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements.
- Curriculum Maps – The New York State Curriculum Alignment Committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.
- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners – All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

Applicable Not Applicable

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

PS 177 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-aloud, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

Furthermore, our most recent test results in ELA show growth:

New York City Department of Education															
Results of the State ELA Test															
Grades 3, 4, and 5															
2006 - 2009															
All Tested Students*															
School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4		
					#	%	#	%	#	%	#	%	#	%	
21K177	3	2007	119	672.2	10	8.4	27	22.7	67	56.3	15	12.6	82	68.9	
21K177	3	2008	121	677.9	4	3.3	21	17.4	82	67.8	14	11.6	96	79.3	
21K177	3	2009	124	678.7	3	2.4	18	14.5	83	66.9	20	16.1	103	83.1	
21K177	4	2007	138	665.4	7	5.1	33	23.9	92	66.7	6	4.3	98	71.0	
21K177	4	2008	127	677.6	10	7.9	20	15.7	70	55.1	27	21.3	97	76.4	
21K177	4	2009	123	677.3	3	2.4	17	13.8	87	70.7	16	13.0	103	83.7	
21K177	5	2007	115	662.7	6	5.2	30	26.1	74	64.3	5	4.3	79	68.7	
21K177	5	2008	144	664.3	1	0.7	31	21.5	108	75.0	4	2.8	112	77.8	
21K177	5	2009	131	675.8	1	0.8	25	19.1	87	66.4	18	13.7	105	80.2	

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

Not Applicable

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- *A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except*

for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.

PS 177 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve. Furthermore, the New York State Curriculum Alignment Committee will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

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

Applicable Not Applicable

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

PS 177 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.

- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Furthermore, our most recent test results show growth:

New York City Department of Education															
Results of the State MATH Test															
Grades 3, 4, and 5															
DISTRICT 21															
All Tested Students*															
School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4		
					#	%	#	%	#	%	#	%	#	%	
21K177	3	2006	146	693.7	4	2.7	13	8.9	69	47.3	60	41.1	129	88.4	
21K177	3	2007	124	699.8	2	1.6	12	9.7	54	43.5	56	45.2	110	88.7	
21K177	3	2008	126	693.1	2	1.6	6	4.8	81	64.3	37	29.4	118	93.7	
21K177	3	2009	130	704.0	1	0.8	2	1.5	77	59.2	50	38.5	127	97.7	
21K177	4	2006	116	697.6	4	3.4	7	6.0	54	46.6	51	44.0	105	90.5	
21K177	4	2007	142	696.5	5	3.5	10	7.0	64	45.1	63	44.4	127	89.4	
21K177	4	2008	134	692.1	3	2.2	15	11.2	59	44.0	57	42.5	116	86.6	
21K177	4	2009	125	708.0	2	1.6	7	5.6	51	40.8	65	52.0	116	92.8	
21K177	5	2006	129	680.2	8	6.2	20	15.5	56	43.4	45	34.9	101	78.3	
21K177	5	2007	119	685.7	6	5.0	9	7.6	62	52.1	42	35.3	104	87.4	
21K177	5	2008	144	692.5	4	2.8	8	5.6	77	53.5	55	38.2	132	91.7	
21K177	5	2009	135	696.0	1	0.7	12	8.9	49	36.3	73	54.1	122	90.4	

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

Not Applicable

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observation will be used to assess student engagement.

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

Applicable Not Applicable

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

As stated, PS 177 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

Teacher directed mini lesson	15-20 minutes (20%)
Active engagement	10-15 minutes (13.3%)
Share	5-10 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2009/2010
School-wide Informal Observations

Category	Observation	Comments
<p align="center">Whole Class Instruction: Rug Area</p> <p>-All students are attentive and looking at teacher(s)</p> <p>-Students sit on rug in purposeful ways depending on task</p> <p>-Various students participate when questions are posed - not the same hands all the time</p> <p>-Student responses to queries are positively validated</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p align="center">Independent Work</p> <p>-All students are working productively on assigned task</p> <p>-Students know what to do when "they are done"</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p>	

<ul style="list-style-type: none"> -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Not really</p>	
<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Metacognition</p> <ul style="list-style-type: none"> -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed		
Self Esteem - Building Toward Intrinsic Motivation -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some <input type="checkbox"/> Not really	

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

Not Applicable

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition.

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

Applicable Not Applicable

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

This finding is not relevant to PS 177 for the following reasons:

PS 177 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

- Teacher directed mini lesson 15 -20 minutes (20%)
 - Active engagement 10-15 minutes (13.3%)
 - Share 5 minutes (6.6%)
 - Independent practice 30-45 minutes (depending on grade level) (60%)
- During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2009/2010
School-wide Informal Observations

Category	Observation	Comments
<p style="text-align: center;">Whole Class Instruction: Rug Area</p> <p>-All students are attentive and looking at teacher(s)</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p>	

<ul style="list-style-type: none"> -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed - not the same hands all the time -Student responses to queries are positively validated 	<p>_____ Not really</p>	
<p style="text-align: center;">Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough 	<p>_____ Yes to all</p> <p>_____ Yes to some</p>	

<p>looks like</p> <ul style="list-style-type: none"> -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	<p>_____ Not really</p>	
<p style="text-align: center;">Metacognition</p> <ul style="list-style-type: none"> -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Self Esteem - Building Toward Intrinsic Motivation</p> <ul style="list-style-type: none"> -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

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

Not Applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

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

Applicable Not Applicable

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

Over the past four years, the school has welcomed the following number and percent of new teachers:

2009	0	0%
2008	3	0.05%
2007	5	0.09%
2006	0	0%

These numbers are insignificant. New teachers at this school receive professional development and support from the school's internal coaches, external staff developers as well as from their UFT mentors.

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

Not Applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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

Applicable Not Applicable

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

PS 177 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration.

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

Not Applicable

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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

Applicable Not Applicable

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

PS 177 received an overall score of well-developed for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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

Not Applicable

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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

Applicable Not Applicable

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

PS 177 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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

Not Applicable

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

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

Please respond to the following questions for Key Finding 7:

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

The school's Administrative Cabinet, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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

Applicable Not Applicable

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

PS 177 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Teachers at PS 177 have received Mel Levine training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention.

Finally, PS 177 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS 177 know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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

Not Applicable

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are currently no Students in Temporary Housing attending this school.

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

Not Applicable.

Part B: FOR NON-TITLE I SCHOOLS

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

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Author: Sharon Rencher
Keywords:
Comments:
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As of Last Complete Printing
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Number of Words: 28,117 (approx.)
Number of Characters: 160,268 (approx.)

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ESO22–District 21	School P.S. 177
Principal Shoshana Singer	Assistant Principal Sandy DiTrapani
Coach	Coach
ESL Teacher Chick Pallotta	Guidance Counselor Heather Shelton
Teacher/Subject Area Elena Schimidt/ESL Teacher	Parent Heather Fiorica
Teacher/Subject Area Tara Cardazzone/ESL Teacher	Parent Coordinator Susanna Caleca
Related Service Provider Goldie Grunfeld, Speech	SAF Ann Marie Lettieri
Network Leader Neal Opromalla	Other Barbara Sorkin, Testing Coord.

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	901	Total Number of ELLs	238	ELLs as Share of Total Student Population (%)	26.42%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- 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.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	46	28	24	12	8	8				126
Total	46	28	24	12	8	8	0	0	0	126

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	208	Special Education	34
SIFE	5	ELLs receiving service 4-6 years	30	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	208	5	1	30	0	33	0	0	0	238
Total	208	5	1	30	0	33	0	0	0	238

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____
Other: ____	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	16	19	24	15	11	8				93
Chinese	11	1	1	5		1				19
Russian	11	9	6	4	4	5				39
Bengali										0
Urdu	5	5	4	5	2	1				22
Arabic	1	1	3	3						8
Haitian Creole										0
French										0
Korean	1	1								2
Punjabi										0
Polish	1			1						2
Albanian	1	1	2	1						5
Other	4	12	14	10	6	2				48

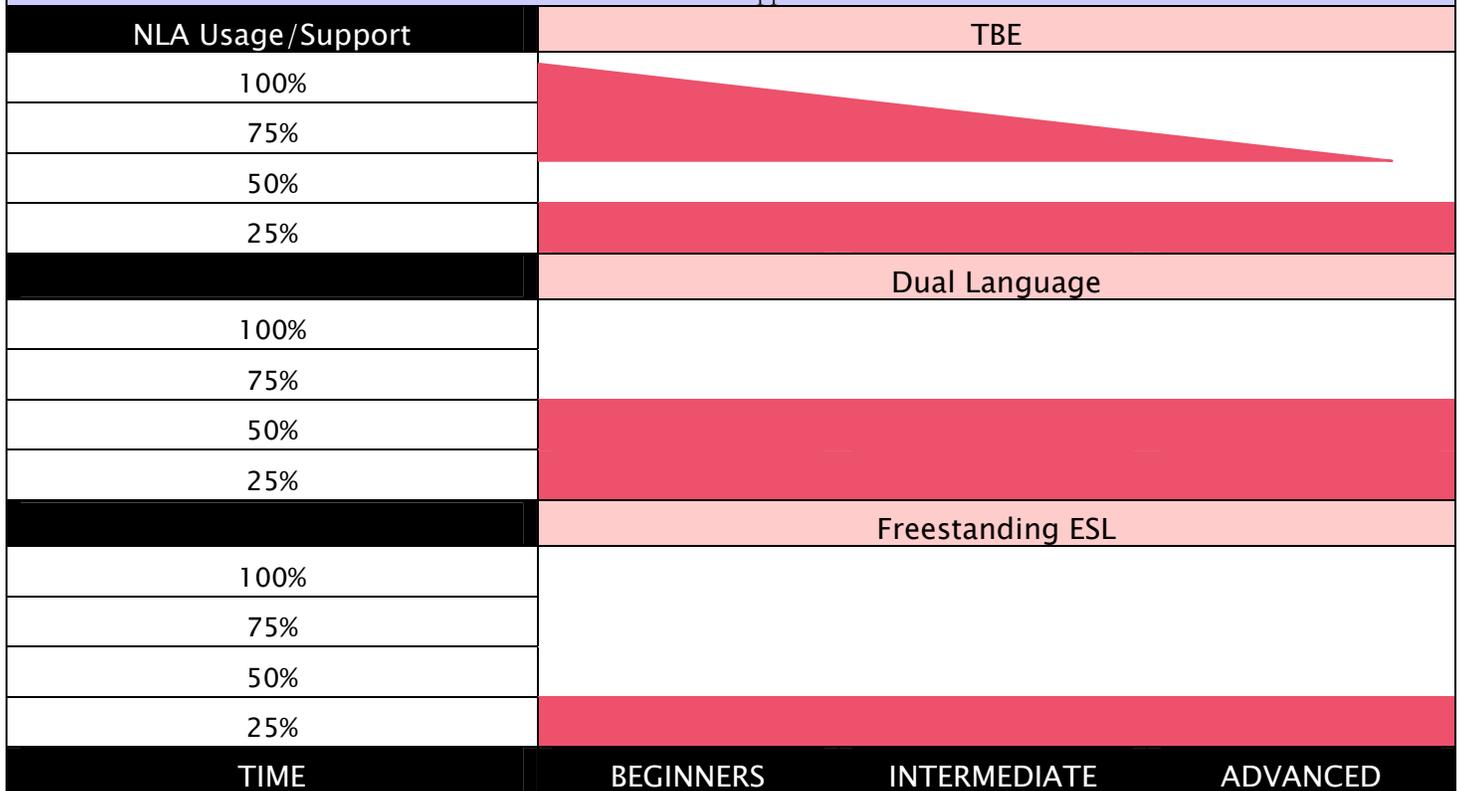
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. 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])? <p>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)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	51	49	54	44	23	17	0	0	0	238

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

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)?

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, other than those who hold ESL and bilingual licenses, as per Jose P.

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?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	16	11	6	5	2	3				43
Intermediate(I)	16	21	12	3	2	4				58
Advanced (A)	17	22	26	15	13	19				112
Total Tested	49	54	44	23	17	26	0	0	0	213

4	1		3		9		4		17
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		8		11		0		26
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. 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?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandy Di Trapani	Assistant Principal		
Susanna Caleca	Parent Coordinator		
Chick Pallotta	ESL Teacher		
Heather Fiorica	Parent		
Elena Schmidt/ESL Teacher	Teacher/Subject Area		
Tara Cardazzone/ESL Teacher	Teacher/Subject Area		
	Coach		
	Coach		
Heather Shelton	Guidance Counselor		
Ann Marie Lettieri	School Achievement Facilitator		
Neal Opromalla	Network Leader		
Barbara Sorkin, Testing Coordinator	Other		

	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date



Filename: 21K177 LAP-Workshee 2009-10_Final.doc
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/28/2009 9:17:00 AM
Change Number: 2
Last Saved On: 10/28/2009 9:17:00 AM
Last Saved By: DOE
Total Editing Time: 2 Minutes
Last Printed On: 3/8/2010 1:42:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,857 (approx.)
Number of Characters: 33,388 (approx.)

**Public School 177
346 Avenue P
Brooklyn, NY 11204**

School Parental Involvement Policy

PART I - GENERAL EXPECTATIONS

P.S. 177 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 177 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- An annual meeting to engage parents in planning, development and evaluation of Title I programs
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating children
- Parents will be members of the School Leadership Team and be actively involved in decision making for the school

2. P.S. 177 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parents on the School Leadership Team will be involved in the Instructional Performance Review
- Parent Coordinator conducts workshops for parents to help them access and interpret Learning Environment Survey, Everyday Math Individual Profile of Progress, New York State Assessment reports.
- Hiring staff (family workers, school aides, etc.) to do translation into home languages
- Conduct parent needs assessment surveys to determine needs of students to meet the standards

3. P.S. 177 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start Reading First, Early Reading First, Even Start, Parent As Teachers, Home Instruction Program for Preschool Youngsters, and State operated preschool programs) by:

- Learning Leaders (parents work collaboratively with teachers to assist students)

4. P.S. 177 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- PTA attendance sheets maintained or kept by the PTA president

- Number of parents participating in the PTA executive board election monitored by teacher liaison to the PTA
- Attendance sheets from ESL Parents Program (language proficiency classes) kept by ESL teacher
- Translation of letters, notices to home and documents into parent's home language
- Parent Coordinator outreach program. The home school connection is strengthened by the Parent Coordinator and her ability to contact parents to increase participation in their child's learning.

5. P. S. 177 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A
- how to monitor their child's progress and
- how to work with educators.

P.S. 177 will assist the parents of children served by the school, in understanding the standards and meeting the requirements of Title I by:

- Parent orientation meetings
- Parent teacher conferences
- School-wide parent workshops
- Parental representation on the School Leadership Team
- Parent workshops on academic assessment (New York State Assessments, Acuity Assessments, Balanced Literacy strategies, Everyday Math Individualized Progress Reports, ECLAS II)
- Parent signatures on student reading logs and assessment tests
- PTA president attends President's Council and DPW meetings
- Parent Resource center for literacy

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- ESL Parent Program (literacy training)
- Parent workshops on Everyday Math

- Parent workshops on Balanced Literacy by Communication Arts and Early Childhood specialists
 - Parent workshops conducted by teachers, family assistants and social worker on strategies and techniques in dealing with the standards
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
- Faculty meetings on how to discuss student progress with parents
 - Training for parents for parent volunteer programs and Learning Leaders
 - Parent workshops in performance standards (to familiarize parents with strategies used to provide students with skills necessary to achieve higher levels of performance)
 - Workshops given by Parent Coordinator and Social Worker on parental involvement
 - Providing information about services generally provided to students by the DOE (e.g., Supplemental Education Services, special education, ELL) and the school itself
 - Working with school staff and Regional/District and Central Parent Support Staff if needed, to address and resolve specific parent concerns
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Learning Leaders program (parent volunteers assist small group instruction in literacy)
 - Purchasing of supplies and materials for Parent Resource Center (Available throughout the day to provide families with the opportunity to actively participate with their child in literacy activities)
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
- Parent Coordinator uses software program to translate all information pertaining to school activities and academic assessments into the parent's home language

- Purchasing of materials and supplies for school newsletter
- Providing translators at parents meetings and workshops
- Translators provided for parent -teacher conferences
- Posting signs, bulletin boards and other displays at school entrance and/or lobby to inform parents how they can receive assistance and information

PART III - ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by signed tear off notices.

This policy was adopted by P.S 177 on 09/09/09 and will be in effect for the period of 9/09-6/10. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/09.

Shoshana Singer

Principal

September 9, 2009

Public School 177
346 Avenue P
Brooklyn, NY 11204

School-Parent Compact

School Responsibilities

P.S. 177 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]**

The P.S. 177 Mission is to guide all students, including special education and ELL, to achieve their maximum potential through a supportive nurturing school environment, aspiring toward excellence based on the performance standards. Our children's unique needs and talents are developed so that they will acquire the knowledge and skills needed for citizenship, employment, and life-long learning and competent living.

Our Staff:

- *Produce high levels of student achievement, nurture creative ability, and encourage healthy social expression*
- *Work toward achieving the Performance Standards*
- *Promote respect for cultural differences in all people*
- *Foster and value the idea that children learn with and from each other in a cooperative setting*

Our Parents:

- *Work in partnership with school staff*
- *Encourage reading and thinking*
- *Help their children to develop their unique talents*
- *Instill caring and respect for people*
- *Are involved in homework and school activities*

The P.S. 177 Mission addresses the needs of all students in our school, including special education and ELL students. All students are to be given the opportunity and encouragement to succeed and achieve their full potential. We truly believe that all children can learn and that by working in a collaborative and collegial school setting our goal for every child can become a reality.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences will be held twice a year, in November and March in the afternoon and evening.

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

P.S. 177 will provide parents with 3 student report cards in November, March and June. Acuity Predictive and Acuity Instructionally Targeted Assessments, standardized and teacher made tests, Everyday Math Individual Reports of Progress and report cards are sent home. P.S. 177 will be provided annually.. Everyday Math Individual Reports of Progress will be provided after each math unit. Standardized test results will be provided as soon as they become available. All information will be translated orally and in written form for the parents.

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Staff will be available for consultation throughout the year by appointment and at class meetings and workshops. Parents can make arrangements for phone meetings as well.

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

P.S. 177 has a high level of parental involvement. Parents are given ample opportunities to volunteer during lunch, during regular school hours and after school. Our staff welcomes parent volunteers to assist with special activities, fairs, shows, and classroom activities.

P.S. 177 will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.*
- Hold 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 (participating students), and will encourage them to attend.*
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's*

curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.*

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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