



**P.S. 277 GERRITSEN BEACH**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 277 GERRITSEN BEACH**  
**ADDRESS: 2529 GERRITSEN AVENUE**  
**TELEPHONE: 718-743-6689**  
**FAX: 718-368-0920**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332200010277      **SCHOOL NAME:** P.S. 277 Gerritsen Beach

**SCHOOL ADDRESS:** 2529 GERRITSEN AVENUE, BROOKLYN, NY, 11229

**SCHOOL TELEPHONE:** 718-743-6689      **FAX:** 718-368-0920

**SCHOOL CONTACT PERSON:** Jeanne M. Fish      **EMAIL ADDRESS:** JFish3@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jean Pennacchio

**PRINCIPAL:** Jeanne M. Fish

**UFT CHAPTER LEADER:** Joyce Verderosa

**PARENTS' ASSOCIATION PRESIDENT:** Margaret Foti

**STUDENT REPRESENTATIVE:** NA  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** CFN 605

**NETWORK LEADER:** WENDY KARP/Jose V. De La Cruz

**SUPERINTENDENT:** Linda Waite

**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
Jeanne M. Fish	Principal	
Jean Pennacchio	UFT Member	Comments: Teacher approved and signed CEP
Joyce Verderosa	UFT Chapter Leader	Comments: Teacher approved and signed CEP
Janet Kennedy	Admin/CSA	Comments: AP approved and signed CEP
Marguerite Burke	UFT Member	Comments: Teacher approved and signed CEP
Arlene Boxer	DC 37 Representative	Comments: SAPIs approved and signed CEP
Margaret French	Parent	Comments: Parent approved and signed CEP
Kelly Scott	Parent	Comments: Parent approved and signed CEP
Kathy Ene	Title I Parent Representative	Comments: Parent approved and signed CEP
Kristen Smith	Parent	Comments: Parent approved and signed CEP
Mary Podesta	Parent	Comments: Parent approved and signed CEP
Margaret Foti	PA/PTA President or Designated Co-President	Comments: Parent approved and signed hard copy of CEP.

\* 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.

□

The Gerritsen Beach School is located in the southern most end of Brooklyn. There are approximately 466 students in attendance from Grades Pre K through Five. The school is primarily a neighborhood school with the student population being found within a small radius. English is the spoken language in this working class community. The school consists of 21 classes including 3 EAGLE classes, 3 Enrichment classes, 1 self-contained class, 4 Collaborative Team Teaching classes, and 2 half-day Pre K classes.

The unique location and charm of this coastal community, lends itself to a Marine Biology theme. During the years 1993-1998, we participated in a Federal Magnet Grant in Marine Biology. The program encouraged respect for the community and its natural environment. The residents of the community responded with appreciation and pride. As a result, parents became more involved in the school creating a partnership between the school and local community. This is evidenced by their continued donation of time and expertise to our school. The program continues to influence and enrich our instruction today.

Our goal is to provide strong instructional programs in all of the core curriculum areas, with an emphasis this year on the Common Core State Standards. Language Arts is taught during the daily 90 minute Literacy Block. Our Language Arts Program consists of Reading and Writing instruction through the use of the Balanced Literacy approach, including the Readers and Writers Workshop, with support from the Wilson Reading Program, Foundations, and Great Leaps. In addition, the early childhood grades utilize the Waterford Early Reading Program. Math is taught 60-90 minutes per day. Our students receive Mathematics instruction utilizing the Math Workshop Model. They also work independently in Mathematics Activity Centers. Everyday Math is the primary instructional tool for teaching Mathematics in Grades Pre-K and Kindergarten. Grades One, Two, Three, Four, and Five utilize the Scott Foresman EnVisions Program, as their primary instructional tool. Science and Social studies are taught three periods a week in Grades K through Two and four periods a week in Grades Three through Five. Every child in Grades K through Five participates in the hands-on Science program, FOSS. Every classroom has four fully networked computers and a printer creating a classroom technology center. Four classrooms are equipped with Smartboards and document cameras, with two additional mobile Smartboards for school use. In addition, the Computer Lab and the Library are utilized by our teachers and their classes. For the 2009-2010 and 2010-2011 school years, we were designated as a Title I school. In turn, we applied to be a School wide Program school, and were accepted, allowing us to utilize Title I funding to support all of our students.

During the 2009-2010 school year, 75% of students in grades 3, 4, and 5 performed on Level 3 or 4 on the ELA state exam. In Mathematics, 82% of students in grade 3, 4, and grade 5 performed on or above grade level, on the state Math exam. In Science, 100% of all students tested in Grade Four performed on Level 3 or 4 on the state Science exam. In Social Studies, 100% of our students tested

in Grade Five achieved a Level 3 or 4 on the state Social Studies exam. All student sub groups made Adequate Yearly Progress in Mathematics, ELA and Science.

P.S. 277 students receive instruction in the Arts, including, Music, Dance, and Visual Arts. These Arts disciplines are integrated into several curriculum areas as well. Our children are afforded the opportunity to perform before an audience, which develops their speaking and vocal skills and bolsters their self-esteem and self confidence. For the last two years we have procured a licensed Physical Education teacher who in addition to addressing the Physical Education standards, has initiated the Mighty Milers Program. Students showcase their skills and talent during the Science Fair, Spelling Bee, Annual Dance Festival, Holiday Concerts, Grade Assemblies, Drama Production performances, and Field Day. Through these enrichment programs, we offer all of our students alternative means to achieve success in reaching the Standards. For students at risk of not meeting the Standards and those who have not met State Standards in Reading and Mathematics, the school has developed Academic Intervention Programs offered during the school day and during Extended Day. Small group reading and/or math instruction is provided by the Reading/Math teacher. In addition, all cluster teachers are utilized to assist classroom teachers during the Literacy Block. This affords all children the opportunity for direct, small-group instruction. Differentiated Instruction is provided for all of our students to address their individual strengths, needs, interests, and learning styles. The composition of these groups is based on qualitative and quantitative data, and our students' individual goals. Through Collaborative Inquiry, we continue to examine data in order to identify focus groups of students on each grade, and in specific sub groups, target specific skills that need to be addressed, and investigate and utilize strategies that we have found to be successful. These focus groups are monitored closely throughout the year, and after an examination of data, goals are adjusted.

The vision for P.S. 277 is one that is shared by the entire learning community. The teaching staff, parents and students alike, strive to participate in teaching and learning that engages all disaggregated groups within the community, resulting in success for all students. The demand for responsibility on the part of the students to take an active role in their education will be paralleled with opportunity for growth, in conjunction with support that will enable them to reach their goals.

The Mission Statement for P.S. 277 is as follows:

Based on the needs of the total school population, we will provide a nurturing environment that instills confidence and self-esteem in our children as they develop intellectually, socially, emotionally and physically. Using the Standards as a guiding force, we will create a love of learning and an exchange of ideas. Together with parents, we will foster life long moral and ethical values, enable each child to achieve to his fullest potential and celebrate the uniqueness of the individual.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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										
<b>School Name:</b>		P.S. 277 Gerritsen Beach								
<b>District:</b>		22	<b>DBN #:</b>		22K277	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<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 checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	30	37			94.7	94.8	TBD	
Kindergarten		64	70	71						
Grade 1		73	70	71	<b>Student Stability - % of Enrollment:</b>					
Grade 2		68	76	73	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		69	70	71			96.1	97.33	TBD	
Grade 4		48	69	70						
Grade 5		63	50	67	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			39	37.4	44.4	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	2	TBD	
Grade 12		0	0	0						
Ungraded		0	0	4	<b>Recent Immigrants - Total Number:</b>					
Total		421	435	464	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							0	0	0	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		9	11	9	Principal Suspensions		0	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		39	25	34	Superintendent Suspensions		0	0	TBD	
Number all others		18	26	29						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	11	6	10	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	4	Number of Teachers	31	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	8	TBD
				Number of Educational Paraprofessionals	4	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	96.8	TBD
				% more than 2 years teaching in this school	80.6	77.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	74.2	74.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	90	TBD
American Indian or Alaska Native	0.5	0.5	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	5.5	5.1	5				
Hispanic or Latino	7.1	9	9.3				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	4.1	4.3				
White	82.7	81.4	79.5				
Multi-racial							
<b>Male</b>	51.1	50.8	50				
<b>Female</b>	48.9	49.2	50				
<b>2009-10 TITLE I STATUS</b>							
<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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	67.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

After examining our New York City Progress Report and our New York State School Report Card for the 2009-2010 school year and school-based qualitative data, we have identified several goals based on trends in the data we analyzed. Due in part to renorming of the New York State ELA and Mathematics test, the percentage of children performing at or above grade level has decreased in both subject areas.

Our ELA results indicate that of the 143 students who are presently in our Fourth and Fifth Grade, and were tested in the spring of 2010, only 72 percent scored at or above grade level. We recognize that New York State has set higher standards and we strive to move all of our students to perform at or above grade level. In addition, while 71.5 percent of our students showed progress we would like to see more of our students demonstrate progress on the 2011 ELA. To that end we have made this one of our CEP goals: by June 2011, 40 percent of our students (16 students) who are not performing at grade level in ELA in Grades Four and Five will be performing at proficiency standard.

Our New York State Mathematics test results indicate that of the 143 students tested who are presently in the Fourth and Fifth Grade and were tested in the spring of 2010, 83 percent scored at or above grade level. In addition, we noted that 76 percent of our students made progress in Mathematics. In order to increase the percentage of students making progress in Mathematics, we plan on expanding the amount of time we differentiate instruction in the subject area of Mathematics and have included this as another CEP goal.

Furthermore, we have set a goal to increase parent involvement because we believe that increased parent involvement will result in improved proficiency in ELA and Mathematics.

Over the past couple of years our Collaborative Inquiry Teams have experienced success in identifying students' needs and strengths. These teams have examined student work and devised strategies that have translated into a higher quality of work products as evidenced by our collection of qualitative data. Our teachers and students have also engaged in increased hands-on learning that assists our students in developing critical thinking skills.

The most significant barrier to continuous improvement that we have experienced over the past couple of years is the reduction in our school budget. In particular, our ability to provide academic intervention both during and after school has been drastically reduced. Additionally, our after school

enrichment program has also been eliminated due to these budget cuts. This hampers our ability to truly educate the whole child and develop their strengths while mitigating their weaknesses.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> #1- Differentiated Instruction- By June 2011, twenty six of our teachers (84%), will differentiate instruction in English Language Arts and Mathematics, for eighty percent of the time, as demonstrated by student work, examination of lesson plans, and observation of instruction. Twenty six teachers represents a 14% increase in staff members who will be differentiating instruction.	<input type="checkbox"/> Teachers will utilize multiple sources of data to drive differentiated instruction. Student work and results of assessments will be analyzed during teacher data period and at Collaborative Inquiry meetings.
<input type="checkbox"/> #2 ELA Progress-  <input type="checkbox"/> By June 2011, forty percent of our students (sixteen students), who are not performing at grade level in ELA in Grade Four and Grade Five will be performing at Proficiency standard. This will be measured by a variety of assessments including, Fountas and Pinnell Benchmark levels, Reading Indicator results, the NYS ELA assessment, and conference notes.	<input type="checkbox"/> Targeted students will receive Academic Intervention Services twice per week. Progress will be monitored and measured through a variety of assessments.
<input type="checkbox"/> <input type="checkbox"/> #3 Parent Involvement- By June, 2011, 418 additional parents will participate in school sponsored parent activities. This reflects a twenty percent increase from 2009- 2010 in which 2094 parents participated in a variety of opportunities that were offered. We will measure our success by examination of attendance taken at Parent Workshops, Family Nights, and parent meetings and conferences.	<input type="checkbox"/> Additional opportunities for parental involvement will be available based on parent need and interest.



## 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** **Differentiated Instruction in ELA and Mathematics**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>#1- Differentiated Instruction- By June 2011, twenty six of our teachers (84%), will differentiate instruction in English Language Arts and Mathematics, for eighty percent of the time, as demonstrated by student work, examination of lesson plans, and observation of instruction. Twenty six teachers represents a 14% increase in staff members who will be differentiating instruction.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Professional Development will be provided in the implementation of differentiated instruction based on individual and class data. Utilizing an analysis of multiple data sources, teachers will address specific needs through differentiated instruction according to ability level, interest, and learning styles. Grouping will be determined through conferencing, formal assessment, interest inventories, and learning style surveys. Staff Developers will consult with teachers to develop differentiated planning and implementation. Student work and student data will be examined during teacher data periods and at Collaborative Inquiry meetings. Materials will be purchased and/or provided to support differentiated instruction and will be aligned to the Common Core State Standards.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/></p> <p><input type="checkbox"/> Funding for Assistant Principal will be provided through Title I Stimulus and TL Fair Student Funding. Funding for Math teacher will be provided through TL Fair Student Funding, Children's First Network, Legacy Teacher Supplement, and Contracts for Excellence. Funding for Literacy teacher will be provided through Title IIA, Title I Stimulus, and Tax Levy School Support. Substitute coverage will be provided through TL Fair Student Funding.</p>



	<p><b>Implementation timelines: January 2011 – six months progress – April 2011 – ten months progress</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/></p> <p>Funding for Assistant Principal will be provided through Title I Stimulus and TL Fair Student Funding. Funding for Math Teacher will be provided through TL Fair Student Funding, Childrens First Network, Legacy Teacher Supplement, and Contracts for Excellence. Funding for Literacy Teacher will be provided through Title IIA, Title I Stimulus, and TL School Support. Substitute teacher coverage will be provided through TL Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Formal and Informal Observation Reports  Learning Walk notes  Lesson Plans/Plan books  Classroom Libraries and Book Rooms/ invoices of newly purchased materials  Skill Analysis Sheet and Action Plan for English Language Arts by class, student</p>

**Subject Area  
(where relevant) :**

**Parent Involvement**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>#3 Parent Involvement- By June, 2011, 418 additional parents will participate in school sponsored parent activities. This reflects a twenty percent increase from 2009- 2010 in which 2094 parents participated in a variety of opportunities that were offered. We will measure our success by examination of attendance taken at Parent Workshops, Family Nights, and parent meetings and conferences.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> In addition to providing our traditional Parent Workshops, we will begin to specifically target our new parents with a series of “New Parent Workshops”. In September, we will conduct a “meet and greet” to familiarize our new parents with staff and services that are available to them. In the months to follow, we will address topics that they have identified through parent surveys. Family Nights will also be conducted to increase parent involvement. Teacher specialists, counselors, and the Parent Coordinator will facilitate workshops including our traditional topics and newly designed workshops such as, Sports Night, Meet and Greet, and Make and Take workshops.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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><input type="checkbox"/> Funding for Assistant Principal will be provided through Title I Stimulus and TL Fair Student Funding. Funding for Math Teacher will be provided through TL Fair Student Funding, Childrens First Network, Legacy Teacher Supplement, and Contracts for Excellence. Funding for Literacy Teacher will be provided through Title IIA, Title I Stimulus, and TL School Support. Funding for SAPIS will be provided through TL ASA. Funding for teacher per session will be provided through Title I Stimulus 1, funding for Parent Coordinator will be provided through Tax Levy, to conduct Parent Workshops and Family Nights.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Utilizing attendance from 2009-2010, core team will determine a baseline. Last years topics will be reviewed to determine next steps. Attendance for current parent workshops will be monitored. Parent surveys and attendance sheets will provide information that will drive future workshops.</p> </div>

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18		N/A	N/A				
1	21	3	N/A	N/A				
2	24		N/A	N/A				
3	19		N/A	N/A	2			
4	18	20	6		7			
5	25	6			22	2		
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> <b>Kindergarten AIS students receive targeted instruction from their teachers in small group and learn about word attack strategies through the Foundations Program. AIS students in Grade 1-2 receive small group instruction from their classroom teacher, a content specialist and/or Special Education teacher during the course of the school day and during the Extended Day Program .These children receive instruction in Foundations and Waterford Early Reading Program. Where applicable, the Literacy Specialist is using Reading Recovery techniques with AIS pupils. AIS students in Grades 3-5 participate in small group instruction both during the day and during the Extended Day Program. These students receive instruction using Great Leaps, Wilson Reading System, and WordBuilder. Students are seen between two and five times weekly.</b></p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> <b>AIS students in Kindergarten participate in small group instruction during the day using strategies from the Everyday Math Program. Students in grades 1-5 participate in small group instruction using EnVisions Mathematics. Intervention services in Grade K,1, 2 and 3 are provided by classroom teachers on an as needed basis. Students in Grades 4-5 participate in small group instruction using strategies outlined by EnVisions Mathematics Intervention Program and McGraw-Hill Mathematics. These students are seen by AIS providers during the day 2 times weekly.</b></p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> <b>Students in Grade 4 participate in small group instruction after school. The Science Content specialist works with these children three times weekly using materials from the Core Curriculum and FOSS programs.</b></p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> <b>Currently, there are no students in grades 3-5 who need ongoing AIS support in Social Studies. Classroom teachers provide any needed interventions within the context of their classrooms using materials provided by the Core Curriculum.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>The Guidance Counselor works with our students who are in need of academic intervention, and who also exhibit behavioral, social, or emotional needs. These students may be serviced on a one to one basis or in a small group setting, depending on the individual student's needs. Since the services provided are at-risk, counseling is limited in duration. Our goal is to address any issues that may prevent the child from successfully meeting and/or exceeding the grade appropriate city and state standard.</b></p>

<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>The School Psychologist works with our students who are in need of academic intervention, and who also exhibit behavioral, social, or emotional needs. These students may be serviced on a one to one basis or in a small group setting, depending on the individual student's needs. Since the services provided are at-risk, counseling is limited in duration. Our goal is to address any issues that may prevent the child from successfully meeting and/or exceeding the grade appropriate city and state standard.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>Currently, none of our AIS students are receiving At-Risk Counseling services from our Social Worker. However, if the need should arise, students will be provided with counseling as needed.</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>Currently, none of our AIS students are receiving At-Risk Health-related Services. However, if the need should arise, AIS students would be seen daily, one-to-one for medication and to relieve symptoms as necessary.</b></p>

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

*NCLB/SED requirement for all schools*

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

**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)**

**NA**

**Number of Students to be Served:**

**LEP NA**

**Non-LEP NA**

**Number of Teachers NA**

**Other Staff (Specify) NA**

**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.

NA

**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.

NA

**Section III. Title III Budget**

—

**School: NA**

**BEDS Code: 332200010277**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	NA	<input type="checkbox"/> NA
<b>Purchased services</b> - High quality staff and curriculum development contracts	NA	<input type="checkbox"/> NA

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	NA	<input type="checkbox"/> NA
<b>Educational Software (Object Code 199)</b>	NA	<input type="checkbox"/> NA
<b>Travel</b>	NA	<input type="checkbox"/> NA
<b>Other</b>	NA	<input type="checkbox"/> NA
<b>TOTAL</b>	<b>0</b>	

## **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.

□

When a parent arrives at our school to register their child, they are required to complete a HLIS. If it is determined that there is another language spoken in the home, Mrs. Kennedy or Mrs. Wilson conduct an oral interview with both the parent and the child. This is done in order to ascertain if the parent requests/requires written translation and/or oral interpretation services and secondly, to determine if we need to administer the LAB-R to the student. If a parent requires oral interpretation services in order to participate in the interview, a member of our school Interpretation Team is called to translate for the parent. If we do not have a team member available who speaks their native language, we enlist the aid of the DOE Translation/Interpretation Unit to translate by means of a telephone conference call. Translation/interpretation information is also obtained through the Parent Survey distributed during the ELL Parent Orientation meeting, the information provided by all parents on the Blue Home Emergency Card and through outreach conducted by the Parent Coordinator. We use this data to make a list of all parents requesting/requiring translation and/or oral interpretation. It is then disseminated to the staff.

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.

□

Twenty seven families have requested that information be sent home to them in both English and their native language. This information was disseminated to our school community through our ESL/LAP Team, School Leadership Team, Parent Coordinator and Parent Association

### **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.

□

Written translation services will be provided by in-house school staff, parent volunteers and our Parent Coordinator. We will also network with neighboring schools to procure personnel that will assist with written translation services. Before correspondence is sent home to parents, documents in need of translation are given to our Translation Team for processing. When necessary, we will avail ourselves of services provided by the DOE Translation and Interpretation Unit. In this way, all correspondence is sent home at the same time. English and foreign language report cards, as well as any other materials available from the DOE in multiple languages, are obtained in all relevant languages and sent home simultaneously.

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.

□

Oral interpretation services will be provided by in-house school staff, parent volunteers and our Parent Coordinator. It has been our experience that parents prefer to bring a friend/family member to translate during parent/teacher conferences, meetings, etc. If/when interpretation services are necessary for parents to communicate with the staff, arrangements will be made to have a member of our Translation Team available to attend the meeting. When necessary we will also make arrangements for oral interpretation services (phone conference calls) offered by the Translation and Interpretation Unit of the DOE.

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>.

□

We maintain a current record of the primary written/spoken language for each and every student/parent in our school. This information is collected from parent surveys, HLIS forms, Blue Home Emergency Cards, parent orientation meetings and outreach conducted by our Parent Coordinator. Documents identified by the Translation and Interpretation unit as containing critical information regarding their children's education, are obtained in relevant, covered languages. Members of our Translation Team are available to clarify and answer questions.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	NA	\$248,110	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,480		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,405	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,811	*	

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 2009-2010 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.

We have had 100% highly qualified teachers during the 2008-2009 school year through the present. This has been accomplished through hiring practices which I employ.

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

□

### PARENTAL INVOLVEMENT POLICY

In order to create a school community which addresses all of the needs of our students, we believe that we must join hands with our community and acknowledge them as the primary educators of their children. It is our goal as both parents and educators to improve pupil achievement. Children will optimally succeed only when they feel that there is an open line of communication between home and school, and that both are working for the common good of the child. Evidenced by the high level of participation of our parents in school activities, we believe that this open line of communication exists. To this end, our committee of administrators, teachers, and parents do hereby formulate this School-Parent Involvement Policy. We agree to the following:

Building the school’s and the parents’ capacity for strong parental involvement through collaborative school-parent planning and ongoing parent-school communication.

Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation.

Public School 277 shall accomplish these goals through the following means:

By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to obtain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings: monthly meetings of the general Parents Association membership; monthly meetings of the School Leadership Team; meetings of any standing Parents Association committees; meetings of any parental action committees as formed in accordance with the Parents Association bylaws; meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs; planned for regular meetings of Title I parents; Parents Association Quarterly Meetings.

By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary. By encouraging regular discussion about and participation in, school programs, students’ academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of

communication between the teachers and parents through: regular attendance of parent-teacher conferences; reports to parents on their child's progress; reasonable access to staff, opportunities to volunteer at school and observe classroom activities (twice yearly).

The school will adhere to policies on parent involvement that are summarized in the Department of Education policy statement, "Parent Associations and the Schools" (Blue Book), the Department of Education policy statement, "Bill of Parent' Rights and Responsibilities", and the Department of Education annual circular, "Title I Parent Involvement" and our School-Parent Compact. The administration, staff and parents commit to adhering to the Parent Involvement Policy and to providing all students with an excellent education.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

□

### Section II: School-Parent Compact

PS 277, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 277 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### School Responsibilities:

We will provide a nurturing environment that instills confidence and self-esteem in our children as they develop intellectually, socially, emotionally and physically. By creating a love of learning and an exchange of ideas, we will foster life-long moral and ethical values, enable each child to achieve to his fullest potential and celebrate the uniqueness of the individual;

Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;

Show respect for each child and his/her family, each teacher and staff member;

Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;

Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;

Clearly communicate performance expectations to the teachers and provide them with constructive feedback;  
Provide teachers and staff with meaningful opportunities for professional growth and enrichment;  
Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;  
Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;  
Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;  
Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: Parent-Teacher Conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class;  
Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

**Parent/Guardian Responsibilities:**

See that my child attends school regularly and on time;  
Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);  
Communicate regularly with my child's teacher;  
Insist that all homework assignments are fully completed and on schedule;  
Be available to assist my child;  
Attend all Parent-Teacher Conferences;  
Participate in school activities and events;  
Support the school in implementing school policies and procedures;  
Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily;  
Talk with my child about his/her school activities every day;  
Provide my child with the necessary and appropriate supplies to complete his/her assignments;  
Support the school in developing positive behaviors;  
Read to my child and encourage him/her to read independently daily;  
Review completed assignments to check for understanding;  
Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;  
Make sure my child observes the classroom and school rules set by his/her teacher, the Principal and the Department of Education.

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

## **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.

After examining our New York City Progress Report and our New York State School Report Card for the 2009-2010 school year and school-based qualitative data, we have identified several goals based on trends in the data we analyzed. Due in part to renorming of the New York State ELA and Mathematics test, the percentage of children performing at or above grade level has decreased in both subject areas.

Our ELA results indicate that of the 143 students who are presently in our Fourth and Fifth Grade, and were tested in the spring of 2010, only 72 percent scored at or above grade level. We recognize that New York State has set higher standards and we strive to move all of our students to perform at or above grade level. In addition, while 71.5 percent of our students showed progress we would like to see more of our students demonstrate progress on the 2011 ELA. To that end we have made this one of our CEP goals: by June 2011, 40 percent of our students (16 students) who are not performing at grade level in ELA in Grades Four and Five will be performing at proficiency standard.

Our New York State Mathematics test results indicate that of the 143 students tested who are presently in the Fourth and Fifth Grade and were tested in the spring of 2010, 83 percent scored at or above grade level. In addition, we noted that 76 percent of our students made

progress in Mathematics. In order to increase the percentage of students making progress in Mathematics, we plan on expanding the amount of time we differentiate instruction in the subject area of Mathematics and have included this as another CEP goal.

Furthermore, we have set a goal to increase parent involvement because we believe that increased parent involvement will result in improved proficiency in ELA and Mathematics.

Over the past couple of years our Collaborative Inquiry Teams have experienced success in identifying students' needs and strengths. These teams have examined student work and devised strategies that have translated into a higher quality of work products as evidenced by our collection of qualitative data. Our teachers and students have also engaged in increased hands-on learning that assists our students in developing critical thinking skills.

Since we have opted to utilize the Schoolwide Program model, our Title I ARRA funding will be utilized to benefit all of our students in reaching our goals.

## 2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

P.S. 277 provides many and varied opportunities for all of our children to meet State standards for academic achievement. This is demonstrated by our state accountability status of Good Standing. This year, we have strengthened our focus on Differentiated Instruction in ELA and Mathematics to further support our disaggregated groups. We provide a curriculum that is standards based and academically rigorous. Utilizing the Workshop Model in English Language Arts and Mathematics affords all of our students the opportunity for academic growth and development. The frequent use of manipulatives and hands-on instruction in Science also contributes to our success. Counseling for mandated and at-risk students provides the additional support that enables all of our students to succeed.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

According to the 2008-2009 BEDS survey, 100% of our staff is highly qualified.

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.

High-quality Professional Development is provided for all of our staff members at Grade Conferences, Faculty Conferences, Lunch N Learns, Intervisitations, and on the Chancellor's Professional Development Days. Our goal is to provide differentiated Professional Development that assists our teaching staff in developing and enhancing their teaching practices. Utilizing the California Standards for the Teaching Profession as a guide, we encourage our staff to set professional goals that promote excellence in teaching and learning.

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

NOT APPLICABLE.

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

Our Parent Coordinator facilitates a variety of workshops throughout the school year that encourage our parent community to become meaningfully involved in their children's education. These workshops include, but are not limited to, ARIS Parent Link, ELL Instruction,

Foundations, Discipline, International Cultures, etc. We believe that parent involvement is an important component of improved student performance.

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.

□

We assist pre-school transition by inviting families to visit P.S. 277 in the Spring in order to tour our facility and speak with key staff members about our school. In the Fall, Parent Orientation and Parent Visitation facilitates the transition for our parents and students alike. Children entering our Pre-Kindergarten and Kindergarten Programs begin the school year with a schedule that gradually increases in duration allowing the child to acclimate to the new school setting.

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.

□

During Individual Data Conferences and Grade Conferences, our teachers participate in Collaborative Inquiry. Teachers examine data in their class and on the grade to identify and target specific students and teaching and learning trends. In addition, teacher made tools are created and are utilized to assess and analyze data that drives instruction.

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.

□

Expedition turnarounds of student assessments, including item skills analyses enable our teaching staff to examine data which drives the structure and content of the instruction in the classroom. Our support staff reference IEPs and/or PIPs to further address the specific obstacles to success that our students encounter.

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.

□

Federal, State and local services and programs are coordinated effectively. Personnel, supplies and equipment are procured and sustained through a variety of funding sources. Integration of these funding sources allows us to provide appropriate instruction and support to our entire Learning Community.

**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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$245,629	True	12,13, 14, 15, 16
Title II	Federal	Yes			\$142,159	True	12, 13, 14, 15, 16
Title III	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal						
Tax Levy	Local	Yes			\$1,876,695	True	12,13,14, 15, 16
Title I, Part A (Basic)	Federal			N/A			

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<sup>1</sup>**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.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

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;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
We don't have any children in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  NA

### **Part B:**

#### **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).  
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 NA

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.

NA



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_22K277\_020211-130852.doc

## 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 <b>605</b>	District <b>22</b>	School Number <b>277</b>	School Name <b>Gerritsen Beach</b>
Principal <b>Jeanne Fish</b>		Assistant Principal <b>Janet Kennedy</b>	
Coach <b>Madelon Wilson</b>		Coach <b>AnneMarie Corrado</b>	
Teacher/Subject Area <b>Christina Sloves</b>		Guidance Counselor <b>Daniel Ciaizzo</b>	
Teacher/Subject Area <b>Jamie Consalvo</b>		Parent <b>Margaret Foti</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Karen Salinas</b>	
Related Service Provider <b>Lori Yurman</b>		Other <b>Natalya Varshavsky</b>	
Network Leader <b>Wendy Karp</b>		Other <b>type here</b>	

#### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>431</b>	Total Number of ELLs	<b>12</b>	ELLs as Share of Total Student Population (%)	<b>2.78%</b>
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### Part II: ELL Identification Process

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

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

1. P.S. 277 implemented the following plan for identifying possible ELL students. All parents of incoming students complete a HLIS in their native language at registration with the Pupil Accounting Secretary. If there is evidence of another language being spoken in the home, Mrs. Kennedy, our Assistant Principal, or Mrs. Wilson, our Literacy Staff Developer/ESL Coordinator, conducts an informal oral interview with both parent and child. If the parent does not speak English, a member of our Interpretation Team will be included in the interview to translate. If we do not have a staff member who speaks the home language, interpretation services (phone conference call) will be provided by the Translation and Interpretation Unit of the DOE. A formal initial assessment is then made and if warranted, the LAB-R will be administered by either Mrs. Sloves or Mrs. Consalvo, licensed ESL teachers, to the student. It is then determined whether or not a student is entitled to ELL services. The parent is notified by letter of the test results. In the spring, all ELL students are given all components of the the grade appropriate NYSESLAT by one of the two certified ESL teachers, Christina Sloves or Jamie Consalvo.

2. After administration of the LAB-R in September, parents are notified of their child's results by letter in both English and their home language. If their child is entitled to services, parents are invited to attend an orientation meeting at the beginning of the school year conducted by Mrs. Wilson and Mrs. Salinas. If a child is admitted at a later time in the school year, a separate orientation will be conducted for that parent. Parent Survey and Program Selection forms are sent home with the parent orientation letter in both English and their home language so parents may familiarize themselves with the literature before they attend the meeting. If the parents require translation services, a member of our Interpretation Team will also attend the meeting. When necessary, we contact the DOE Interpretation Unit to have a member of their staff available for a conference call during the meeting. The parents view the DVD provided by the DOE which explains the three program choices in both English and their native language. Mrs. Wilson answers parent questions and provides additional information about all three ESL Programs, the LAB-R and NYSESLAT.

3. Parent surveys and program selection forms are distributed at Parent Orientation. If a parent cannot attend the orientation meeting, calls are made to the home to discuss the information disseminated at the meeting. Parent Survey and Program Selection forms are then sent home in both languages. If Survey and Selection forms are not returned, a second set is sent home. If forms are still not returned, phone calls are then made to parents to ascertain why forms have not yet been returned. Throughout the year, parents are invited to attend workshops/meetings hosted by Mrs. Salinas and/or the Parents Association. Mrs. Wilson and the ESL teachers conduct workshops specifically for ELL parents on strategies for working with their children at home, preparation for the NYSESLAT and on specific parent/student needs. Copies of parent selection forms are kept in the main office.

4. Based on the grade level of the child requiring services, they are placed in an appropriate group. Children in Kindergarten, Grade 1 and 2 are placed with Mrs. Sloves, while children in Grades 3, 4, and 5 are placed with Mrs. Consalvo. This determination is discussed with parents in their native language by phone, when they are unable to come to school for a consultation.

5. Following a review of the Parent Survey and Program Selection over the past few years, it has been determined that our parents have

chosen our Pull-out Organizational Model each year, with the exception of 2009-2010 when nine of our thirteen parents selected the free standing ESL instructional program. Again this year eleven out of twelve parents chosen the Pull-out Organizational Model, with one child being serviced through his I.E.P. Copies of parent survey and parent selection forms are kept in the main office.

6.The program models have historically been aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1										4
<b>Total</b>	1	1	1	1	0	0	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	1
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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.

1. Spring 2010 NYSESLAT results indicate that of the students remaining in the program this school year, 4 are on an Advanced Proficiency Level and 3 are on an Intermediate Proficiency Level. One Intermediate student showed a weakness in the Listening and Writing strand. The other two Intermediate students show a weakness in the Reading and Writing strand. Student needs are being addressed throughout the day in all components of the curriculum and in extended day. After analyzing '09-'10 test scores for students in their third/fourth year of service, the data shows our Fifth Grade student remains on an Advanced Proficiency Level. This student is serviced through his IEP. Our Fourth Grade student, due to his disability, is unable to take the NYSESLAT (Alternate Assessment) and is serviced through his IEP. Our Third Grade student is now on an Intermediate Proficiency Level. He has been identified as requiring Special Education services along with his ESL services. He now receives ten periods of push-in SETTS along with eight periods of ESL. Services are delivered through a Pull-Out Organizational Model. Students in Grades Two and One receive instruction through a Pull-Out Organizational Model. Two of our Kindergarten students receive instruction through a Pull-Out Organization Model and two are serviced through a Push-In Organizational Model. The Program Model in Grades 2-3 is Homogeneous for four periods and Heterogeneous for four periods. In Kindergarten/First Grade, 4 periods are Homogeneous and 4 periods are Heterogeneous. Students receive direct instruction both during the day and in the extended day program.

2. Staff schedules are organized to include ESL instruction according to our students' proficiency level.

a. All ESL instruction is delivered through the Pull-out Organizational Model.

3. In order to meet the needs of our ELL students, we focus on Academic Discourse through direct instruction on how to use language symbolically. Academic language is formally taught and continuously practiced to describe the features and systems of the English language. Teachers scaffold students' independent reading comprehension through modeling strategies during all components of the Readers and Writers Workshop and in all other content areas. Both our Reading and Math Programs have an ESL component build into the program. These methods and strategies are incorporated into the lesson plans of the teacher. The children receive small group instruction in all content areas using ESL methodologies. Our Fifth grade student is in a CTT class. Our Third Grade student receives ten periods of SETTS and eight periods of ESL. The teachers have received Professional Development on ESL methodology. Some ELLs in grades 1-5 also receive small group instruction during extended day.

4 Differentiated instruction is based on the results of the LAB R, NYSESLAT, Interim Assessments, ECLAS, and Fountas and Pinnel Benchmarking. ESL teachers apply appropriate teaching strategies depending on the level and ability of each student..

a. N/A there are no SIFE students at PS 277

b. Newcomers are identified as ELLs who have been in an English Speaking School system less than 3 years. All newcomers are invited to participate in our extended day program and our enrichment program. Our enrichment program meets the needs of diverse learners as it focuses on the Arts & Music. As appropriate, newcomers may also receive AIS Literacy and/or AIS Math.

c. ELLs who have been in an English Speaking School system between 4 and 6 years are invited to participate in our extended day program. They also receive AIS Literacy and AIS Math. The data for these students shows that they require additional support in reading and writing which is addressed in these programs.

d. N/A There are no Long Term ELLs.

e. There is one ELL student identified as having special needs. The ESL teacher meets regularly with the Classroom Teacher and Special



## 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?

Paste response to questions 5-14 here

5. The targeted interventions are as follows:

ELA: Extended Day which focuses on non fiction aligned to the Common Core Standards. Particular focus for ELLs is on Tier 2 and Tier 3 vocabulary development. NYSESLAT and LAb-R data supports the need for additional support in reading and writing for our ELLs. Collaborative Inquiry group is studying our NYSESLAT and LAB-R data to drive instruction.

Math: Extended Day math focus for ELLs is on comprehending word problems. Our inquiry group has discovered that the academic language may be a barrier to our ELLs progress in math.

In addition, our focus on academic language extends to all content areas during the school day - science, social studies, the arts, etc.

6. ELLs who reach proficiency on the NYSESLAT continue to receive additional support for two years. These students are invited to participate in the Extended Day program. They continue to receive test modifications as appropriate, based on NYS testing regulations.

7. New programs available for the 2010-2011 school year include: Envisions Math, Listening for Vocabulary All Year Round and Treasures.

8. No programs have been discontinued.

9. All ELLs receive the same opportunities as all other students at PS 277. They are invited to participate in all after school and extended day programs based on grade level.

10. Instructional materials include: Glossaries and dictionaries in native languages, LEAP Frog, Waterford Early Reading Computer Program, interactive ESL websites (i.e. Starfall, etc), and alternate text set libraries.

11. Native Language support is provided as mandated by CR Part 154. Parents receive communication in their native language.

Translation services are available at the school or through the DoE Translation Unit. Report cards are in students' native languages. Native language dictionaries and glossaries are available to the students. Additionally, students are paired with other students who speak the same language, as appropriate, to assist in translation, comprehension, etc. Computers/websites are also used to support the native languages of or students.

12. Yes. Administration and teacher teams ensure that resources are age and grade appropriate. Our Inquiry Team is looking closely at the resources we use to develop age/grade appropriate academic vocabulary.

13. All newly enrolled students are invited by our Parent Coordinator to an open house the spring prior to first attendance. Tours are offered in which the parents and students are able to visit classrooms, talk to administration and teachers. There is also an open house for all incoming Kindergarten students on the first day of the school year.

14. No language electives are offered to any students at PS 277.

### 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)?

NA

### 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.

1. On-going professional development during faculty conferences, professional development days throughout the year and during our Lunch and Learn Program, has and will continue to be provided to all staff members who service our ELL students, including classroom and cluster teachers, paraprofessionals, support staff and administration. This training will be provided by Sheila Singer, our Network ELL Specialist, and our certified ESL teachers. The training will focus on understanding and using specialized instructional strategies to meet the needs of the ELL population. We will also make arrangements for our staff to attend ESL professional development offered by the network.

2. Our Guidance Counselor meets with small groups of students to help transition to middle school. She also meets with parents. Our ESL teacher is available to meet with the Guidance Counselor, students and parents, as appropriate, to support ELLs as they transition to Middle School. Our Network Youth Development and ELL support staff work closely with our Guidance Counselor and ESL teacher to support students and families in the transition process.

3. All staff, including teachers, paraprofessionals, support staff and administration, participate in school based and network based PD to meet the requirements of Jose P. ELL training is also provided during faculty conferences and on Chancellor's Professional Development days. Agendas, sign in sheets and handouts are maintained in the Principal's Office. Topics have included: Strategies for All Modalities, Word Play and Center Activities. Currently, all teachers have exceeded the minimum requirement of 7.5 hours as per Jose P.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of our students are very active members of the school community. Parents provide training to both teachers and students in the following areas: Google Earth, Visual Arts and Technology (Renzulli). Parents are invited twice monthly for parent workshops provided by the Parent Coordinator. Our PTA actively fundraises for our school and supports our recreation program and the purchase of supplies and materials. They also fund an Art program for Grades 2-5. Each spring, parents actively participate in our culminating arts activities - a fifth grade dramatic performance and our Pre-K - 2 dance festival. Administration celebrates parent involvement each spring with a luncheon that is well attended.

2. PS 277 partners with the following CBOs to provide services to parents of all students, including ELLs: Gerritsen Beach Cares and the Gerritsen Beach Public Library.

3. Parents' needs are evaluated through surveys conducted by our Parent Coordinator. We closely examine the parent responses to our Learning Environment Survey and use that information to address their needs and/or concerns.

4. Our Parent Coordinator covers a variety of topics in her workshops including Foundations Reading Program, Fire Safety, CPR, College Savings Plan and Handwriting Without Tears. Topics are determined based on feedback from the parent surveys and from conversations with the parents.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1

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

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

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

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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

1. The early literacy skills of our ELLs are assessed with the following tools: Fountas and Pinnell, E-CLASS, LAB-R and NYSESLAT (as appropriate), interim assessments, running records, informal classroom observations, conference notes, student work and rubrics. The data shows that our 1<sup>st</sup> and 3<sup>rd</sup> grade ELLs need additional support with listening and speaking skills. As a result, we are focusing on read alouds and oral responses to expand vocabulary and speaking skills. In addition, our ELL Inquiry Team is focusing on Listening and Speaking Skills. The data shows that our Kindergarten students need additional support with the speaking modality. As a result, they are part of the schools' ELL Inquiry Focus Group. Students have been tape recorded and then listened to themselves and self reflected on what they said and heard. Based on the data, our 2<sup>nd</sup> grade ELL receives ESL instruction with our 3<sup>rd</sup> grade ELLs, with a focus on listening.

questioning, think alouds, read alouds and LEAP Frog.

4. a. The data shows that our students have very diverse needs. No ELL students took native language exams last year.

b. School leadership has decided that our ELLs will take the same periodic assessments as all other students. Based on skills analysis, our teachers differentiate instruction to meet the needs of all students.

c. Bilingual dictionaries and glossaries are available to support our students. We also utilize building staff members who are fluent in the students' native language.

5. N/A - No dual language program.

6. The success of our ELL programs is measured by the number of students who reach proficiency levels on NYSESLAT and by the students' levels on ELA and Math exams.

### 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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 277 Gerritsen Beach					
<b>District:</b>	22	<b>DBN:</b>	22K277	<b>School</b>		332200010277

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	30	37	36		94.7	94.8	94.8
Kindergarten	70	71	73				
Grade 1	70	71	68	<b>Student Stability - % of Enrollment:</b>			
Grade 2	76	73	68	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	70	71	75		96.1	97.3	97.2
Grade 4	69	70	68				
Grade 5	50	67	74	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		39.0	44.4	44.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	2	12
Grade 12	0	0	0				
Ungraded	0	4	4	<b>Recent Immigrants - Total Number:</b>			
Total	435	464	466	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	9	10	Principal Suspensions	0	2	5
# in Collaborative Team Teaching (CTT) Classes	25	34	34	Superintendent Suspensions	0	0	0
Number all others	26	29	33				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	31	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	4
# receiving ESL services only	6	10	TBD				
# ELLs with IEPs	1	4	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	5	10

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	96.8	96.9
				% more than 2 years teaching in this school	80.6	77.4	81.3
				% more than 5 years teaching anywhere	74.2	74.2	81.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	90.0	93.8
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	5.1	5.0	4.3				
Hispanic or Latino	9.0	9.3	13.3				
Asian or Native Hawaiian/Other Pacific	4.1	4.3	3.6				
White	81.4	79.5	77.9				
Male	50.8	50.0	50.4				
Female	49.2	50.0	49.6				

**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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
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	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v	-			
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	58.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	9.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	10.5	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	34.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)