



P.S. 177

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K177
ADDRESS: 346 AVENUE P
TELEPHONE: (718) 375-9506
FAX: (718) 375-4450

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 346 Avenue P

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: Heather Fiorica

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Shoshana Singer	*Principal or Designee	
Antonella Lombardo	*UFT Chapter Chairperson or Designee	
Heather Fiorica	*PA/PTA President or Designated Co-President	
Maritza Fernandez	*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/Teacher	
Maria Cannella	Member/Teacher	
Denise Notter	Member/Teacher	
Donna Dunleavy	Member/Parent	
Luisa DeSilvio	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 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 school has formed a Differentiated Instruction Support Committee (DISC) in response to the Phase I Special Education Reform. We want to provide all teachers with a variety of differentiated 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 out of classroom personnel to create structured professional collaboration to strengthen classroom practice and raise student achievement school-wide. In addition, two of our inquiry teams will be examining the new Core Curriculum Standards to align our curriculum with these standards. 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 – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	95	93	99		94.7	95.5	TBD		
Kindergarten	122	124	138						
Grade 1	131	127	125	Student Stability: % of Enrollment					
Grade 2	137	131	129	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	122	128	142		93.2	93.6	TBD		
Grade 4	134	124	140						
Grade 5	145	134	125	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					71.8	71.8	85.1		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					3	37	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					21	23	34		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	8	6	5						
No. in Collaborative Team Teaching (CTT) Classes	32	41	50	Principal Suspensions	0	1	TBD		
Number all others	50	51	47	Superintendent Suspensions	0	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	261	252	260	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	4	41	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	95.2	TBD
American Indian or Alaska Native	0	0	0.1	Percent more than two years teaching in this school	78.0	81.0	TBD
Black or African American	1.6	1.2	0.8	Percent more than five years teaching anywhere	61.0	57.1	TBD
Hispanic or Latino	26.9	27.6	28.4				
Asian or Native Hawaiian/Other Pacific Isl.	33.1	32.5	33.1	Percent Masters Degree or higher	90.0	94.0	TBD
White	38.4	38.7	37.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	51.7	51.0	51.0				
Female	48.3	49.0	49.0				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Summative Data

I. New York State English Language Arts Achievement

Year	Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2008	3	3%	17%	68%	11%	80%
2009	3	2%	15%	67%	16%	83%
2010	3	13%	18%	53%	17%	70%
2008	4	8%	17%	54%	21%	75%
2009	4	2%	14%	71%	13%	84%
2010	4	5%	28%	59%	8%	67%
2008	5	1%	22%	75%	3%	78%
2009	5	1%	19%	66%	14%	80%
2010	5	8%	24%	59%	9%	68%

Performance Trends and Accomplishments:

- Due to the tougher grading system, there was a significant drop in overall grades, resulting in a higher percentage of Level 1 and Level 2 students. However, these students generally earned scaled scores, or actual scores, that were about the same as the previous year.
- Results of all Grade 3 tested students indicate a 1% increase of students performing at Level 4.

Barriers to Improvement:

- The results indicate a need on each grade to enable more Level 1 and Level 2 students to reach the ELA performance standards.

- The results indicate a need in grades 4 and 5 to increase the number of students performing at Levels 3 and 4.

II. New York State Mathematics Achievement

Year	Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2008	3	2%	5%	64%	30%	94%
2009	3	1%	2%	60%	38%	98%
2010	3	8%	20%	37%	35%	72%
2008	4	2%	12%	44%	42%	86%
2009	4	2%	6%	41%	52%	93%
2010	4	2%	16%	38%	44%	82%
2008	5	3%	6%	53%	38%	91%
2009	5	1%	9%	37%	54%	90%
2010	5	4%	27%	40%	29%	69%

Performance Trends and Accomplishments:

- Due to the tougher grading system, there was a significant drop in overall grades, resulting in a higher percentage of Level 1 and Level 2 students. However, these students generally earned scaled scores, or actual scores, that were about the same as the previous year.

Barriers to Improvement:

- Results of all Grade 3 tested students indicate a 23% decrease in students performing at Level 3; 12% increase in students performing at Level 2 and a 7% increase in students performing at Level 1 from the previous year.
- Results of all Grade 4 tested students indicate a 21% decrease of students performing at Levels 3 and 4 and a 14% increase of students performing at Level 2 from the previous year.
- Results of all Grade 5 tested students indicate a 25% decrease of students performing at Level 4 and an 18% increase of students performing at Level 2 from the previous year.

Disaggregated Data for ELL Students

- NYSESLAT - The data from the most recent NYSESLAT is unavailable at this time.

Listening and Speaking Performance

2010	Number Tested	Beginning	Intermediate	Advanced	Proficient
All Grades 2009	261	2%	7%	20%	70%
All Grades 2010	279	4%	11%	22%	63%
Grades K-1	116	5%	16%	23%	55%
Grades 2-4	140	2%	5%	19%	74%

Grade 5	23	13%	17%	35%	35%

Reading and Writing Performance

2010	Number Tested	Beginning	Intermediate	Advanced	Proficient
All Grades 2009	261	13%	25%	40%	23%
All Grades 2010	279	23%	27%	29%	21%
Grades K-1	116	40%	25%	12%	23%
Grades 2-4	140	10%	28%	42%	20%
Grade 5	23	22%	26%	35%	17%

Performance Trends & Accomplishments:

- Patterns across grade levels measured on the 2010 NYSESLAT reveal that ELLs perform much better in the listening and speaking components than in the reading and writing components.

Barriers to Improvement

- 2010 NYSESLAT results indicate a decrease in the percentage of students performing at the advanced and proficient level in all components.
- Of the modalities, writing as always, presents the greatest challenge for improvement.

II. New York State English Language Arts - ELL Students

ELL Student Performance (2010)

	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
Grade 3	30%	34%	27%	9%	36%
Grade 4	26%	57%	17%	0%	17%
Grade 5	29%	21%	50%	0%	50%

Performance Trends & Accomplishments:

- In Grade 3, 85% of English proficient students performed at levels 3 and 4 as compared to 36% of ELL students.
- In Grade 3, 15% of English proficient students performed at levels 1 and 2 as compared to 64% of ELL students.
- In Grade 4, 78% of English proficient students performed at levels 3 and 4 as compared to 17% of ELL students in Grade 4.
- In Grade 4, 23% of English proficient students performed at levels 1 and 2 as compared to 83% of ELL students.
- In Grade 5, 71% of English proficient students performed at levels 3 and 4 as compared to 50% of ELL students.
- In Grade 5, 30% of English proficient students performed at levels 1 and 2 as compared to 50% of ELL students.

- In Grade 5, there was a 3% increase in the number of ELL students performing at levels 3 and 4 as compared to 2009.

Barriers to Improvement:

- Analysis of the data shows a significant discrepancy between the levels of English proficient students and ELL students who perform on or above grade level.
- In Grade 3, there was a 22% decrease in the number of ELL students performing at levels 3 and 4 as compared to 2009.
- In Grade 4, there was a 47% decrease in the number of ELL students performing at levels 3 and 4 as compared to 2009.
- 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 (2010)

	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
Grade 3	14%	31%	37%	18%	56%
Grade 4	10%	33%	47%	10%	57%
Grade 5	9%	59%	27%	5%	32%

Performance Trends & Accomplishments:

- In Grade 3, 82% of English proficient students performed at levels 3 and 4 as compared to 56% of ELL students.
- In Grade 3, 17% of English proficient students performed at levels 1 and 2 as compared to 45% of ELL students.
- In Grade 4, 89% of English proficient students performed at levels 3 and 4 as compared to 11% of ELL students.
- In Grade 4, 11% of English proficient students performed at levels 1 and 2 as compared to 43% of ELL students.
- In Grade 5, 77% of general education students performed at levels 3 and 4 as compared to 32% of ELL students.
- In Grade 5, 23% of general education students performed at levels 1 and 2 as compared to 68% of ELL students.

Barriers to Improvement:

- Analysis of the data shows a discrepancy between the levels of English students and ELL students in all grades.
- The results indicate a need on all grades 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
- There are some 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.

Barriers to Improvement

- There is a need to provide strategies to enhance ELL instruction for classroom teachers.
- There is a need to provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes.
- There is a need to provide additional 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.

School Environment (2010)

Performance Trends & Accomplishments:

- According to the learning environment survey, 93% of parents feel that discipline is enforced fairly. This represents a 2% increase from the past year.
- 96% of parents are satisfied or very satisfied with how well the school communicates with them. This represents a 3% increase from the past year.
- 96% of teachers agree or strongly agreed that students with disabilities are included in all school activities.
- 97% of parents are satisfied or very satisfied with the education their child received this year. This represents a 3% increase from the past year.

Barriers to Improvement

- 91% of teachers believe that order and discipline are maintained at the school as reported on the learning environment survey. This represents a 2% decrease over the past years.
- 85% of teachers agreed or strongly agreed that school leaders let staff know what is expected of them. This represents a 7% decrease from the past year.
- 76% of teachers agreed or strongly agreed that school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.
- 77% of parents agree or strongly agree that students with disabilities are included in all school activities.
- There is a need to communicate to all parents that all students, including students with disabilities, are engaged in an active and vibrant partnership to promote student learning.

Developmental Reading Assessment (DRA)

	September 2009 On or Exceeds Standards	May 2010 On or Exceeds Standards
Kindergarten	43 %	70%
First Grade	65%	59%
Second Grade	48%	61%
Third Grade	49%	50%
Fourth Grade	33%	37%
Fifth Grade	33%	54%

Performance Trends & Accomplishments:

- DRA results indicated that there was an increase of 27% of students on kindergarten who were reading on or above grade level for reading from September to May.
- DRA results indicated that there was an increase of 13% of students on second grade who were reading on or above grade level for reading from September to May.
- DRA results indicated that there was an increase of 1% of students on third grade who were reading on or above grade level for reading from September to May.
- DRA results indicated that there was an increase of 4% of students on fourth grade who were reading on or above grade level for reading from September to May.
- DRA results indicated that there was an increase of 21% of students on fifth grade who were reading on or above grade level for reading from September to May.

Barriers to Improvement:

- DRA results indicated that there was a decrease of 6% of students on first grade who were reading on or above grade level for reading from September to May.
- 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 first and third grade.
- This indicates a need to provide academic intervention on these grades 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.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Instructional Goal 1

After conducting our needs assessment, the SLT found that Grade 3, 4 and 5 results show more children scoring in Levels 1 and 2 (below the standards) than in previous two years. The results indicate a need on each grade to enable more Level 2 students to reach the New York State ELA performance standards. As a result, we have made performance for our underperforming students a priority goal for the 2010-2011 school year.

- **To increase student achievement in English Language Arts for all students through standards-based, data driven instruction. By June 2011, 75% (283 out of 378 students) of all students in Grades 3-5 will perform at or above grade level in English Language Arts as measured by the Acuity ELA Predictive Assessment.**

Instructional Goal 2

After conducting our needs assessment, the SLT found that Grade 3, 4 and 5 results show more children scoring in Levels 1 and 2 (below the standards) than in previous two years. The results indicate a need on each grade to enable more Level 2 students to reach New York State Mathematics performance standards. As a result, we have made performance for our underperforming students a priority goal for the 2010-2011 school year.

- **To accelerate student learning in mathematics for all students. By June 2011, 80% (314 out of 393 students) of all students in Grades 3-5 will perform at or above grade level in Mathematics as measured by the Acuity Mathematics Predictive Assessment.**

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 2010-2011

- **To engage teachers to participate in inquiry work/structured professional collaboration. By June 2011, 100% of classroom teachers in Grades K-5 will be involved in inquiry team work.**

Instructional Goal 4

After reviewing the Department of Education's Phase I Special Education Reform, the SLT is aware of the need for all members of the school community to be prepared to refine instructional programs based on the strengths and needs of the students with disabilities to promote student achievement and success. As a result, we have made professional development a priority.

- **To improve academic success in implementing the Phase I Special Education Reform, 90% of all teachers will develop professional knowledge and skills to address the differentiated learning styles of all students, particularly special education students.**

SECTION VI: ACTION PLAN

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

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 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 2011, 75% (283 out of 378 students) of all students in Grades 3-5 will perform at or above grade level in English Language Arts as measured by the Acuity ELA Predictive Assessment.</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>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 provides a foundation for learning in an environment supportive of their individual needs. 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 program will consist of two hour sessions twice per week.</p>

	<p>Academic support will be provided to Special Education students by a two 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 four 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>Our after-school ESL program for Grades K – 5 will provide specific support aligned with skills and strategies that are necessary for the New York State English As a Second Language Test. This program will consist of two hour sessions twice per week</p> <p>Every grade will have an inquiry team which will focus on the specific skills and strategies needed by our targeted population to meet the standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>(52) Teachers @ Average Teachers Salary of \$77,861 <u>Source:</u> Tax Levy (Fair Student Funding)</p> <p>(4) Full-time E.S.L. teachers at an Average Teachers Salary of \$77,861 <u>Source:</u> ESL (Tax Levy) Funding</p> <p>(2) Academic Intervention Specialists @ Average Salary of \$36,317 <u>Source:</u> Title 1 SWP, Tax Levy (Fair Student Funding)</p> <p>(2) SETTS teacher @ Average Teacher's Salary of \$77,861 <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.
- NYSESLAT which will be administered in April-May to determine whether students have made progress

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

SECTION VI: ACTION PLAN

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 2011, 80% (314 out of 393 students) of all students in Grades 3-5 will perform at or above grade level in Mathematics as measured by the Acuity Mathematics Predictive Assessment.</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>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 in order to maximize student achievement.</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 a certified teacher 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 two certified SETTS teacher. Individual and</p>

	<p>small group instructions will provide activities that are differentiated according to students' needs.</p> <p>Academic support will be provided to ELL students by four 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>As part of our Core Inquiry Team, additional instruction will provided to 15 fourth grade students who are performing below level in mathematics.</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 \$77,861 <u>Source:</u> (Title 1 – ARRA - SWP)</p> <p>(57) Teachers @ Average Teachers Salary of \$77,861 <u>Source:</u> Tax Levy (Fair Student Funding)</p> <p>(1) Academic Intervention Specialists @ Average Salary of \$36,317 <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. <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): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve academic success in implementing the Phase I Special Education Reform, 90% of all teachers will develop professional knowledge and skills to address the differentiated learning styles of all students, particularly special education students as measured by formal and informal observations and workshop attendance sheets.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be provided with opportunities, both internal and external, for individualized professional development conducted on an ongoing basis to address the needs of students with disabilities within the general education classroom. Teachers will learn effective strategies and turn-key their training to other staff members to build capacity. Teachers will participate in professional development workshops provided by the Department of Education on implementing the Phase I Special Education Reform. Teachers will have an opportunity to share successful teaching practices and academic intervention techniques for individualized instruction for individualized instruction of all students, especially ELL students and students with disabilities.</p> <p>Professional development will be provided in classroom management, implementation of programs (Wilson) and techniques, and acquisition of new strategies for differentiated instruction including students with special needs and ELLs.</p> <p>Through professional development workshops, weekly grade meetings, monthly administrative grade meetings, and monthly faculty conferences, the staff developer and administrators will work together to provide teachers with support to allow all students to meet higher levels of common core standards.</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>(3) Administrators @ Average Salary of \$125,326 <u>Source:</u> Title 1, Fair Student Funding</p> <p>(1) SETTS Teacher @ Average Teachers Salary of \$74,734 <u>Source:</u> Tax Levy (Fair Student Funding) – IEP teacher</p> <p>(1) Staff Developer @ an Average Salary of \$93,221 <u>Source:</u> Title 1</p> <p>P.D. for “Highly Qualified” - \$34,041 <u>Source:</u> (5% of Title 1)</p> <p>(1) Academic Intervention Specialists @ Average Salary of \$40, 217 <u>Source:</u> Title 1 SWP, Tax Levy (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"> ● Professional Development Implementation Plan ● Professional Development Planning Sheets ● Lesson Plans ● Agendas – Grade Meetings and Faculty Conference ● Professional Development workshop attendance sheets ● Formal and informal observations

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 2011, 100% of classroom teachers (41 out of 41 teachers) in Grades K-5 will be involved in inquiry team work as measured by monthly inquiry logs.</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 2010-2011 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 \$93,456 <u>Source:</u> Title 1</p> <p>(51) Teachers @ Average Teachers Salary of \$77,861 <u>Source:</u> Tax Levy (Fair Student Funding)</p> <p>P.D. for “Highly Qualified” - \$34.041 <u>Source:</u> (5% of Title 1)</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"> • 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

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics Including Core Inquiry	37 ½ Minutes	Wilson-Foundation Specialist	ESL (Afterschool)	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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	74	11	23	0	0	0	0
1	11	0	75	6	28	0	0	0	0
2	16	0	55	10	15	1	0	0	0
0	18	13	65	11	16	3	0	0	0
4	17	33	65	0	9	3	0	0	0
5	21	32	61	0	15	1	0	0	0
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>Core Inquiry Team</u> – Mathematics AIS is provided to 15 fourth grade students who are at risk for performing below level. The Everyday Math curriculum is supplemented with TERC mathematics curriculum and focuses on increasing progress.</p> <p><u>Daily Math Block</u> – Students will receive intensive math instruction during a math block</p>

	<p>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 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>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At Pupil Personnel Team meetings (PPT), AIS are discussed for students who have been identified at-risk (AIS Groups A, B, C). Individual members of the PPT take responsibility for implementing AIS for individual students, and reporting back to the PPT on the students' progress after a predetermined time frame. PPT members articulate with classroom teachers to review student progress. The guidance counselor will be responsible for addressing the specific issues of the at-risk student as determined by the suggestions of the PPT committee and providing guidance based on the mandates of the student's IEP.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<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 School Assessment Team (SAT) will insure that testing of students in their native language is conducted within the mandated time frame.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker will be responsible for counseling at-risk students and providing parent outreach according to the mandates listed by the SAT on the student's IEP. The SAT 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.</p>

At-risk Health-related Services:	The physical therapist and the occupational therapist 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 PPT committee.
Wilson/Fundations Intervention Services:	A Wilson certified specialist is responsible for providing AIS. Based on Orton-Gillingham principles, Wilson/Fundations Intervention is a highly-structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multi-sensory language instruction.

APPENDIX 1b: ENRICHMENT SERVICES 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 Enrichment Services in each area listed, for each applicable grade.

Grade	ELA	Mathematics	Science Club	Band	Chorus	Recorder Band	Basketball	Cheerleading	Council for Unity	Yearbook
	Number of Students									
K	0	0	0	0	13	0	0	0	0	0
1	0	0	0	0	27	0	0	0	0	0
2	0	0	0	0	0	135	0	0	0	0
3	20	20	0	42	12	0	0	0	0	0
4	30	20	9	29	16	0	5	5	20	0
5	30	20	0	32	24	0	17	15	24	22
6										
7										
8										
9										
10										
11										
12										

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>
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 grades 4 and 5. 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>
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 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 behavior.</p>

Band:	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.
Chorus:	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.
Recorder Band:	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.
Council for Unity:	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.
Yearbook:	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 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.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See Language Allocation Policy for 2010-2011 attached.

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 278 LEP 627 Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The maximizing of the educational experience for our ELLs is a top priority for our school. As such, P.S. 177 will again be conducting an ESL (English as a Second Language) After-school Program for our ESL-entitled students in grades Kg, 1, 2, 3, 4 and 5. In addition, in order to help the English language skills for the parents of the ELLs, we have also scheduled a separate ESL class just for the parents. In this way, as their English improves, they may better assist us with their child's education.

In the mathematics component of our program, we will focus on developing mathematical literacy. We will work on activities that will stress vocabulary development and understanding as we promote the process and content strands of mathematics. Our lessons will include the use of mathematical literature and manipulatives as they apply to real life experiences to support and nurture their needs as they strive to meet and exceed the mathematics standards.

We anticipate serving approximately 116 ELLs. There will be 37 sessions. Each session will be 2-hours in length. It will be held on Tuesdays and Thursdays from 3:00 to 5:00 p.m. Start-date for the children will be Tuesday, October 5, 2010. Programs will conclude March 1, 2011.

Our teachers in the ESL After-School Program are experienced and well-trained in language skills and ESL methodologies. 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 lesson 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 the **Balanced Literacy** approach.

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.

Section III. Title III Budget

School: PS 177 BEDS Code: 332100010177

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 40,340	74 hours of per session for (1) ESL and (8) General Ed teachers to support ELL Students @ \$49.89 (current teacher per session rate with fringe) = \$33,336.74
Supplies and materials		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$40,340	

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 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 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$610,421	\$274,940	\$885,361
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,104	\$2749	\$8853
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,521	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$61,042	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Section IV, Needs Assessment – page 11 - 16

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- 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 – page 11 – 16 and Appendix

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 Touro College 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.

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 to broaden the knowledge of parents on academic and family life services for the overall well-being of their child. An awareness of health and fitness is being promoted through a physical activity Zumba class for parents. Workshops are being conducted by health care professionals, such as pediatricians and nutritionists, to promote overall good health, proper nutrition and hygiene knowledge for parents.

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'

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.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			512,754.00	✓	19-21, 29-34, 54-55, PIP, PAC
Title I, Part A (ARRA)	Federal	✓			272,191.00	✓	19-21, 22-25, 35-37
Title II, Part A	Federal	✓			104,751.00	✓	19-21
Title III, Part A	Federal	✓			40,340.00	✓	19-21,29-32, 38-40, LAP
Title IV	Federal			✓			
IDEA	Federal	✓			380,361.00	✓	19-25, 29, 31-33
Tax Levy	Local	✓			3,939,953.00	✓	19-27, 37

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

To date there are 40 Students in Temporary Housing who are currently attending in our school.

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

Title 1 funds have been set aside to ensure the students in temporary housing meet the State's challenging academic content and academic achievement standards, as well as assisting them when they have urgent needs. Additional support may consist of academic programs and educational support services, basic supplies, extended school library hours, academic intervention, counseling services and parental support necessary.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 177 The Marlboro					
District:	21	DBN:	21K177	School		332100010177

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	93	99	93		94.7	95.4	95.3
Kindergarten	124	138	122				
Grade 1	127	125	140	Student Stability - % of Enrollment:			
Grade 2	131	129	132	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	128	142	130		93.3	93.6	95.1
Grade 4	124	140	140				
Grade 5	134	125	144	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		71.8	85.1	85.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	37	41
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	861	898	903	(As of October 31)	2007-08	2008-09	2009-10
					21	23	34

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	6	5	8	Principal Suspensions	0	1	2
# in Collaborative Team Teaching (CTT) Classes	41	50	43	Superintendent Suspensions	0	0	1
Number all others	51	47	64				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	252	260	TBD
# ELLs with IEPs	4	41	TBD
Number of Teachers	59	63	60
Number of Administrators and Other Professionals	10	9	8
Number of Educational Paraprofessionals	4	7	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	95.2	98.4
				% more than 2 years teaching in this school	78.0	81.0	93.3
				% more than 5 years teaching anywhere	61.0	57.1	78.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	94.0	96.7
American Indian or Alaska Native	0.0	0.1	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	95.9
Black or African American	1.2	0.8	1.1				
Hispanic or Latino	27.6	28.4	28.5				
Asian or Native Hawaiian/Other Pacific	32.5	33.1	32.3				
White	38.7	37.6	37.5				
Male	51.0	51.0	50.7				
Female	49.0	49.0	49.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

**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, DRA2)
- 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:

- 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 09/08/10 and will be in effect for the period of 9/10-6/11. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/10.

Shoshana Singer

Principal

September 8, 2010

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 from each other in a cooperative setting*

and

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, Literacy Profiles of Progress and report cards are sent home on a regular basis. Everyday Math Individual Reports of Progress and Literacy Profiles of Progress will be provided after each 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 practically 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)

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 21	School Number 177	School Name The Marlboro School
Principal Mrs. Shoshana Singer		Assistant Principal Sandy DiTrapani	
Coach		Coach	
Teacher/Subject Area Elena Schmidt/ESL Coordinator		Guidance Counselor Heather Shelton	
Teacher/Subject Area Tara Cardazzone/ESL Teacher		Parent Heather Fiorica	
Teacher/Subject Area Antoinette Giardina/Science		Parent Coordinator Suanna Caleca	
Related Service Provider Goldie Grunfeld, Speech		Other Barbara Sorkin/Testing Coordin	
Network Leader Neal Opramalla		Other Alyse Strugats/Writing	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	812	Total Number of ELLs	278	ELLs as Share of Total Student Population (%)	34.24%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

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

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

Part II. ELL Identification Process

1. 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. At enrollment, a trained pedagogue administers a Home Language Identification Survey, (HLIS) translated in nine languages, to the parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Our teachers and staff members speak several languages(Spanish, Russian, Chinese, Urdu, Arabic, Polish, Hebrew, Italian, Fench) and are always made available to conduct an initial interview with a parent of the newly admitted student. 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, which is a test that establishes English proficiency level. Performance on this test determines the child's entitlement to English language development support services. The identification process and placement (if eligible) into an ESL program is completed within the first 10 days of the student's enrollment into PS 177. 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. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (beginning, intermediate, advanced) of ELLs. Our ESL teachers work hard throughout the school year to prepare their students for each component (reading, writing, speaking, and listening) of the NYSESLAT. Students in grades 3-5 take ELL predictive assesment three times a year, after which we analyse the results and teach to their deficiencies. For students in K-2, we came up with our own assesment, that we give three times a year which contain four skills (reading, writing, speaking, listening) in order to diagnose their weaknesses. Our data drives our instruction because we are better able to meet our childrens' needs. NYSESLAT scores identify who should continue to receive ELL services. NYSESLAT scores identify who should continue to receive ELL services. NYSESLAT is administered by our ESL certified teachers. NYSESLAT materials are kept in a secure facility. ESL teachers, who are involved in administrating the NYSESLAT, have a meeting prior to the official testing window to discuss the procedures and directions for the NYSESLAT. Each ESL teacher is responsible for his/her assigned grade to create a testing schedule, as well as making sure that each ELL took and completed the NYSESLAT. Upon the school wide complition of the NYSESLAT, all ESL teachers meet again to discuss the procedures for marking the NYSESLAT.

2. 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 provided by the staff of PS 177). Many of our students come from the countries that were formed after the breakup of the Soviet Union, and eventhough the students might not speak Russian, their parents do, so our Russian-speaking pedagogues help them understand the initial process, as well as explain the program selection. The same procedures are in place for every parent that walks through the door of PS 177. The orientation is conducted by our ESL teachers: Mrs. Schmidt, Ms. Cardazzone, Mr. Ren, Mrs. Gentile, Mrs. Resciniti, Mrs. Lander, and bilingual paraprofessionals. After the initial greetings and introductions from the Principal, Mrs. Singer and Assistant Principals Mr. DiTrapani and Mr. Cosentino, the parents are divided by their home language into separate groups, and then are taken to different rooms with an ESL teacher and an interpreter. Each room is equipt with TV and a DVD player. Parents have an opportunity to watch the DVD which explains Transitional Bilingual Education (TBE) program, Dual Language program, and Freestanding ESL program to them in their native language. The parents are also given an opportunity to ask questions. 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. Later, the Parent Survey and Program Selection Form are placed in the student's Cumulative Record Card Folder (CUMS), and the copies are kept in a binder in the main office. Agendas, attendance sheets and all related materials are kept on file.

3. 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%. To ensure that all Parent Surveys and Program Selection forms are returned, PS 177 has some structure in place: having parents fill-out the form during initial orientation, meeting with parents during ELL teacher's prep period, waiting for parents to pick up their children after school, and finally the child won't receive his/her report card until his/her parent meets with an ESL teacher to discuss the Parent Survey and Program Selection Forms. The ESL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms.
4. After evaluating the Parent Survey and Program Selection Forms, PS 177 honors parents' choice. A review of the Parent Survey and Program Selection forms for 2010-2011 school year reflects, the Freestanding ESL Program as the preferred first-choice of our parents among the programs available. The Parent Surveys indicate that 275 out of 278 parents selected Freestanding ESL Program as the program of choice. At the time of a pupil's enrollment in PS 177 for the first time and after reviewing HLIS he/she is given the Language Assessment Battery – Revised (LAB-R), and based upon his/her scoring below a state designated level of proficiency such pupil is placed into a program designed for ELLs.
5. The trend over the past few years indicates that the Freestanding ESL Program has been the program of choice of our parents, with 235 out of 238 or 99% selecting this program in 2009-10, and 240 out of 252 or 97% selecting this program in 2008-2009, and 244 out of 257 or 95% selecting this program in 2007-2008.
6. The program model offered at PS 177 is aligned with parent requests. It is the model of freestanding ESL. Our school creates a rigorous learning environment that focuses on academic achievement, language and social development, and cross-cultural support.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	4	3	3	3	3								16
Push-In	10	4	0	0	0	0								14
Total	10	8	3	3	3	3	0	30						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	278	Newcomers (ELLs receiving service 0-3 years)	206	Special Education	49
SIFE	17	ELLs receiving service 4-6 years	72	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	206	17	34	72	0	15	0	0	0	278
Total	206	17	34	72	0	15	0	0	0	278

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	15	10	22	10	8								89
Chinese	13	11	6	2	9	9								50
Russian	8	14	7	5	6	9								49
Bengali														0
Urdu	7	5	7	5	5	4								33
Arabic	1	1	2	4	3	0								11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2	1	0	0	0	0								3
Albanian	2	1	3	1	3	0								10
Other	8	9	4	6	3	3								33
TOTAL	65	57	39	45	39	33	0	278						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV: ELL Programming

A. Programming and Scheduling Information

1a. The program model in PS 177 is Freestanding ESL. The ESL program features a blended model using both push-in and pull-out programs. ESL teachers service ELLs primarily during the Readers' and Writers' Workshop. There is an emphasis on balanced literacy employing ESL strategies, paired with content area support. During the mini-lesson teachers model a specific strategy and then students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Students are actively engaged in lessons and participate fully.

1b. ESL students are grouped together according to grade and language proficiency level. All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs. We use a workshop model of instruction in which teachers conduct a mini-lesson with a clearly stated teaching point.

2. There are six NYS certified ESL teachers servicing the ESL population. Beginner and Intermediate level language learners receive 360 minutes of English as a Second Language instruction per week. Advanced level language learners receive 180 minutes of ESL instruction per week. All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs. We use a workshop model of instruction in which teachers conduct a mini-lesson with a clearly stated teaching point. During the mini-lesson teachers model a specific strategy and then students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Students are actively engaged in lessons and participate fully.

2a. Instruction is delivered in a freestanding ESL program using a pull-in /pull-out models. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Four full-time ESL teachers each teach five periods per day and two F-status ESL teachers each working two days a week. Each teacher is allocating correct time periods to students based upon their English language proficiency levels, as well as, any IEP mandates for special education students in the ESL program. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes (8 forty-five minute instructional periods) of ESL instruction per week. Students at the Advanced level of language proficiency receive 180 minutes (4 forty-five minute instructional periods) of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. Kindergarten push-in is split between two ESL teachers. First grade push-in and pull-out model is also split between two ESL teachers. Grades two and five are served by one teacher. Grades 3 and 4 are split between the two F-status ESL teachers. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions so they still receive 180 minutes of ELA instruction with their classroom teachers.

3. Classroom and content area teachers are aware of the needs of their ELLs. Teachers integrate a variety of ESL strategies into their teaching. Scaffolding, modeling, and extended time are examples of strategies employed in content area teaching. ESL teachers integrate science, social studies and math into their curriculum in order to provide ELLs with needed materials to succeed in the classroom. Additionally,

ESL teachers give support in the classroom during selected periods of content instruction throughout the week.

In order to prepare our students for success in the classroom and their content areas, the development of academic language is crucial. The freestanding ESL program takes a balanced literacy approach to language learning. Through the use of balanced literacy, literature is the center of language development. Students are constantly immersed in and exposed to literature. Students learn English through books and other texts featuring academic language. Reading books, discussing texts, writing our own worksheets, in addition to using and hearing various vocabulary words introduces ELLs to academic language.

The materials used in our programs vary. We use the Rigby On Our Way to English ESL series, as well as Rigby leveled guided reading books. We have an ESL classroom library, multicultural books, various big books, picture dictionaries, bilingual dictionaries, magazines and non-fiction texts. Many visuals are used to support language learning. The use of manipulatives, song and rhythm, hands on activities, and the incorporation of the idea of multiple intelligences all enrich the learning of our students.

We at PS 177 recognize the importance of using a combination of both comprehensible input, and specific vocabulary they will encounter in their classrooms and content areas. It is crucial to support ELLs in their content area studies. The focus of instruction is structured around the concentration of the mainstream classroom, facilitating and scaffolding language and academic learning. In addition to this, a variety of teaching approaches are utilized. Comprehension is aided by the use of visual aids, gestures, commands for physical action, sentence expansions, and open-ended sentences. ESL and classroom teachers articulate weekly in order to plan effectively for student learning. In the ESL program, subject areas and themes are suggested by the work being done in the students' mainstream class. The ESL program is aligned with the classroom curriculum therefore maximizing student learning and language development. The collaboration between the classroom and ESL teachers helps to facilitate language acquisition for ELLs. This communication also opens the doors for teacher/teacher support.

4a. Our school has enrolled students from other countries who enter the public school in the US after grade 2; have had at least two years less schooling than their peers; or function at least two years below expected grade level in reading and mathematics and come from a home in which language other than English is spoken. These students are classified as Students with Interrupted Formal Education (SIFE). When a student enters the school, their English ability is assessed using the LAB-R. Following this, they are provided with the ESL services that they need. We also implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction is tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers work with SIFE students to systematically build foundational language skills.

We have targeted intervention programs for ELLs in ELA and math. Our approach to intervention is a pull-out model, where AIS providers work with small groups of students to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers.

4b. Newcomers - Throughout the entire school year new students are being admitted into PS 177. Newcomers are students with very special needs. Each new admit is administered the LAB-R, in order to assess their English ability. If they are eligible for ESL services, they are grouped in a classroom with other ELLs. Newcomers receive additional attention and support during and outside of scheduled periods. We have many materials that are geared towards newcomers, and encourage language development. We implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We have created an Extended Day class for upper grade newcomers to emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Wilson Foundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills. We have established extra small group instruction for newcomer students during the extended day, and have offered invitations to the Title III after school program to newly arrived students.

Since NCLB now requires ELA testing for ELLs after one year, we have implemented an instructional program to prepare them for the demands of this test. Students engage in listening activities and are taught how to take notes that aid in constructing written responses to questions about the stories that are read aloud to them. Students are also taught comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.

4c. For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

4d. Some English Language Learners stay within the program for many years. The BESIS extension of services is provided to long-term ELLs. This permits ELLs to remain within the program. In addition to this, the extension of services allows them to further qualify for testing modifications and accommodations beyond 3 years, for up to 6 years. Since we are an elementary school, we do not have any long-term ELLs.

4e. There are mandated students in ESL program that are identified as Special Education. Most of these students are in a Cooperative Team Teaching (CTT) Classroom, while 3 children are in a grade 4 transitional Special Education classroom, and the remainders are resource

room students in the general education classroom. The needs of these students are taken into consideration and they are accommodated appropriately as per IEP. Such accommodations may include smaller group size, the presence of a paraprofessional during ESL periods, and specialized modifications.

B. Programming and Scheduling Information--Continued

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

5. Based on the DRA results for grades K-5 and statewide ELA and Mathematics exams for upper grades, supplementary support services are provided for students. These services include AIS for reading and math. ELLs in need are included for all support services. In addition, ELLs are invited to extended day for supplementary support for reading and literacy skills before school, where beginner ESL students are immersed in a thematic unit of study. After school, ELL students are invited to participate in ELA and Math Test Preparation for the statewide exams. Our ELL students attended the Title III after school program, based on their proficiency level.

6. In addition to our current ELLs, we also provide these targeted intervention services for ELLs reaching proficiency on the NYSESLAT to continue giving transitional support for at least two years after testing out. These students receive AIS push-in services in ELA and math so they can continue progressing academically. The former ELLs are also given testing accommodations for up to two years after testing out on the NYSESLAT. These testing accommodations include separate location, extended time (time and a half), use of bilingual glossaries, and simultaneous use of English and alternative language.

7. Two of the new programs we plan to implement are a multi-sensory phonics program for young students, and "Wilson Reading Intervention," which is a multi-sensory phonics program for older students. We are also implementing the "Wilson Foundations" program in their classrooms. We have hired a Wilson Instructor to pull-out struggling students to learn the program during their class reading block. Students in K -3 are eligible for this AIS service. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently.

8. Each year we review NYSESLAT results and consider using different programs or making improvements to existing programs in order to help our ELLs reach English language proficiency. We do not plan to discontinue the use of any programs or services for our ELLs because we have determined they are making successful gains. As a result, we will continue to use our existing programs and materials and we will make use of several new programs and materials beginning this school year. Two of the new programs we plan to implement are "Wilson Foundations," which is a multi-sensory phonics program for young students, and "Wilson Reading Intervention," which is a phonics program for older student. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently.

9. ELLs are afforded equal access to all school programs. Parents are notified about all programs. We have a community-based Federation of Italian-Americans Organization (FIAO) after-school program that provides homework help and enrichment activities on Mondays and Wednesdays, for approximately 90 students from grades 2 to 5. The YMCA operates in our school Monday through Friday and is opened to grades 1 to 5. Many of the ELL students attend both of these programs. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language and literacy instruction.

10. We use a variety of instructional programs and materials to support our ELLs including "On Our Way to English" program, "Comprehension Strategies That Work" kit, "Wilson Foundations" kit, "Wilson Reading Intervention" kit, "Journeys", "Kaplan Advantage" workbooks, "Coach ELA & Math" workbooks, "TOPS" program, "Empire State NYSESLAT" workbooks, "Newcomer Phonics" program, "Month by Month Phonics" program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, Teachers College Reading and Writing Units of Study, "Everyday Mathematics" program, "Math Steps" workbooks,

11. In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

12. Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met. We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels. We accomplish this by analyzing sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess.

13. We are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year, because we do not identify the students as ELLs prior to them starting on the first day. We have programs to assist them once school starts and they have been tested with the LAB-R. With respect to these newly enrolled 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.

14. Being an elementary school, we do not know offer any language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. 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.

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly common prep meetings here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meets the needs of our ELLs. We conducted a workshop on Election Day, November 2, 2010. We focused on nonfiction reading and writing instruction, due to the revision of the ELA exam reading passages.

2. We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and they progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter

middle school after graduating from P.S. 177.

3. As per Jose P., we have worked to ensure that all of our teaching staff has the required 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. Also our speech therapists, guidance counselor, secretaries and parent coordinator will be including in the workshops. Our Assistant Principals attend and oversee the training. 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. A secretary in main office is in charge of all Professional Development hours offered in school and out of the school. Records which indicate compliance include agendas, sign-in sheets, minutes and handouts, are kept in the main office in a Professional Development binder.

E. Parental Involvement

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

E. Parental Involvement

1. We have a very actively involved parent population at P.S. 177, which includes our parents of ELLs. When available, invitations to all meetings and school functions are sent home in languages as requested by parents so they can understand and participate fully. Important events include open school day, P.T.A. meetings, and classroom orientations. Parent meetings of the ELLs are conducted periodically throughout the school year to discuss individual academic and social progress. Curriculum requirements are facilitated by our staff members who speak and write fluently in Spanish, Russian, Chinese, and Urdu (the top 4 language groups), 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.

2. 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. We offer fiction and non-fiction books in foreign languages so that the parents are able to read to their children every night. Each day that the parents read with their child, they complete a reading log that is submitted daily to the classroom teacher. The Federation of Italian Americans' after school program helps the students with their homework because their parents are unable.

3. We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey. We plan and implement a large variety of parental involvement activities to address the needs of our parents. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. Middle School Principals and Assistant Principals also attend PTA meetings to talk to the parents about their school and programs available to the students. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

4. We plan and implement a large variety of parental involvement activities to address the needs of our parents. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	39	41	14	5	3	12								114

Intermediate(I)	0	16	12	18	11	10								67
Advanced (A)	26	0	15	22	25	12								100
Total	65	57	41	45	39	34	0	0	0	0	0	0	0	281

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		5	1	0	1	1							
	I		14	4	2	1	3							
	A		21	5	3	11	12							
	P		17	50	45	36	17							
READING/ WRITING	B		35	10	2	2	7							
	I		16	12	17	10	11							
	A		0	15	22	23	11							
	P		6	23	9	13	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	15	12	4	44
4	6	13	4	0	23
5	4	3	7	0	14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		16		19		9		51
4	3		10		14		3		30
5	2		13		6		1		22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		7		10		4		27
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Part V – B: Reviewing and Analyzing the Assessment Data

1. 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.

		DRA Results					
		K	1	2	3	4	5
At Risk	39	32	26	27	35	28	
Approaching Standards	18	6	7	11	3	4	
On Level	8	19	6	7	1	1	
Total	65	57	39	45	39	33	

- Our data patterns across proficiency levels of the LAB-R and NYSESLAT reveal that most of our students do better on listening/speaking components, than reading/writing components. The highest rate of testing out is in grades 1, 3, and 4.
- Patterns across NYSESLAT modalities help teachers plan programs that best fit ELL needs by allowing them to group like students together for learning activities or pairing students at different proficiency levels in class.
 - 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. The majority of our ELLs are not fluent in their native language (as per reading and writing) therefore they can not benefit in taking the test in their native language. However, if an ELL student feels he/she is competent in their native language, he/she will be provided with such test in addition to an English version. If test is not available in the students' home language prior to taking the test we distribute glossaries and teach them how to use them.
 - Our school leadership and teachers are using the results of the ELL Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement. Examination of this data reveals that our ELLs would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining author's purpose. Students also lack in the writing section and we have implemented grammar lessons into the daily writing block.
 - After reviewing the periodic assessments we have noticed a pattern across grade levels on the 2010 NYSESLAT which reveal that

5. We do not offer a dual language program in our school.
6. The ESL program will be evaluated every year by looking at student progress over time, articulating with classroom teachers, and through formal and informal observations. Our formal evaluations are the DRA, NYS ELA, NYC Math, NYS Science, and NYSESLAT. Our informal assessments include the Periodic Assessment for ELL, which is given three times a year and day to day classroom observations. If progress is not being met changes will be implemented to reinforce instruction for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		