



P.S. 377 ALEJANDRINA B. DE GAUTIER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 377 ALEJANDRINA B. DE GAUTIER
ADDRESS: 200 WOODBINE STREET
TELEPHONE: 718-574-0325
FAX: 718-574-1082

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010377 **SCHOOL NAME:** P.S. 377 Alejandrina B. De Gautier

SCHOOL ADDRESS: 200 WOODBINE STREET, BROOKLYN, NY, 11221

SCHOOL TELEPHONE: 718-574-0325 **FAX:** 718-574-1082

SCHOOL CONTACT PERSON: DOMINIC ZAGAMI **EMAIL ADDRESS:** DZagami@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nadine C Marshall

PRINCIPAL: DOMINIC ZAGAMI

UFT CHAPTER LEADER: Todd Marks

PARENTS' ASSOCIATION PRESIDENT: Nancy Ortiz Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: ADA ORLANDO/Tatyana Ulubabova

SUPERINTENDENT: LILLIAN DRUCK

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
Dominic Zagami	Principal	
Yazmin Perez	Admin/CSA	
Nadine Marshall	UFT Member	
Marks Todd	UFT Chapter Leader	
Deborah Artzt	UFT Member	
Christina Rojas	Parent	
Bibi Meerza	Parent	
Selma Johnson- Worrell	Parent	
Melissa Medina	Parent	
Nancy Ortiz Gonzalez	PA/PTA President or Designated Co-President	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/IS 377 is a pre-kindergarten through eighth grade school located in the historical Bushwick section of Brooklyn New York. In our learning community, adults and students are active learners that learn alongside one another. All members of our community are held to high standards, expectations and accountability. We seek the best that each of us has to offer and strive to cultivate it and share it with one another. Our goal is to provide a learning experience that fosters life-long learning.

We acknowledge that literacy is the cornerstone of all learning and we provide a Balanced Literacy approach to reading and writing instruction, utilizing the Workshop Model. We are a Teachers College lab site school, which entitles our teachers to attend differentiated professional development at our school as well as at Columbia University. Our goal is to ensure that teachers are incorporating best practices in their classrooms and instilling a love for reading in our students.

Students in kindergarten through fifth grade explore and embrace mathematical concepts with the Everyday Math Program. Our sixth through eighth graders utilize the Impact Math Program. Teachers are supported with professional development in mathematics by our AUSSIE staff developer. Our seventh and eighth graders have a Robotics team which is affiliated with SUNY Farmingdale.

We employ an inquiry approach to science instruction utilizing FOSS Kits in all grades. Hands on experiments are conducted in both our lower and upper grade science labs. Teachers attend professional development at the Gateway Science Center. Our school also has a partnership with The Brooklyn Botanical Gardens. Students learn all about plant life and ecosystems.

Our school is part of the New York Road Runners Club Mighty Milers Program. Our goal is to promote fitness through walking and jogging utilizing our outdoor running track. Students log their distances and compete for reward and incentives. Through our alliance with The Nutrition and Fitness Education Initiative students learn about the New Food Guide Pyramid. The culminating activity is a musical production which features the students that participated in the program. We also have a partnership with Cook Smart which provides students with instruction on the nutritional content of various fruits, vegetables and grains. Students also get to use the ingredients they have studied in recipes that they create in class. Through our participation in The Music and the Brain program students in kindergarten through second grade receive formal keyboard instruction.

After school enrichment is provided for our students through our collaboration with the Coalition of Hispanic Families. Some of the numerous activities include yoga, drama, visual arts and martial arts. These activities are provided for students with no cost to families. Our school will offer basketball this year for students in grades six through eight.

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										
School Name:		P.S. 377 Alejandrina B. De Gautier								
District:		32	DBN #:		32K377	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<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		71	36	35			91.6	92.6	TBD	
Kindergarten		81	83	60						
Grade 1		91	87	91	Student Stability - % of Enrollment:					
Grade 2		100	90	74	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		96	94	77			95.6	94.53	TBD	
Grade 4		134	91	94						
Grade 5		130	126	85	Poverty Rate - % of Enrollment:					
Grade 6		90	97	115	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		75	75	92			80.1	80.8	92.9	
Grade 8		0	70	74						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			1	12	TBD	
Grade 12		0	0	0						
Ungraded		4	2	8	Recent Immigrants - Total Number:					
Total		872	851	805	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							13	4	13	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<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		32	23	25	Principal Suspensions		141	79	TBD	
# in Collaborative Team Teaching (CTT) Classes		53	61	62	Superintendent Suspensions		14	5	TBD	
Number all others		28	40	47						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<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		74	13	18						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	93	142	129	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	4	35	Number of Teachers	70	73	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	19	19	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	58.6	68.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	48.6	46.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	84	TBD
American Indian or Alaska Native	0.1	0.2	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.8	86.2	TBD
Black or African American	17.6	17.6	16.1				
Hispanic or Latino	79.1	79.2	80.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.6	0.5				
White	2.4	2.1	2.1				
Multi-racial							
Male	49.2	48.8	51.3				
Female	50.8	51.2	48.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	97.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
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

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?

School Strengths

Inquiry Teams have been established on all grade levels.

A school level Design Team has been established to unwrap CCSS on all grade levels.

Teachers are supported with literacy instruction utilizing Teachers College Professional Developers.

Teachers are supported with math instruction utilizing Aussie Professional Developers.

Our school has lower grade and upper grade science labs.

Data is utilized to inform instruction.

Accomplishments:

Deepening our partnership with Teachers College Reading and Writing Project.

Deepening our partnership with Aussie Professional Developers.

Deepening our partnership with Music and the Brain

Deepening our partnerships with Mighty Milers/N.Y.C Road Runners Club.

Deepening our partnerships with CFN 3.07

Challenges:

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
To continue to deepen our ability to set student reading goals by utilizing ACUITY/TC ITAs to set Long Term Student Goals that will be attained through the use of learning targets	To continue to deepen our ability to set student reading goals by utilizing ACUITY/TC ITAs to set Long Term Student Goals that will be attained through the use of learning targets
To continue to focus on independent reading. 50% of the school’s bottom 1/3 of third, fourth and fifth graders will increase their reading levels by 3 benchmarks from their point of entry (Fall 2010, TC Instructionally Targeted Assessments) as measured against their June 2011, TC ITA.	To continue to focus on independent reading. 50% of the school’s bottom 1/3 of third, fourth and fifth graders will increase their reading levels by 3 benchmarks from their point of entry (Fall 2010, TC Instructionally Targeted Assessments) as measured against their June 2011, TC ITA.
To continue to focus on the mathematical progress of the SPED population in the CTT setting as well as to increase the range to include SPED students in self- contained settings across grades 4 through 8, as measured by the ACUITY Customized Pre and Post Assessments	To continue to focus on the mathematical progress of the SPED population in the CTT setting as well as to increase the range to include SPED students in self- contained settings across grades 4 through 8, as measured by the ACUITY Customized Pre and Post Assessments
<input type="checkbox"/> To focus on the mathematical progress of the ELL bottom 1/3 population in grades 4 through 8 as measured by the ACUITY Customized Pre and Post Assessments.	<input type="checkbox"/> To focus on the mathematical progress of the ELL bottom 1/3 population in grades 4 through 8 as measured by the ACUITY Customized Pre and Post Assessments.
<input type="checkbox"/> To focus on the ELA performance of the bottom 1/3 of Hispanic and African American students (92 Students) in grades 3 through 5. 50% of these students (46 students) will achieve a tier 3 range score (51-75%) or higher on the final ACUITY Customized Assessment to be administered the first week of June 2011.	<input type="checkbox"/> To focus on the ELA performance of the bottom 1/3 of Hispanic and African American students (92 Students) in grades 3 through 5. 50% of these students (46 students) will achieve a tier 3 range score (51-75%) or higher on the final ACUITY Customized Assessment to be administered the first week of June 2011.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to deepen our ability to set student reading goals by utilizing ACUITY/TC ITAs to set Long Term Student Goals that will be attained through the use of learning targets</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> By September 30, 2010, 100% of teachers in grades K through 8 (35 teachers) will participate in a PD session that will focus on revisiting the reading log with a focus on analyzing and coaching into increasing student reading volume and stamina. • By September 30, 2010, 100% of teachers (35 teachers) in grades K through 8 (7th and 8th grade ELA teachers only) will participate in a PD session that will focus on the administration of running records, reading behaviors, and miscue analysis. • TC staff developers will provide ongoing PD to support teachers with interpreting miscues. • By September 30, 2010, 100% of teachers across grades K through 8 (35 teachers) will administer and analyze TC ITAs through the lens of observing reading behaviors. • By the first week of October 2010, all teachers across grade K through 8 (35 teachers) will form flexible student groups based on the results of the September 2010, TC ITAs. • By the second TC ITA, 100% of teachers in grades K through 8 (35 teachers) will have administered and conducted a miscue analysis to inform instruction and regroup students as needed. • By the third TC ITA (March 2011) 100% of teachers across grades K through 8 (35 teachers) will have conducted a miscue analysis and will regroup students as needed. • By June 2011 all teachers in grades K through 8 (35 teachers) will conduct an evaluation of all TC ITAs that will highlight pivotal data for the future classroom teacher. This data will include; reading behaviors, patterns with miscues and recommended reading goals. ptember 30, 2010, 100% of teachers in grades K through 8 (35 teachers) will participate in a PD session that will focus on revisiting the reading log with a focus on analyzing and coaching into increasing student reading volume and stamina. • By September 30, 2010, 100% of teachers (35 teachers) in grades K through 8 (7th and 8th grade ELA teachers only) will participate in a PD session that will focus on the administration of running</p>

	<p>records, reading behaviors, and miscue analysis. • TC staff developers will provide ongoing PD to support teachers with interpreting miscues. • By September 30, 2010, 100% of teachers across grades K through 8 (35 teachers) will administer and analyze TC ITAs through the lens of observing reading behaviors. • By the first week of October 2010, all teachers across grade K through 8 (35 teachers) will form flexible student groups based on the results of the September 2010, TC ITAs. • By the second TC ITA, 100% of teachers in grades K through 8 (35 teachers) will have administered and conducted a miscue analysis to inform instruction and regroup students as needed. • By the third TC ITA (March 2011) 100% of teachers across grades K through 8 (35 teachers) will have conducted a miscue analysis and will regroup students as needed. • By June 2011 all teachers in grades K through 8 (35 teachers) will conduct an evaluation of all TC ITAs that will highlight pivotal data for the future classroom teacher. This data will include; reading behaviors, patterns with miscues and recommended reading goals. • By September 30, 2010, 100% of teachers in grades K through 8 (35 teachers) will participate in a PD session that will focus on revisiting the reading log with a focus on analyzing and coaching into increasing student reading volume and stamina. • By September 30, 2010, 100% of teachers (35 teachers) in grades K through 8 (7th and 8th grade ELA teachers only) will participate in a PD session that will focus on the administration of running records, reading behaviors, and miscue analysis. • TC staff developers will provide ongoing PD to support teachers with interpreting miscues. • By September 30, 2010, 100% of teachers across grades K through 8 (35 teachers) will administer and analyze TC ITAs through the lens of observing reading behaviors. • By the first week of October 2010, all teachers across grade K through 8 (35 teachers) will form flexible student groups based on the results of the September 2010, TC ITAs. • By the second TC ITA, 100% of teachers in grades K through 8 (35 teachers) will have administered and conducted a miscue analysis to inform instruction and regroup students as needed. • By the third TC ITA (March 2011) 100% of teachers across grades K through 8 (35 teachers) will have conducted a miscue analysis and will regroup students as needed. • By June 2011 all teachers in grades K through 8 (35 teachers) will conduct an evaluation of all TC ITAs that will highlight pivotal data for the future classroom teacher. This data will include; reading behaviors, patterns with miscues and recommended reading goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>• FSF • TL FSF • Title 1 SWP • CFI</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	□
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Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To continue to focus on independent reading. 50% of the school's bottom 1/3 of third, fourth and fifth graders will increase their reading levels by 3 benchmarks from their point of entry (Fall 2010, TC Instructionally Targeted Assessments) as measured against their June 2011, TC ITA.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Describe your plan for meeting your goal, including staffing, scheduling, and funding. • By September 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will participate in a PD session that focuses on improving the quality of administering running records, including the following components; noticing and jotting reading behaviors, accurately interpreting miscues made by the reader and conferring with the student after the running record has been administered. • By September 22, 2010, 100% of teachers in grades 3-5 (13 teachers) will have administered and analyzed the 1st TC ITA. • By September 30, 2010, 100% of teachers in grades 3-5 (13 teachers) will meet with and inform their students of their current reading level and their Long Term Reading Goal for the 2010-2011 school year. • By October 11, 2010, 100% of teachers in grades 3-5 (13 teachers) are expected to begin differentiation by planning small group instruction based on the individual student goals. • By November 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will conclude Phase One of the long term goal action plan. They will monitor progress and revise the plan as needed. • By December 6, 2010, the 2nd round of the TC ITAs will begin to be administered. • By December 23, 2010, 100% of grades 3-5 teachers (13 teachers) will have completed the administration of the 2nd round of the TC ITAs. • By January 3, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to draft action plans for Phase Two. (This will include matching specific learning targets to individual needs.) • On April 4, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to monitor student progress and draft a Phase Three Action Plan that reflects revisions for the teaching plan as needed. • By the end of June 2011, 100% of teachers in grades 3-5 (13 teachers) will conduct an evaluation of Phase Three in conjunction with the ACUITY Predictive Assessment to make recommendations for the upcoming school year. Funding: •

	<p>FSF • TL FSF • Title 1 SWP • CFI Describe your plan for meeting your goal, including staffing, scheduling, and funding. • By September 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will participate in a PD session that focuses on improving the quality of administering running records, including the following components; noticing and jotting reading behaviors, accurately interpreting miscues made by the reader and conferring with the student after the running record has been administered. • By September 22, 2010, 100% of teachers in grades 3-5 (13 teachers) will have administered and analyzed the 1st TC ITA. • By September 30, 2010, 100% of teachers in grades 3-5 (13 teachers) will meet with and inform their students of their current reading level and their Long Term Reading Goal for the 2010-2011 school year. • By October 11, 2010, 100% of teachers in grades 3-5 (13 teachers) are expected to begin differentiation by planning small group instruction based on the individual student goals. • By November 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will conclude Phase One of the long term goal action plan. They will monitor progress and revise the plan as needed. • By December 6, 2010, the 2nd round of the TC ITAs will begin to be administered. • By December 23, 2010, 100% of grades 3-5 teachers (13 teachers) will have completed the administration of the 2nd round of the TC ITAs. • By January 3, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to draft action plans for Phase Two. (This will include matching specific learning targets to individual needs.) • On April 4, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to monitor student progress and draft a Phase Three Action Plan that reflects revisions for the teaching plan as needed. • By the end of June 2011, 100% of teachers in grades 3-5 (13 teachers) will conduct an evaluation of Phase Three in conjunction with the ACUITY Predictive Assessment to make recommendations for the upcoming school year. Funding: • FSF • TL FSF • Title 1 SWP • CFI</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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:</p> <p>FSF TL FSF Title 1 SWP CFI</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

**Subject Area
 (where relevant) :**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to focus on the mathematical progress of the SPED population in the CTT setting as well as to increase the range to include SPED students in self- contained settings across grades 4 through 8, as measured by the ACUITY Customized Pre and Post Assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By September 30, 2010, all SPED teachers in grades 4-8 will receive PD in analyzing individual ITA results. • By the end of September 2010, all SPED teachers in grades 4-8 will analyze individual student ITAs with a specific focus on the item analysis report. • By the week of October 4, 2010, SPED teachers in grades 4- 8 will develop initial mathematical goals based on specific performance indicators that reflect academic struggle as measured in Tiers 1 and 2. • By October 31st all SPED teachers in grades 4-8 will conduct an evaluation of Phase One to determine individual student progress and re-evaluate continued instruction in accordance with the ACUITY Tier System. • By November 1, 2010, our AUSSIE Staff Developer will provide support with the structure of Phase One including; data analysis, initial goal setting, multi-session action plan and instructional resources including ACUITY item bank questions • By November 29, 2010, all SPED teachers in grades 4- 8 will use ACUITY Data and the ACUITY Goal Setting Template to finalize a long term mathematical goal for individual students. • Beginning December 3, 2010, all SPED teachers in grades 4-8 will begin PHASE TWO of individualized student instruction based on mathematical long term goals. • By January 17 , 2011 all SPED teachers in grades 4- 8 will conduct a check point evaluation of Phase Two to determine individual student progress and re-evaluate continued instruction in accordance with the tier system . A check point will consist of evaluating each phase in accordance with the performance indicators in the Tier System with a focus on Tiers One and Two to determine if Tier 3 instruction can begin. • By June 2011, SPED teachers will conduct a final evaluation (Phase III) using the Pre and Post ACUITY Customized Assessment to determine which students achieved a 10 point increase from their point of entry(Fall 2010). <p>Funding Sources will include</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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>• FSF • TLFSF • Title 1 SWP • CFI</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To focus on the mathematical progress of the ELL bottom 1/3 population in grades 4 through 8 as measured by the ACUITY Customized Pre and Post Assessments.</p>
<p>Action Plan <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"/></p> <ul style="list-style-type: none"> · By September 30, 2010, all teachers with bottom 1/3 ELLs in grades 4-8 will receive PD in analyzing individual ITA results. · By the end of September 2010, all teachers with bottom 1/3 ELLs in grades 4-8 will analyze individual student ITAs with a specific focus on the item analysis report. · By the week of October 4, 2010, all teachers with bottom 1/3 ELLs in grades 4- 8 will develop initial mathematical goals based on specific performance indicators that reflect academic struggle as measured in Tiers 1 and 2. · By October 31st all teachers with bottom 1/3 ELLs in grades 4-8 will conduct an evaluation of Phase One to determine individual student progress and re-evaluate continued instruction in accordance with the ACUITY Tier System. · By November 1, 2010, our AUSSIE Staff Developer will provide support with the structure of Phase One including; data analysis, initial goal setting, multi-

	<p>session action plan and instructional resources including ACUITY item bank questions</p> <ul style="list-style-type: none"> · By November 29, 2010, all teachers with bottom 1/3 ELLs in grades 4- 8 will use ACUITY Data and the ACUITY Goal Setting Template to finalize a long term mathematical goal for individual students. · Beginning December 3, 2010, all teachers with bottom 1/3 ELLs in grades 4-8 will begin PHASE TWO of individualized student instruction based on mathematical long term goals. · By January 17 , 2011 all teachers with bottom 1/3 ELLs in grades 4- 8 will conduct a check point evaluation of Phase Two to determine individual student progress and re-evaluate continued instruction in accordance with the tier system . A check point will consist of evaluating each phase in accordance with the performance indicators in the Tier System with a focus on Tiers One and Two to determine if Tier 3 instruction can begin. · By June 2011, all teachers with bottom 1/3 ELLs will conduct a final evaluation (Phase III) using the Pre and Post ACUITY Customized Assessment to determine which students achieved a 10 point increase from their point of entry(Fall 2010).
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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 Sources will include:</p> <ul style="list-style-type: none"> · FSF · TLFSF · Title 1 SWP · CFI
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>To focus on the ELA performance of the bottom 1/3 of Hispanic and African American students (92 Students) in grades 3 through 5. 50% of these students (46 students) will achieve a tier 3 range score (51-75%) or higher on the final ACUIY Customized Assessment to be administered the first week of June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. By December 2010, teachers in grades 3 through 5 (12 teachers) will administer a 2nd TC ITA. Teachers will utilize the results to group students for differentiated small group instruction. By December 2010, teachers in grades 3 through 5 (12 teachers) will administer the 1st ACUIY Customized Assessment. They will use the results to further inform instruction and to target areas in critical need. By January 2011, teachers will draft a group action plan that will focus on higher order thinking skills by utilizing the three Power Strands (synthesizing, accumulating text and comparing and contrasting). By February 2011, teachers will monitor progress by using the TC Literature Performance Assessment. They will use the performance data to inform instruction and make revisions as needed. By May 2011, teachers will re-administer the TC Literature Performance Assessment to measure growth between the 1st and 2nd performance results. Teachers will use this information to refocus instruction to target student areas of deficiency. By June 2011, teachers in grades 3 through 5 (12 teachers) will administer the post ACUIY Customized Assessment and compare the results to measure the final progress for the targeted students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/></p> <p>FSF TL FSF Title 1 SWP CFI</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

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			N/A	N/A				
1			N/A	N/A	1			
2			N/A	N/A				
3			N/A	N/A	2			
4	10	5			4			
5	9	11			4			
6	8	6			9	5	5	
7	15	2			9			
8	8				7			
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>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>reading strands: ♦Phonemic Awareness ♦Phonics ♦Fluency ♦Vocabulary Development ♦Comprehension Our method for delivery consists of the following: We are currently using several programs to remediate reading difficulties. Students are placed in a provider evaluation. The following programs are being utilized across the school: skills and strategies.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/>V-Math and V-Live: V-math fills critical learning gaps with a balanced, systematic approach, combining print materials, robust assessment and online technology to create confident, independent learners in math. Daily lessons provide explicit instruction: the teacher models the skill, allows group practice, and individual practice with corrective feedback. Research unequivocally recommends this instructional model for at-risk students.</p>
<p>Science:</p>	<p><input type="checkbox"/>Students participating in Voyager Passport are exposed to high interest science through leveled daily passages. The passages are introduced through Voyager Passport. The passages engage, inform and increase concept knowledge in Science and Social Studies. Words introduced in word works are practical in context in Read to Understand. There are 12 Topical Units called Adventures that increase concept knowledge in Science and Social Studies. We also have an after school program that focuses on the written and practicum portion of the State Exam. We are currently using “Buckle Down” as test sophistication.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/>Students participating in Voyager Passport are exposed to high interest science through leveled daily passages. The passages are introduced through Voyager Passport. The passages engage, inform and increase concept knowledge in Science and Social Studies. Words introduced in word works are practical in context in Read to Understand. There are 12 Topical Units called Adventures that increase concept knowledge in Science and Social Studies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Counselor works on skills aimed at improving each student’s classroom behavior and or social/emotional well being.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Psychologist works on skills aimed at improving social/emotional well being.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Grade 3 This group works on skills aimed at improving the students' social/emotional well being. Middle School Support Group - This group is for students with difficulty adjusting to middle school. The group meets every day with the school psychologist and social worker during the students' lunch period. They engage in discussions centered on issues affecting them such as: adjusting to middle school, taking on more responsibilities, building peer relationships, and other issues that arise. The participants also play games, create arts and crafts, and a variety of other activities.
At-risk Health-related Services:	N/A

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)

2-5

Number of Students to be Served:

LEP 60

Non-LEP N/A

Number of Teachers 4

Other Staff (Specify) N/A

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.

□

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading Comprehension, Writing, and Math. Native language materials will be utilized to provide additional support. General instructional supplies such as chart paper, markers, pencils, and composition books will be purchased to support the Afterschool program. It will be at a cost of approximately \$600.00.

70 reflects the total # of days (Monday, Tuesday, and Thursday from NOV 15-May 26). There are a total of 4 classes with one teachers per class. The activities are divided into the total amount of sessions that they will be teaching.

ELA for ELLS (grade 2: 15-20 students) Nov-Feb @1 hour 2x's a week for 26 sessions- March-May @ 1 hour 1x a week for 12 sessions
(grade 3: 15-20 students) Nov- Feb @1 hour 2x's a week for 26 sessions-March-May @1 hr 1x a week for 12 sessions
(grade 4: 15-20 students) Nov- Feb @1 hour 2x's a week for 26 sessions-March-May@ 1hr 1 x a week for 12 sessions
(grade 5: 15-20 students) Nov-Feb @1 hour 2x's a week for 26 sessions-March-MAY@1hr 1x a week for 12 sessions

4 TRS x 1 hr x 38 sessions x \$49.89 = \$ 7,583.28

Math for ELLS (grade 2: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March- May @ 1 hr 2x's a week for 20 sessions
(grade 3: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March-May @ 1hr 2x's a week for 20 sessions
(grade 4: 15 -20 students)Nov-Feb @ 1 hour 1x a week for 12 sessions-March- May @ 1hr 2x's a week for 20 sessions
(grade 5: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March-May @1hr 2x's a week for 20 sessions

4 TRS x 1 hr x 32 sessions x \$49.89 = \$6,385.92

(Additional Support) at no cost to the program

In addition to our Title III program our school will use Contracts for excellence funding to support our ELLs by establishing a model ELL program. The program will service English Language Learners in grades 2-7. All students at the beginning, intermediate and advanced levels of the NYSESLAT will be invited to participate in the program. The program will meet for a total of 25 sessions beginning November 2010 and will continue through June 2011, from 8:30 am – 12:30 pm, each class will have 8-15 students. Certified ESL and Common Branch teachers will provide instruction using various instructional strategies to help the students achieve English proficiency. The program will also incorporate the services of SEA.

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.

P.S./I.S 377 Title III professional development program will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language learners.

The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, ESL Coordinator and teachers. The sessions will take place during preps and during professional development periods at no cost to Title III.

Some of the workshops will include:

- Teaching ELA strategies to ELL students
- Differentiated instruction for ELLS in Math
- Best Practices and Strategies in ESL
- Understanding the NYSESLAT
- Using technology with ELL

Teachers working in the supplementary instructional program will receive 3 sessions of professional development after school from 2:30-4:30 pm.

Teachers will be paid at the trainer rate and teacher trainers will be paid at per session rate.

Topics that will be addressed during these professional development sessions are as follow:

- One 2- hour professional development session on ESL Best practice and strategies
- One 2- hour professional development session will be devoted to the strategies needed needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT
- One 2-hour professional session will be devoted to the instructional strategies needed to help ELLs with English Language development

PD Provider: Ms. Perez (Asst. Principal) at no cost to the program

1 PD provider x 2hrs x 3 sessions x 49.98 =\$2.99.34

PD Participants: Ms. Mora, Ms. Negron, Ms. Rosado

3 teachers x 2hrs x 3 sessions x \$22.72=\$408.96

Section III. Title III Budget

School: P.S. 377

BEDS Code: 333200010377

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.																					
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$17,073	<input type="checkbox"/> <table border="1" data-bbox="516 282 2095 992"> <tr> <td colspan="2" data-bbox="516 282 1352 334">:\$14,378.16</td> <td data-bbox="1358 282 1703 334"></td> <td data-bbox="1709 282 1734 334"></td> <td data-bbox="1740 282 2095 334"></td> </tr> <tr> <th data-bbox="516 339 793 545">Budget Category</th> <th data-bbox="800 339 1077 545">Budgeted Amount</th> <th data-bbox="1083 339 1352 545">Explanation of expenditures in this category as it relates to the program narrative for this title.</th> <th data-bbox="1358 339 1703 545"></th> <th data-bbox="1709 339 1734 545"></th> <th data-bbox="1740 339 2095 545"></th> </tr> <tr> <td data-bbox="516 550 793 992">Professional salaries (schools must account for fringe benefits) Per session Per diem</td> <td data-bbox="800 550 1077 992">\$13,969.20 Instruct. 408.96 PD \$14,378.16</td> <td data-bbox="1083 550 1352 992">After school program ELA, MATH,NYSESLAT</td> <td data-bbox="1358 550 1703 992">Purchased services High quality staff and curriculum development contracts.</td> <td data-bbox="1709 550 1734 992"></td> <td data-bbox="1740 550 2095 992">Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.</td> </tr> </table>					:\$14,378.16					Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.				Professional salaries (schools must account for fringe benefits) Per session Per diem	\$13,969.20 Instruct. 408.96 PD \$14,378.16	After school program ELA, MATH,NYSESLAT	Purchased services High quality staff and curriculum development contracts.		Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.
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Purchased services - High quality staff and curriculum development contracts	0.00	<input type="checkbox"/> N/A																					
Supplies and materials - Must be supplemental. - Additional curricula,	\$5767.00	<input type="checkbox"/> Supplemental and instructional materials to use for the achievement of participants: NYSESLAT Practice, ELA,																					

instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	0	

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.

Our written translations assessments needs were found by a careful review of the home language surveys, and our RPOB ATS reports and during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. The Parent Coordinator, as well as other members of the school community will ensure that parents understand their rights.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After a review of the home language surveys we found that languages we need to provide written translations for are: Spanish, French, and Chinese. We have posted the language translation policy informing parents of their rights to receive free translations. We also have a Parent Coordinator who is Bilingual, along with a number of staff members.

Part B: Strategies and Activities

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

Our plan is to continue the translation of the current Parent Hand book into Spanish, French, and Chinese. Written translations will also be used to disseminate vital information and parent letters to non-English speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams.

Provide interpretation services (either on site or over the phone)

Contact the DOE Translation and Interpretation Unit

Utilize the Translation/Interpretation school funding allocation

We plan to meet the needs by providing interpreters in Spanish Chinese and French, during all Parent teacher conferences, teachers/parent meetings, workshops, suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to meet the needs by providing interpreters in Spanish Chinese and French, during all Parent teacher conferences, teachers/parent meetings, workshops, suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation.

Oral translations services are provided by the parent coordinator, school personnel, or a parent volunteer that is fluent in the language. If no one is available to translate, school personnel will provided access to an over the phone DOE translator from the interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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:	\$797,513	\$137,470	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,975		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,415	*	
4. Enter the anticipated 10% set-aside for Professional Development:	79,958	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
86.2%

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.

All staff members in our school will participate in ongoing professional development throughout the school year. The PD opportunities will ensure that best practices are being utilized in the everyday teaching and learning.

Teachers who are not highly qualified will be encouraged to attend school and funding from the Title 1 Highly Qualified Set aside will be utilized. Teachers working with ELL students who are not highly qualified will undergo the following process:

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.

□

The School Agrees	The Parent/Guardian Agrees
◀To convene a meeting for the Title 1 parents that will provide information about the Title 1 program and their right to be involved.	◀To become involved in developing , implementing , evaluating and revising the school-parent involvement policy.
◀To offer a flexible number of meetings at various times, if necessary and if funds permit provide transportation and child care.	◀To participate in workshops or adult education programs that are offered in the school or in agencies within the community
◀To actively involve parents in the planning, reviewing and improving the Title I program and the parental involvement component.	◀To work with his/her child/children on schoolwork: read for 15 to 30 minutes per day to pre-kindergarten and kindergarten students; and monitor independent reading to first through eighth grade students for 30 to 60 minutes per day.
◀To provide parents with timely information about all programs.	◀To monitor his/her child's/children's: * daily attendance * internet usage * homework
◀To provide performance profiles and individual student assessment results for each child, other pertinent individual and school district education information.	* television usage ◀To share responsibility for improving student's achievement.
◀To provide high quality curriculum and instruction.	◀To communicate with his or her child's/children's teacher about their educational needs or emotional status.
◀To deal with communication issues between teachers and	

parents through:	◀To request the parent coordinator or any school staff to provide information or assistance they would like and/ or need to help them
* Parent-Teacher conference at least twice annually.	become effective in assisting their child's/children's educational process.
* reasonable access to staff.	
*Opportunity to volunteer and participate in school activities.	
*Observation of class activities upon request and in a timely manner.	
	◀To keep the school informed of your emergency contact
◀To assure that parents may participate in professional development	information annually and update as necessary
Activities such as Learning Leaders and workshops.	
	◀To communicate with other parents in his/her child's/ children's
	classroom in order to establish better communication within our school community.

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.

Second grade: Teachers College ITAs, EDM End of Unit Assessments

Fourth grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State Assessment results, Math State Assessment results,

Sixth grade: Teachers College ITAs, Impact Math End of Unit Assessments, ELA State Assessment results, Math State Assessment

Seventh grade: Teachers College ITAs, Impact Math End of Unit Assessments, ELA State Assessment results, Math State Assessment

results, ACUITY Predictive Assessment results.

2. Schoolwide reform strategies that:

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



At PS/IS 377 we believe that there must be equity in academic support so that students across our wide range of academic achievement are given the opportunity to make the greatest progress possible. For low academic achieving students who are at risk of not meeting State Academic content standards we offer an afterschool program that focuses on providing individual and small group instruction with a focus on closing the achievement gap and leading students to proficiency. This program meets four days per week after school for a 1 hour session thus providing students with 16 hours of additional instruction per month. Low academic achieving students that qualify for Tier 2 support services receive individualized differentiated instruction from our school's AIS providers during the time frame of the school day.

Our ESL students are invited to attend a Saturday program that focuses on language acquisition. This program meets for 4 hours on Saturdays and incorporates literacy instruction through the Arts. This program provides ESL students with an additional 16 hours of instruction per month.

Students who have met and exceeded State Academic standards in ELA and Math are invited to attend a Saturday program that provides individual and small group differentiated instruction. Students engage in rigorous math and ELA instruction. They also study music utilizing the methodologies of Music and the Brain. Students learn to read and write music playing the keyboard. This program provides students with an additional 16 hours of instruction per month.

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.

Please refer to answer 2A.

o Help provide an enriched and accelerated curriculum.

Please refer to answer 2A.

o Meet the educational needs of historically underserved populations.

Please refer to answer 2A.

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.

Please refer to answer 2A.

o Are consistent with and are designed to implement State and local improvement, if any.

Please refer to answer 2A.

3. Instruction by highly qualified staff.

The majority of the staff at PS/IS 377 is highly qualified.

Not highly qualified:

All staff members in our school will participate in ongoing professional development throughout the school year. The PD opportunities will ensure that best practices are being utilized in the everyday teaching and learning.

Teachers who are not highly qualified will be encouraged to attend school and funding from the Title 1 Highly Qualified Set aside will be utilized. Teachers working with ELL students who are not highly qualified will undergo the following process:

ü A transcript evaluation with Licensing to determine what courses are needed.

ü Based on the transcript evaluation teachers who are eligible will be encouraged to apply for a supplemental license.

ü Teachers not qualifying for a supplemental license will be encouraged to enroll in appropriate course work leading to certification. Title 1 Highly Qualified funds will be used to sponsor this course work.

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.

At PS/IS 377 we pride ourselves on being members of a Professional Learning Community. To that end we are constantly trying to refine our teaching practice with the focus on providing students with the most rigorous instruction possible that we can, based on their needs.

Teachers engage in professional development activities with staff developers from Teachers College at our school. Teachers also attend professional development on the teaching of reading and writing at Columbia University.

Our school is in the second year of our partnership with AUSSIE. AUSSIE is providing our teachers and administrators with professional development in the content area of math. Teachers are becoming more astute with analyzing student performance data to drive instruction. Teachers are also working with strategies for differentiating instruction based on student needs.

Our school is in the second year of our partnership with the Brooklyn Botanical Garden. Teachers receive professional development focused on teaching science with an inquiry approach. Teachers and their students also get to utilize the Brooklyn Botanical Garden as a learning environment.

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

N/A

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

A) How to Utilize a Reading Log with your Child.

B) Family Math Night

C) Family Literacy Night

D) How Do I help My Child with Their Homework?

- E) Conducting Open House Meetings so that parents can meet the teachers during the beginning of the year.
- F) Working closely with the new elected PTA to ensure that parental concerns are being addressed.
- G) Providing a series of ongoing workshops during Saturday School that will assist parents in adapting strategies that they can use to help their children.
- H) Providing parents with additional ARIS training so that they can monitor student progress throughout the year.

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.

N/A

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.

Teachers will conduct an evaluation of student progress in connection to their ITAs and Predictive Assessments. The evaluation will be part of a yearlong process that will monitor individual student growth towards meeting their individual long term goal. Teachers will be able to use all data and related observations during the evaluation phase. The evaluation phase will be conducted at the end of the school year.

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.

Our school currently has an Academic Intervention Team that works to closely monitor student achievement and progress. The team meets on a weekly basis to discuss specific case studies that are recommended by classroom teachers, PPT members and AIS personnel. The team discusses progress and analyzes any available data including attendance reports. The team members discuss and decide which research based program best fits the needs of each particular case study. An AIS plan is put into effect and monitored through a series of benchmarks. After a two month period the case study is examined to determine the effect of services and whether the program is working to meet the needs of the case study. If the team concludes that further intervention is needed we begin the process referral to the PPT committee. During each meeting our school psychologist is present.

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.

N/A

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**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.

²**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.

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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>

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.)

P.S./I.S. 377 has 1 student on ATS that fell under STH Population

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

- Counseling
- Purchase necessary school supplies
- Parent workshop with a focus on city resources.

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A
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.
N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_32K377_012811-093034.doc

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

NCLB/SED requirement for all schools

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

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) 2-5 Number of Students to be Served: 60 LEP Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

At P.S./I.S. 377, our ESL teachers provide instruction in English utilizing ESL strategies and methodologies. Our Bilingual classes use native language instruction for ELA and Math, and use English instruction in Social Studies and science. Technology is integrated throughout all curriculum areas. We are currently following the ESL push in/ pull out instructional model in grades k-8; students are serviced by a certified ESL teacher. Our goal is to provide all ELLs with a high quality education and provide language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards.

Our instructional plans include:

- * ESL programs that reflect visuals, appropriate teaching charts with graphic organizers**
- * Scaffolding instruction for all learners**
- * Active Engagement: More opportunities to develop language by working in partnerships and sharing ideas**
- * Differentiating instruction during reading and writing**
- * Academic Intervention Services (AIS) for ELL learners by using Recipes for learning and Voyager passport**
- * A Saturday Academy Program that will include structured writing instruction. (Six Traits of Writing)**

The Title III funds will be used to implement an after school program for English Language Learners development, ELA strategies and math to help students achieve higher on the NYSESLAT, and city and state assessments. The after school program will service approximately 60 students with a certified ESL/Common branch teacher for 70 sessions. The instructional program will service ELLs in grades 2-5; it will take place from November 15-May 26. Certified ESL and Common Branch teachers will provide supplemental instruction in alignment with the NYC and NYS content and performance standards; instruction will focus on intensified second language development.

Our ESL certified teachers (Ms. Shirley & Ms. Mora) will work in conjunction with our Common Branch teachers (Ms. Rosado & Mrs. Negron). The hour instructional block will be divided into two thirty minute periods. Each ESL certified teacher will provide instructional services to a class for 30 minutes, this way each grade will receive instruction from a qualified provider.

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading Comprehension, Writing, and Math. Native language materials will be

utilized to provide additional support. General instructional supplies such as chart paper, markers, pencils, and composition books will be purchased to support the Afterschool program. It will be at a cost of approximately \$600.00.

70 reflects the total # of days (Monday, Tuesday, and Thursday from NOV 15-May 26). There are a total of 4 classes with one teachers per class. The activities are divided into the total amount of sessions that they will be teaching.

ELA for ELLS (grade 2: 15-20 students) Nov-Feb @1 hour 2x's a week for 26 sessions- March-May @ 1 hour 1x a week for 12 sessions
(grade 3: 15-20 students) Nov- Feb @1 hour 2x's a week for 26 sessions-March-May @1 hr 1x a week for 12 sessions
(grade 4: 15-20 students) Nov- Feb @1 hour 2x's a week for 26 sessions-March-May@ 1hr 1 x a week for 12 sessions
(grade 5: 15-20 students) Nov-Feb @1 hour 2x's a week for 26 sessions-March-MAY@1hr 1x a week for 12 sessions
4 TRS x 1 hr x 38 sessions x \$49.89 = \$ 7,583.28

Math for ELLS (grade 2: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March- May @ 1 hr 2x's a week for 20 sessions
(grade 3: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March-May @ 1hr 2x's a week for 20 sessions
(grade 4: 15 -20 students)Nov-Feb @ 1 hour 1x a week for 12 sessions-March- May @ 1hr 2x's a week for 20 sessions
(grade 5: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March-May @1hr 2x's a week for 20 sessions
4 TRS x 1 hr x 32 sessions x \$49.89 = \$6,385.92

Saturday Academy (Additional Support) at no cost to the program

In addition to our Title III program our school will use Contracts for excellence funding to support our ELLs by establishing a model ELL program. The program will service English Language Learners in grades 2-7. All students at the beginning, intermediate and advanced levels of the NYSESLAT will be invited to participate in the program. The program will meet for a total of 25 sessions beginning November 2010 and will continue through June 2011, from 8:30 am – 12:30 pm, each class will have 8-15 students. Certified ESL and Common Branch teachers will provide instruction using various instructional strategies to help the students achieve English proficiency. The program will also incorporate the services of SEA

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.

P.S./I.S 377 Title III professional development program will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language learners.

The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, ESL Coordinator and teachers. The sessions will take place during preps and during professional development periods at no cost to Title III. Some of the workshops will include:

- * Teaching ELA strategies to ELL students
- * Differentiated instruction for ELLS in Math
- * Best Practices and Strategies in ESL
- * Understanding the NYSESLAT
- * Using technology with ELL

Teachers working in the supplementary instructional program will receive 3 sessions of professional development after school from 2:30-4:30 pm.

Teachers will be paid at the trainer rate and teacher trainers will be paid at per session rate.

Topics that will be addressed during these professional development sessions are as follow:

1. One 2- hour professional development session on ESL Best practice and strategies
2. One 2- hour professional development session will be devoted to the strategies needed needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT
3. One 2-hour professional session will be devoted to the instructional strategies needed to help ELLs with English Language development

PD Provider: Ms. Perez (Asst. Principal) at no cost to the program
Ms. Marshall (Reading Specialist) no cost to the program
Ms. Shirley (ESL Coordinator)

1 PD provider x 2hrs x 3 sessions x 49.98 =\$299.34

PD Participants: Ms. Mora, Ms. Negron, Ms. Rosado

3 teachers x 2hrs x 3 sessions x \$22.72=\$408.96

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 377 Alejandrina B. De Gautier					
District:	32	DBN:	32K377	School		333200010377

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	36	35	36		91.6	92.6	91.4
Kindergarten	83	60	47				
Grade 1	87	91	72	Student Stability - % of Enrollment:			
Grade 2	90	74	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	94	77	74		95.6	94.5	94.3
Grade 4	91	94	85	Poverty Rate - % of Enrollment:			
Grade 5	126	85	83	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	97	115	93		80.1	92.9	93.0
Grade 7	75	92	101	Students in Temporary Housing - Total Number:			
Grade 8	70	74	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	12	3
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		13	4	13
Ungraded	2	8	9				
Total	851	805	758				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	23	25	25	Principal Suspensions	141	79	79
# in Collaborative Team Teaching (CTT) Classes	61	62	58	Superintendent Suspensions	14	5	12
Number all others	40	47	37				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	13	18	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	142	129	TBD	Number of Teachers	70	73	70
# ELLs with IEPs	4	35	TBD	Number of Administrators and Other Professionals	19	19	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	17

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
	1	1	14	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	58.6	68.5	91.4
				% more than 5 years teaching anywhere	48.6	46.6	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	87.1
American Indian or Alaska Native	0.2	0.4	0.7	% core classes taught by "highly qualified" teachers	98.8	86.2	93.5
Black or African American	17.6	16.1	17.9				
Hispanic or Latino	79.2	80.4	79.4				
Asian or Native Hawaiian/Other Pacific	0.6	0.5	0.3				
White	2.1	2.1	1.7				
Male	48.8	51.3	53.0				
Female	51.2	48.7	47.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	41.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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



P.S. 377 ALEJANDRINA B. DE GAUTIER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 377 ALEJANDRINA B. DE GAUTIER
ADDRESS: 200 WOODBINE STREET
TELEPHONE: 718-574-0325
FAX: 718-574-1082

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010377 **SCHOOL NAME:** P.S. 377 Alejandrina B. De Gautier

SCHOOL ADDRESS: 200 WOODBINE STREET, BROOKLYN, NY, 11221

SCHOOL TELEPHONE: 718-574-0325 **FAX:** 718-574-1082

SCHOOL CONTACT PERSON: DOMINIC ZAGAMI **EMAIL ADDRESS:** DZagami@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nadine C Marshall

PRINCIPAL: DOMINIC ZAGAMI

UFT CHAPTER LEADER: Todd Marks

PARENTS' ASSOCIATION PRESIDENT: Nancy Ortiz Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: ADA ORLANDO/Tatyana Ulubabova

SUPERINTENDENT: LILLIAN DRUCK

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
Dominic Zagami	Principal	
Yazmin Perez	Admin/CSA	
Nadine Marshall	UFT Member	
Marks Todd	UFT Chapter Leader	
Deborah Artzt	UFT Member	
Christina Rojas	Parent	
Bibi Meerza	Parent	
Selma Johnson- Worrell	Parent	
Melissa Medina	Parent	
Nancy Ortiz Gonzalez	PA/PTA President or Designated Co-President	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/IS 377 is a pre- kindergarten through eighth grade school located in the historical Bushwick section of Brooklyn New York. In our learning community, adults and students are active learners that learn alongside one another. All members of our community are held to high standards, expectations and accountability. We seek the best that each of us has to offer and strive to cultivate it and share it with one another. Our goal is to provide a learning experience that fosters life-long learning.

We acknowledge that literacy is the cornerstone of all learning and we provide a Balanced Literacy approach to reading and writing instruction, utilizing the Workshop Model. We are a Teachers College lab site school, which entitles our teachers to attend differentiated professional development at our school as well as at Columbia University. Our goal is to ensure that teachers are incorporating best practices in their classrooms and instilling a love for reading in our students.

Students in kindergarten through fifth grade explore and embrace mathematical concepts with the Everyday Math Program. Our sixth through eighth graders utilize the Impact Math Program. Teachers are supported with professional development in mathematics by our AUSSIE staff developer. Our seventh and eighth graders have a Robotics team which is affiliated with SUNY Farmingdale.

We employ an inquiry approach to science instruction utilizing FOSS Kits in all grades. Hands on experiments are conducted in both our lower and upper grade science labs. Teachers attend professional development at the Gateway Science Center. Our school also has a partnership with The Brooklyn Botanical Gardens. Students learn all about plant life and ecosystems.

Our school is part of the New York Road Runners Club Mighty Milers Program. Our goal is to promote fitness through walking and jogging utilizing our outdoor running track. Students log their distances and compete for reward and incentives. Through our alliance with The Nutrition and Fitness Education Initiative students learn about the New Food Guide Pyramid. The culminating activity is a musical production which features the students that participated in the program. We also have a partnership with Cook Smart which provides students with instruction on the nutritional content of various fruits, vegetables and grains. Students also get to use the ingredients they have studied in recipes that they create in class. Through our participation in The Music and the Brain program students in kindergarten through second grade receive formal keyboard instruction.

After school enrichment is provided for our students through our collaboration with the Coalition of Hispanic Families. Some of the numerous activities include yoga, drama, visual arts and martial arts. These activities are provided for students with no cost to families. Our school will offer basketball this year for students in grades six through eight.

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										
School Name:		P.S. 377 Alejandrina B. De Gautier								
District:		32	DBN #:		32K377	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<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		71	36	35			91.6	92.6	TBD	
Kindergarten		81	83	60						
Grade 1		91	87	91	Student Stability - % of Enrollment:					
Grade 2		100	90	74	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		96	94	77			95.6	94.53	TBD	
Grade 4		134	91	94						
Grade 5		130	126	85	Poverty Rate - % of Enrollment:					
Grade 6		90	97	115	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		75	75	92			80.1	80.8	92.9	
Grade 8		0	70	74						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			1	12	TBD	
Grade 12		0	0	0						
Ungraded		4	2	8	Recent Immigrants - Total Number:					
Total		872	851	805	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							13	4	13	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<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		32	23	25	Principal Suspensions		141	79	TBD	
# in Collaborative Team Teaching (CTT) Classes		53	61	62	Superintendent Suspensions		14	5	TBD	
Number all others		28	40	47						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<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		74	13	18						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	93	142	129	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	4	35	Number of Teachers	70	73	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	19	19	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	58.6	68.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	48.6	46.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	84	TBD
American Indian or Alaska Native	0.1	0.2	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.8	86.2	TBD
Black or African American	17.6	17.6	16.1				
Hispanic or Latino	79.1	79.2	80.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.6	0.5				
White	2.4	2.1	2.1				
Multi-racial							
Male	49.2	48.8	51.3				
Female	50.8	51.2	48.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	97.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
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

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?

School Strengths

Inquiry Teams have been established on all grade levels.

A school level Design Team has been established to unwrap CCSS on all grade levels. Teachers are supported with literacy instruction utilizing Teachers College Professional Developers.

Teachers are supported with math instruction utilizing Aussie Professional Developers. Our school has lower grade and upper grade science labs. Data is utilized to inform instruction.

Accomplishments:

Deepening our partnership with Teachers College Reading and Writing Project.

Deepening our partnership with Aussie Professional Developers.

Deepening our partnership with Music and the Brain

Deepening our partnerships with Mighty Milers/N.Y.C Road Runners Club.

Deepening our partnerships with CFN 3.07

Challenges:

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
To continue to deepen our ability to set student reading goals by utilizing ACUITY/TC ITAs to set Long Term Student Goals that will be attained through the use of learning targets	To continue to deepen our ability to set student reading goals by utilizing ACUITY/TC ITAs to set Long Term Student Goals that will be attained through the use of learning targets
To continue to focus on independent reading. 50% of the school’s bottom 1/3 of third, fourth and fifth graders will increase their reading levels by 3 benchmarks from their point of entry (Fall 2010, TC Instructionally Targeted Assessments) as measured against their June 2011, TC ITA.	To continue to focus on independent reading. 50% of the school’s bottom 1/3 of third, fourth and fifth graders will increase their reading levels by 3 benchmarks from their point of entry (Fall 2010, TC Instructionally Targeted Assessments) as measured against their June 2011, TC ITA.
To continue to focus on the mathematical progress of the SPED population in the CTT setting as well as to increase the range to include SPED students in self- contained settings across grades 4 through 8, as measured by the ACUITY Customized Pre and Post Assessments	To continue to focus on the mathematical progress of the SPED population in the CTT setting as well as to increase the range to include SPED students in self- contained settings across grades 4 through 8, as measured by the ACUITY Customized Pre and Post Assessments
<input type="checkbox"/> To focus on the mathematical progress of the ELL bottom 1/3 population in grades 4 through 8 as measured by the ACUITY Customized Pre and Post Assessments.	<input type="checkbox"/> To focus on the mathematical progress of the ELL bottom 1/3 population in grades 4 through 8 as measured by the ACUITY Customized Pre and Post Assessments.
<input type="checkbox"/> To focus on the ELA performance of the bottom 1/3 of Hispanic and African American students (92 Students) in grades 3 through 5. 50% of these students (46 students) will achieve a tier 3 range score (51-75%) or higher on the final ACUITY Customized Assessment to be administered the first week of June 2011.	<input type="checkbox"/> To focus on the ELA performance of the bottom 1/3 of Hispanic and African American students (92 Students) in grades 3 through 5. 50% of these students (46 students) will achieve a tier 3 range score (51-75%) or higher on the final ACUITY Customized Assessment to be administered the first week of June 2011.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to deepen our ability to set student reading goals by utilizing ACUITY/TC ITAs to set Long Term Student Goals that will be attained through the use of learning targets</p>
<p>Action Plan <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"/> By September 30, 2010, 100% of teachers in grades K through 8 (35 teachers) will participate in a PD session that will focus on revisiting the reading log with a focus on analyzing and coaching into increasing student reading volume and stamina. • By September 30, 2010, 100% of teachers (35 teachers) in grades K through 8 (7th and 8th grade ELA teachers only) will participate in a PD session that will focus on the administration of running records, reading behaviors, and miscue analysis. • TC staff developers will provide ongoing PD to support teachers with interpreting miscues. • By September 30, 2010, 100% of teachers across grades K through 8 (35 teachers) will administer and analyze TC ITAs through the lens of observing reading behaviors. • By the first week of October 2010, all teachers across grade K through 8 (35 teachers) will form flexible student groups based on the results of the September 2010, TC ITAs. • By the second TC ITA, 100% of teachers in grades K through 8 (35 teachers) will have administered and conducted a miscue analysis to inform instruction and regroup students as needed. • By the third TC ITA (March 2011) 100% of teachers across grades K through 8 (35 teachers) will have conducted a miscue analysis and will regroup students as needed. • By June 2011 all teachers in grades K through 8 (35 teachers) will conduct an evaluation of all TC ITAs that will highlight pivotal data for the future classroom teacher. This data will include; reading behaviors, patterns with miscues and recommended reading goals. ptember 30, 2010, 100% of teachers in grades K through 8 (35 teachers) will participate in a PD session that will focus on revisiting the reading log with a focus on analyzing and coaching into increasing student reading volume and stamina. • By September 30, 2010, 100% of teachers (35 teachers) in grades K through 8 (7th and 8th grade ELA teachers only) will participate in a PD session that will focus on the administration of running</p>

	<p>records, reading behaviors, and miscue analysis. • TC staff developers will provide ongoing PD to support teachers with interpreting miscues. • By September 30, 2010, 100% of teachers across grades K through 8 (35 teachers) will administer and analyze TC ITAs through the lens of observing reading behaviors. • By the first week of October 2010, all teachers across grade K through 8 (35 teachers) will form flexible student groups based on the results of the September 2010, TC ITAs. • By the second TC ITA, 100% of teachers in grades K through 8 (35 teachers) will have administered and conducted a miscue analysis to inform instruction and regroup students as needed. • By the third TC ITA (March 2011) 100% of teachers across grades K through 8 (35 teachers) will have conducted a miscue analysis and will regroup students as needed. • By June 2011 all teachers in grades K through 8 (35 teachers) will conduct an evaluation of all TC ITAs that will highlight pivotal data for the future classroom teacher. This data will include; reading behaviors, patterns with miscues and recommended reading goals. • By September 30, 2010, 100% of teachers in grades K through 8 (35 teachers) will participate in a PD session that will focus on revisiting the reading log with a focus on analyzing and coaching into increasing student reading volume and stamina. • By September 30, 2010, 100% of teachers (35 teachers) in grades K through 8 (7th and 8th grade ELA teachers only) will participate in a PD session that will focus on the administration of running records, reading behaviors, and miscue analysis. • TC staff developers will provide ongoing PD to support teachers with interpreting miscues. • By September 30, 2010, 100% of teachers across grades K through 8 (35 teachers) will administer and analyze TC ITAs through the lens of observing reading behaviors. • By the first week of October 2010, all teachers across grade K through 8 (35 teachers) will form flexible student groups based on the results of the September 2010, TC ITAs. • By the second TC ITA, 100% of teachers in grades K through 8 (35 teachers) will have administered and conducted a miscue analysis to inform instruction and regroup students as needed. • By the third TC ITA (March 2011) 100% of teachers across grades K through 8 (35 teachers) will have conducted a miscue analysis and will regroup students as needed. • By June 2011 all teachers in grades K through 8 (35 teachers) will conduct an evaluation of all TC ITAs that will highlight pivotal data for the future classroom teacher. This data will include; reading behaviors, patterns with miscues and recommended reading goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>• FSF • TL FSF • Title 1 SWP • CFI</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	□
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Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To continue to focus on independent reading. 50% of the school's bottom 1/3 of third, fourth and fifth graders will increase their reading levels by 3 benchmarks from their point of entry (Fall 2010, TC Instructionally Targeted Assessments) as measured against their June 2011, TC ITA.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Describe your plan for meeting your goal, including staffing, scheduling, and funding. • By September 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will participate in a PD session that focuses on improving the quality of administering running records, including the following components; noticing and jotting reading behaviors, accurately interpreting miscues made by the reader and conferring with the student after the running record has been administered. • By September 22, 2010, 100% of teachers in grades 3-5 (13 teachers) will have administered and analyzed the 1st TC ITA. • By September 30, 2010, 100% of teachers in grades 3-5 (13 teachers) will meet with and inform their students of their current reading level and their Long Term Reading Goal for the 2010-2011 school year. • By October 11, 2010, 100% of teachers in grades 3-5 (13 teachers) are expected to begin differentiation by planning small group instruction based on the individual student goals. • By November 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will conclude Phase One of the long term goal action plan. They will monitor progress and revise the plan as needed. • By December 6, 2010, the 2nd round of the TC ITAs will begin to be administered. • By December 23, 2010, 100% of grades 3-5 teachers (13 teachers) will have completed the administration of the 2nd round of the TC ITAs. • By January 3, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to draft action plans for Phase Two. (This will include matching specific learning targets to individual needs.) • On April 4, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to monitor student progress and draft a Phase Three Action Plan that reflects revisions for the teaching plan as needed. • By the end of June 2011, 100% of teachers in grades 3-5 (13 teachers) will conduct an evaluation of Phase Three in conjunction with the ACUITY Predictive Assessment to make recommendations for the upcoming school year. Funding: •

	<p>FSF • TL FSF • Title 1 SWP • CFI Describe your plan for meeting your goal, including staffing, scheduling, and funding. • By September 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will participate in a PD session that focuses on improving the quality of administering running records, including the following components; noticing and jotting reading behaviors, accurately interpreting miscues made by the reader and conferring with the student after the running record has been administered. • By September 22, 2010, 100% of teachers in grades 3-5 (13 teachers) will have administered and analyzed the 1st TC ITA. • By September 30, 2010, 100% of teachers in grades 3-5 (13 teachers) will meet with and inform their students of their current reading level and their Long Term Reading Goal for the 2010-2011 school year. • By October 11, 2010, 100% of teachers in grades 3-5 (13 teachers) are expected to begin differentiation by planning small group instruction based on the individual student goals. • By November 15, 2010, 100% of teachers in grades 3-5 (13 teachers) will conclude Phase One of the long term goal action plan. They will monitor progress and revise the plan as needed. • By December 6, 2010, the 2nd round of the TC ITAs will begin to be administered. • By December 23, 2010, 100% of grades 3-5 teachers (13 teachers) will have completed the administration of the 2nd round of the TC ITAs. • By January 3, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to draft action plans for Phase Two. (This will include matching specific learning targets to individual needs.) • On April 4, 2011, 100% of teachers in grades 3-5 (13 teachers) will begin to monitor student progress and draft a Phase Three Action Plan that reflects revisions for the teaching plan as needed. • By the end of June 2011, 100% of teachers in grades 3-5 (13 teachers) will conduct an evaluation of Phase Three in conjunction with the ACUITY Predictive Assessment to make recommendations for the upcoming school year. Funding: • FSF • TL FSF • Title 1 SWP • CFI</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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:</p> <p>FSF TL FSF Title 1 SWP CFI</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

**Subject Area
 (where relevant) :**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to focus on the mathematical progress of the SPED population in the CTT setting as well as to increase the range to include SPED students in self- contained settings across grades 4 through 8, as measured by the ACUITY Customized Pre and Post Assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By September 30, 2010, all SPED teachers in grades 4-8 will receive PD in analyzing individual ITA results. • By the end of September 2010, all SPED teachers in grades 4-8 will analyze individual student ITAs with a specific focus on the item analysis report. • By the week of October 4, 2010, SPED teachers in grades 4- 8 will develop initial mathematical goals based on specific performance indicators that reflect academic struggle as measured in Tiers 1 and 2. • By October 31st all SPED teachers in grades 4-8 will conduct an evaluation of Phase One to determine individual student progress and re-evaluate continued instruction in accordance with the ACUITY Tier System. • By November 1, 2010, our AUSSIE Staff Developer will provide support with the structure of Phase One including; data analysis, initial goal setting, multi-session action plan and instructional resources including ACUITY item bank questions • By November 29, 2010, all SPED teachers in grades 4- 8 will use ACUITY Data and the ACUITY Goal Setting Template to finalize a long term mathematical goal for individual students. • Beginning December 3, 2010, all SPED teachers in grades 4-8 will begin PHASE TWO of individualized student instruction based on mathematical long term goals. • By January 17 , 2011 all SPED teachers in grades 4- 8 will conduct a check point evaluation of Phase Two to determine individual student progress and re-evaluate continued instruction in accordance with the tier system . A check point will consist of evaluating each phase in accordance with the performance indicators in the Tier System with a focus on Tiers One and Two to determine if Tier 3 instruction can begin. • By June 2011, SPED teachers will conduct a final evaluation (Phase III) using the Pre and Post ACUITY Customized Assessment to determine which students achieved a 10 point increase from their point of entry(Fall 2010). <p>Funding Sources will include</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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>• FSF • TLFSF • Title 1 SWP • CFI</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To focus on the mathematical progress of the ELL bottom 1/3 population in grades 4 through 8 as measured by the ACUITY Customized Pre and Post Assessments.</p>
<p>Action Plan <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"/></p> <ul style="list-style-type: none"> · By September 30, 2010, all teachers with bottom 1/3 ELLs in grades 4-8 will receive PD in analyzing individual ITA results. · By the end of September 2010, all teachers with bottom 1/3 ELLs in grades 4-8 will analyze individual student ITAs with a specific focus on the item analysis report. · By the week of October 4, 2010, all teachers with bottom 1/3 ELLs in grades 4- 8 will develop initial mathematical goals based on specific performance indicators that reflect academic struggle as measured in Tiers 1 and 2. · By October 31st all teachers with bottom 1/3 ELLs in grades 4-8 will conduct an evaluation of Phase One to determine individual student progress and re-evaluate continued instruction in accordance with the ACUITY Tier System. · By November 1, 2010, our AUSSIE Staff Developer will provide support with the structure of Phase One including; data analysis, initial goal setting, multi-

	<p>session action plan and instructional resources including ACUITY item bank questions</p> <ul style="list-style-type: none"> · By November 29, 2010, all teachers with bottom 1/3 ELLs in grades 4- 8 will use ACUITY Data and the ACUITY Goal Setting Template to finalize a long term mathematical goal for individual students. · Beginning December 3, 2010, all teachers with bottom 1/3 ELLs in grades 4-8 will begin PHASE TWO of individualized student instruction based on mathematical long term goals. · By January 17 , 2011 all teachers with bottom 1/3 ELLs in grades 4- 8 will conduct a check point evaluation of Phase Two to determine individual student progress and re-evaluate continued instruction in accordance with the tier system . A check point will consist of evaluating each phase in accordance with the performance indicators in the Tier System with a focus on Tiers One and Two to determine if Tier 3 instruction can begin. · By June 2011, all teachers with bottom 1/3 ELLs will conduct a final evaluation (Phase III) using the Pre and Post ACUITY Customized Assessment to determine which students achieved a 10 point increase from their point of entry(Fall 2010).
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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 Sources will include:</p> <ul style="list-style-type: none"> · FSF · TLFSF · Title 1 SWP · CFI
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>To focus on the ELA performance of the bottom 1/3 of Hispanic and African American students (92 Students) in grades 3 through 5. 50% of these students (46 students) will achieve a tier 3 range score (51-75%) or higher on the final ACUITY Customized Assessment to be administered the first week of June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. By December 2010, teachers in grades 3 through 5 (12 teachers) will administer a 2nd TC ITA. Teachers will utilize the results to group students for differentiated small group instruction. By December 2010, teachers in grades 3 through 5 (12 teachers) will administer the 1st ACUITY Customized Assessment. They will use the results to further inform instruction and to target areas in critical need. By January 2011, teachers will draft a group action plan that will focus on higher order thinking skills by utilizing the three Power Strands (synthesizing, accumulating text and comparing and contrasting). By February 2011, teachers will monitor progress by using the TC Literature Performance Assessment. They will use the performance data to inform instruction and make revisions as needed. By May 2011, teachers will re-administer the TC Literature Performance Assessment to measure growth between the 1st and 2nd performance results. Teachers will use this information to refocus instruction to target student areas of deficiency. By June 2011, teachers in grades 3 through 5 (12 teachers) will administer the post ACUITY Customized Assessment and compare the results to measure the final progress for the targeted students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/></p> <p>FSF TL FSF Title 1 SWP CFI</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

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			N/A	N/A				
1			N/A	N/A	1			
2			N/A	N/A				
3			N/A	N/A	2			
4	10	5			4			
5	9	11			4			
6	8	6			9	5	5	
7	15	2			9			
8	8				7			
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>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>reading strands: ♦Phonemic Awareness ♦Phonics ♦Fluency ♦Vocabulary Development ♦Comprehension Our method for delivery consists of the following: We are currently using several programs to remediate reading difficulties. Students are placed in a provider evaluation. The following programs are being utilized across the school: skills and strategies.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/>V-Math and V-Live: V-math fills critical learning gaps with a balanced, systematic approach, combining print materials, robust assessment and online technology to create confident, independent learners in math. Daily lessons provide explicit instruction: the teacher models the skill, allows group practice, and individual practice with corrective feedback. Research unequivocally recommends this instructional model for at-risk students.</p>
<p>Science:</p>	<p><input type="checkbox"/>Students participating in Voyager Passport are exposed to high interest science through leveled daily passages. The passages are introduced through Voyager Passport. The passages engage, inform and increase concept knowledge in Science and Social Studies. Words introduced in word works are practical in context in Read to Understand. There are 12 Topical Units called Adventures that increase concept knowledge in Science and Social Studies. We also have an after school program that focuses on the written and practicum portion of the State Exam. We are currently using “Buckle Down” as test sophistication.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/>Students participating in Voyager Passport are exposed to high interest science through leveled daily passages. The passages are introduced through Voyager Passport. The passages engage, inform and increase concept knowledge in Science and Social Studies. Words introduced in word works are practical in context in Read to Understand. There are 12 Topical Units called Adventures that increase concept knowledge in Science and Social Studies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Counselor works on skills aimed at improving each student’s classroom behavior and or social/emotional well being.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Psychologist works on skills aimed at improving social/emotional well being.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Grade 3 This group works on skills aimed at improving the students' social/emotional well being. Middle School Support Group - This group is for students with difficulty adjusting to middle school. The group meets every day with the school psychologist and social worker during the students' lunch period. They engage in discussions centered on issues affecting them such as: adjusting to middle school, taking on more responsibilities, building peer relationships, and other issues that arise. The participants also play games, create arts and crafts, and a variety of other activities.
At-risk Health-related Services:	N/A

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)

2-5

Number of Students to be Served:

LEP 60

Non-LEP N/A

Number of Teachers 4

Other Staff (Specify) N/A

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.

□

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading Comprehension, Writing, and Math. Native language materials will be utilized to provide additional support. General instructional supplies such as chart paper, markers, pencils, and composition books will be purchased to support the Afterschool program. It will be at a cost of approximately \$600.00.

70 reflects the total # of days (Monday, Tuesday, and Thursday from NOV 15-May 26). There are a total of 4 classes with one teachers per class. The activities are divided into the total amount of sessions that they will be teaching.

ELA for ELLS (grade 2: 15-20 students) Nov-Feb @1 hour 2x's a week for 26 sessions- March-May @ 1 hour 1x a week for 12 sessions
(grade 3: 15-20 students) Nov- Feb @1 hour 2x's a week for 26 sessions-March-May @1 hr 1x a week for 12 sessions
(grade 4: 15-20 students) Nov- Feb @1 hour 2x's a week for 26 sessions-March-May@ 1hr 1 x a week for 12 sessions
(grade 5: 15-20 students) Nov-Feb @1 hour 2x's a week for 26 sessions-March-MAY@1hr 1x a week for 12 sessions

4 TRS x 1 hr x 38 sessions x \$49.89 = \$ 7,583.28

Math for ELLS (grade 2: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March- May @ 1 hr 2x's a week for 20 sessions
(grade 3: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March-May @ 1hr 2x's a week for 20 sessions
(grade 4: 15 -20 students)Nov-Feb @ 1 hour 1x a week for 12 sessions-March- May @ 1hr 2x's a week for 20 sessions
(grade 5: 15-20 students) Nov-Feb @ 1 hour 1x a week for 12 sessions-March-May @1hr 2x's a week for 20 sessions

4 TRS x 1 hr x 32 sessions x \$49.89 = \$6,385.92

(Additional Support) at no cost to the program

In addition to our Title III program our school will use Contracts for excellence funding to support our ELLs by establishing a model ELL program. The program will service English Language Learners in grades 2-7. All students at the beginning, intermediate and advanced levels of the NYSESLAT will be invited to participate in the program. The program will meet for a total of 25 sessions beginning November 2010 and will continue through June 2011, from 8:30 am – 12:30 pm, each class will have 8-15 students. Certified ESL and Common Branch teachers will provide instruction using various instructional strategies to help the students achieve English proficiency. The program will also incorporate the services of SEA.

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.

P.S./I.S 377 Title III professional development program will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language learners.

The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, ESL Coordinator and teachers. The sessions will take place during preps and during professional development periods at no cost to Title III.

Some of the workshops will include:

- Teaching ELA strategies to ELL students
- Differentiated instruction for ELLS in Math
- Best Practices and Strategies in ESL
- Understanding the NYSESLAT
- Using technology with ELL

Teachers working in the supplementary instructional program will receive 3 sessions of professional development after school from 2:30-4:30 pm.

Teachers will be paid at the trainer rate and teacher trainers will be paid at per session rate.

Topics that will be addressed during these professional development sessions are as follow:

- One 2- hour professional development session on ESL Best practice and strategies
- One 2- hour professional development session will be devoted to the strategies needed needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT
- One 2-hour professional session will be devoted to the instructional strategies needed to help ELLs with English Language development

PD Provider: Ms. Perez (Asst. Principal) at no cost to the program

1 PD provider x 2hrs x 3 sessions x 49.98 =\$2.99.34

PD Participants: Ms. Mora, Ms. Negron, Ms. Rosado

3 teachers x 2hrs x 3 sessions x \$22.72=\$408.96

Section III. Title III Budget

School: P.S. 377

BEDS Code: 333200010377

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.																									
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$17,073	<input type="checkbox"/> <table border="1" data-bbox="516 280 2089 984"> <tr> <td colspan="5" data-bbox="516 280 1352 334">:\$14,378.16</td> <td data-bbox="1358 280 1703 334"></td> <td data-bbox="1709 280 2089 334"></td> </tr> <tr> <th data-bbox="516 339 793 545">Budget Category</th> <th data-bbox="800 339 1077 545">Budgeted Amount</th> <th data-bbox="1083 339 1352 545">Explanation of expenditures in this category as it relates to the program narrative for this title.</th> <th data-bbox="1358 339 1703 545"></th> <th data-bbox="1709 339 2089 545"></th> <td data-bbox="1709 339 2089 545"></td> <td data-bbox="1709 339 2089 545"></td> </tr> <tr> <td data-bbox="516 550 793 984">Professional salaries (schools must account for fringe benefits) Per session Per diem</td> <td data-bbox="800 550 1077 984">\$13,969.20 Instruct. 408.96 PD \$14,378.16</td> <td data-bbox="1083 550 1352 984">After school program ELA, MATH,NYSESLAT</td> <td data-bbox="1358 550 1703 984">Purchased services High quality staff and curriculum development contracts.</td> <td data-bbox="1709 550 2089 984">Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.</td> <td data-bbox="1709 550 2089 984"></td> <td data-bbox="1709 550 2089 984"></td> </tr> </table>					:\$14,378.16							Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.					Professional salaries (schools must account for fringe benefits) Per session Per diem	\$13,969.20 Instruct. 408.96 PD \$14,378.16	After school program ELA, MATH,NYSESLAT	Purchased services High quality staff and curriculum development contracts.	Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.		
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Purchased services - High quality staff and curriculum development contracts	0.00	<input type="checkbox"/> N/A																									
Supplies and materials - Must be supplemental. - Additional curricula,	\$5767.00	<input type="checkbox"/> Supplemental and instructional materials to use for the achievement of participants: NYSESLAT Practice, ELA,																									

instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	0	

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.

Our written translations assessments needs were found by a careful review of the home language surveys, and our RPOB ATS reports and during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. The Parent Coordinator, as well as other members of the school community will ensure that parents understand their rights.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After a review of the home language surveys we found that languages we need to provide written translations for are: Spanish, French, and Chinese. We have posted the language translation policy informing parents of their rights to receive free translations. We also have a Parent Coordinator who is Bilingual, along with a number of staff members.

Part B: Strategies and Activities

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

Our plan is to continue the translation of the current Parent Hand book into Spanish, French, and Chinese. Written translations will also be used to disseminate vital information and parent letters to non-English speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams.

Provide interpretation services(either on site or over the phone)

Contact the DOE Translation and Interpretation Unit

Utilize the Translation/Interpretation school funding allocation

We plan to meet the needs by providing interpreters in Spanish Chinese and French, during all Parent teacher conferences, teachers/parent meetings, workshops, suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to meet the needs by providing interpreters in Spanish Chinese and French, during all Parent teacher conferences, teachers/parent meetings, workshops, suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation.

Oral translations services are provided by the parent coordinator, school personnel, or a parent volunteer that is fluent in the language. If no one is available to translate, school personnel will provided access to an over the phone DOE translator from the interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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:	\$797,513	\$137,470	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,975		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,415	*	
4. Enter the anticipated 10% set-aside for Professional Development:	79,958	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
86.2%

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.

All staff members in our school will participate in ongoing professional development throughout the school year. The PD opportunities will ensure that best practices are being utilized in the everyday teaching and learning.

Teachers who are not highly qualified will be encouraged to attend school and funding from the Title 1 Highly Qualified Set aside will be utilized. Teachers working with ELL students who are not highly qualified will undergo the following process:

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.

□

The School Agrees	The Parent/Guardian Agrees
◀To convene a meeting for the Title 1 parents that will provide information about the Title 1 program and their right to be involved.	◀To become involved in developing , implementing , evaluating and revising the school-parent involvement policy.
◀To offer a flexible number of meetings at various times, if necessary and if funds permit provide transportation and child care.	◀To participate in workshops or adult education programs that are offered in the school or in agencies within the community
◀To actively involve parents in the planning, reviewing and improving the Title I program and the parental involvement component.	◀To work with his/her child/children on schoolwork: read for 15 to 30 minutes per day to pre-kindergarten and kindergarten students; and monitor independent reading to first through eighth grade students for 30 to 60 minutes per day.
◀To provide parents with timely information about all programs.	◀To monitor his/her child's/children's: * daily attendance * internet usage * homework
◀To provide performance profiles and individual student assessment results for each child, other pertinent individual and school district education information.	* television usage ◀To share responsibility for improving student's achievement.
◀To provide high quality curriculum and instruction.	◀To communicate with his or her child's/children's teacher about their educational needs or emotional status.
◀To deal with communication issues between teachers and	

parents through:	◀To request the parent coordinator or any school staff to provide information or assistance they would like and/ or need to help them
* Parent-Teacher conference at least twice annually.	become effective in assisting their child's/children's educational process.
* reasonable access to staff.	
*Opportunity to volunteer and participate in school activities.	
*Observation of class activities upon request and in a timely manner.	
	◀To keep the school informed of your emergency contact
◀To assure that parents may participate in professional development	information annually and update as necessary
Activities such as Learning Leaders and workshops.	
	◀To communicate with other parents in his/her child's/ children's
	classroom in order to establish better communication within our school community.

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.

Second grade: Teachers College ITAs, EDM End of Unit Assessments

Fourth grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State Assessment results, Math State Assessment results,

Sixth grade: Teachers College ITAs, Impact Math End of Unit Assessments, ELA State Assessment results, Math State Assessment

Seventh grade: Teachers College ITAs, Impact Math End of Unit Assessments, ELA State Assessment results, Math State Assessment

results, ACUITY Predictive Assessment results.

2. Schoolwide reform strategies that:

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

At PS/IS 377 we believe that there must be equity in academic support so that students across our wide range of academic achievement are given the opportunity to make the greatest progress possible. For low academic achieving students who are at risk of not meeting State Academic content standards we offer an afterschool program that focuses on providing individual and small group instruction with a focus on closing the achievement gap and leading students to proficiency. This program meets four days per week after school for a 1 hour session thus providing students with 16 hours of additional instruction per month. Low academic achieving students that qualify for Tier 2 support services receive individualized differentiated instruction from our school's AIS providers during the time frame of the school day.

Our ESL students are invited to attend a Saturday program that focuses on language acquisition. This program meets for 4 hours on Saturdays and incorporates literacy instruction through the Arts. This program provides ESL students with an additional 16 hours of instruction per month.

Students who have met and exceeded State Academic standards in ELA and Math are invited to attend a Saturday program that provides individual and small group differentiated instruction. Students engage in rigorous math and ELA instruction. They also study music utilizing the methodologies of Music and the Brain. Students learn to read and write music playing the keyboard. This program provides students with an additional 16 hours of instruction per month.

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.

Please refer to answer 2A.

o Help provide an enriched and accelerated curriculum.

Please refer to answer 2A.

o Meet the educational needs of historically underserved populations.

Please refer to answer 2A.

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.

Please refer to answer 2A.

o Are consistent with and are designed to implement State and local improvement, if any.

Please refer to answer 2A.

3. Instruction by highly qualified staff.

The majority of the staff at PS/IS 377 is highly qualified.

Not highly qualified:

All staff members in our school will participate in ongoing professional development throughout the school year. The PD opportunities will ensure that best practices are being utilized in the everyday teaching and learning.

Teachers who are not highly qualified will be encouraged to attend school and funding from the Title 1 Highly Qualified Set aside will be utilized. Teachers working with ELL students who are not highly qualified will undergo the following process:

ü A transcript evaluation with Licensing to determine what courses are needed.

ü Based on the transcript evaluation teachers who are eligible will be encouraged to apply for a supplemental license.

ü Teachers not qualifying for a supplemental license will be encouraged to enroll in appropriate course work leading to certification. Title 1 Highly Qualified funds will be used to sponsor this course work.

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.

At PS/IS 377 we pride ourselves on being members of a Professional Learning Community. To that end we are constantly trying to refine our teaching practice with the focus on providing students with the most rigorous instruction possible that we can, based on their needs.

Teachers engage in professional development activities with staff developers from Teachers College at our school. Teachers also attend professional development on the teaching of reading and writing at Columbia University.

Our school is in the second year of our partnership with AUSSIE. AUSSIE is providing our teachers and administrators with professional development in the content area of math. Teachers are becoming more astute with analyzing student performance data to drive instruction. Teachers are also working with strategies for differentiating instruction based on student needs.

Our school is in the second year of our partnership with the Brooklyn Botanical Garden. Teachers receive professional development focused on teaching science with an inquiry approach. Teachers and their students also get to utilize the Brooklyn Botanical Garden as a learning environment.

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

N/A

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

A) How to Utilize a Reading Log with your Child.

B) Family Math Night

C) Family Literacy Night

D) How Do I help My Child with Their Homework?

- E) Conducting Open House Meetings so that parents can meet the teachers during the beginning of the year.
- F) Working closely with the new elected PTA to ensure that parental concerns are being addressed.
- G) Providing a series of ongoing workshops during Saturday School that will assist parents in adapting strategies that they can use to help their children.
- H) Providing parents with additional ARIS training so that they can monitor student progress throughout the year.

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.

N/A

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.

Teachers will conduct an evaluation of student progress in connection to their ITAs and Predictive Assessments. The evaluation will be part of a yearlong process that will monitor individual student growth towards meeting their individual long term goal. Teachers will be able to use all data and related observations during the evaluation phase. The evaluation phase will be conducted at the end of the school year.

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.

Our school currently has an Academic Intervention Team that works to closely monitor student achievement and progress. The team meets on a weekly basis to discuss specific case studies that are recommended by classroom teachers, PPT members and AIS personnel. The team discusses progress and analyzes any available data including attendance reports. The team members discuss and decide which research based program best fits the needs of each particular case study. An AIS plan is put into effect and monitored through a series of benchmarks. After a two month period the case study is examined to determine the effect of services and whether the program is working to meet the needs of the case study. If the team concludes that further intervention is needed we begin the process referral to the PPT committee. During each meeting our school psychologist is present.

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.

N/A

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>i.e., Federal, State, or Local</i>)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**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.

²**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.

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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>

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.)

P.S./I.S. 377 has 1 student on ATS that fell under STH Population

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

- Counseling
- Purchase necessary school supplies
- Parent workshop with a focus on city resources.

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A
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.
N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_32K377_030311-115821.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 2	District 32	School Number 377	School Name Alejandrina Benitez
Principal Dominic Zagami		Assistant Principal Yazmin Perez	
Coach type here		Coach type here	
Teacher/Subject Area Sharron Shirley		Guidance Counselor	
Teacher/Subject Area Nadine Marshall		Parent type here	
Teacher/Subject Area type here		Parent Coordinator	
Related Service Provider type here		Other type here	
Network Leader Ada Orlando		Other type here	

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	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	769	Total Number of ELLs	146	ELLs as Share of Total Student Population (%)	18.99%
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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. Parents of potential ELLs receive a registration packet:

- * A Home Language Survey is included in the packet
- * HLIS is given to parents in language that they speak
- * Parent completes survey
- * A licensed pedagogue evaluates survey & completes interview w/parent & child (ESL Coordinator)
- * Pedagogue determines language of the child and a decision is made on placement
- * Based on that/child is administered the LAB-R

2. Parents of potential ELL students are provided with an orientation at the beginning of the school year. Parents are shown the NYC Department of Education's Orientation Video for parents of Newly enrolled English Language Learners; parents are provided with handouts describing programs in their native language. In addition; the procedure of choice is explained to each parent as part of their right to choose a program; a question and answer period is provided. Individual assistance is given to parents that need more information and further clarification. The ESL Coordinator and Parent Coordinator will work closely with all members of our school community to ensure that all involved understand their rights and options available to them.

3. Upon completion of administering the LAB-R to Newly arrived ELLs, the ESL Coordinator sends home entitlement letters advising parents of their child's placement in ESL. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child's placement. Names of parents who have not returned the forms are then turned over to the parent coordinator. The parent Coordinator then reaches out by phone to these parents of the importance of making a selection. In addition to phone contacts during various school activities we make it a point to reach out to the parents.

4. Once a decision is made by the parent, the child is then placed in a monolingual class where they will receive ESL services through an ESL push-in/pull-out Model by a certified ESL teacher. We provide native language support using additional resources, the goal is provide all ELLs with a high quality education that will allow all students to meet the content and performance standards while acquiring English proficiency. All students are provided with differentiated instruction to meet and exceed city and state learning and performing standards.

5. At P.S./I.S. 377 we service our students in accordance to the CR-Part 154 and the Language allocation Policy. For the past few years it has come to our attention that parents of newcomers are choosing ESL as their first program choice. There have been cases where the ESL Coordinator feels that the child would be better served from a TBE model, however based on parent choice we have to provide the child what is available at our school. Due to our declining number of ELLs and the lack of certified ESL teachers we currently service our ELLs thru push-in/pull-out.

6. At P.S./I.S. 377 we respect and value the involvement of our ELL parents. They are provided with ongoing orientations ; where they are informed of the various programs available to them, whether at 377 or another school. We commit to honoring their program choices and we will continue to align our programs to the parents request and the needs of our student. Our ELLs will continue to receive rigorous academic instruction and support.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>				1	1	1	1	1	1					6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	3	3	3	2	2	2	2					21
Total	2	2	3	4	4	3	3	3	3	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	71	Special Education	22
SIFE	7	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	11

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			9			7			6	0
Dual Language										0
ESL	71			42			11			124
Total	71	0	9	42	0	7	11	0	6	124

Number of ELLs in a TBE program who are in alternate placement: 22

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				3	5	2	1	10	1					22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	3	5	2	1	10	1	0	0	0	0	22

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	10	4	13	14	16	22	20	13	10					122
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	4	13	14	17	22	21	13	10	0	0	0	0	124

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. Teachers provide the appropriate number of instructional minutes according to the students level. Students in the TBE program receive ESL from a certified Bilingual teacher. Students in the push-in/pull-out program receive instruction from the two certified ESL teachers. All

students receive content area instruction using ESL methodologies and strategies. Beginning, Intermediate level students are serviced for 2 periods of ESL daily, Advanced students are serviced for 4 periods of ELA daily and 1 period of ESL daily. All students receive the required number of minutes as required by the CR-Part 154 regulations.

2. ESL is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In students practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the TC model for ESL instruction. The instructional minutes are delivered based on the CR-Part 154 mandates: Students who receive push-in/pull-out services that are Beginner and Intermediate students receive 360 minutes of ESL instruction (8pds weekly), advanced students receive 180 minutes of ESL instruction (4pds weekly) and (4pds of ELA). In our TBE program instruction is provided 75% in their native language and 25% in English: Beg=90 min per day, Inter=45 min per day, adv=45 min per day. As the students develop fluency in English, the instructional time will increase as outlined by the CR-Part 154.

3. At our school teachers provide instruction in English utilizing ESL strategies. Our TBE classes use native language instruction for ELA and Math, and use English instruction in Social Studies and Science. Technology is intergrated throughout all curriculum areas, especially programs designed to meet the needs of the second language learner: ie, Rosetta Stone. The ESL pull-out program services ELLs in grades k-8. Our goal is to provide all ELLs with a high quality education and provide language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. In an effort to increase the teaching quality of reading and writing we have included in our instructional plan:

- * ESL programs that reflect visuals, appropriate teaching charts with graphic organizers
- * Scaffolding instruction for all learners
- * Differentiated instruction during reading and writing
- * Additional/supplemental academic intervention for ELL learners by using Recipes for Learning and Voyager Passport

4. All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards:
- a. Students who come from another country with little or no formal education will be identified through the HLIS and Parent/Child Interview. Once identified as a SIFE student, the child will be appropriately placed. Students will be provided with AIS and participate in our After school and Saturday academy.
 - b. ELLs in school for less than three years will be tested annually to determine English Language acquisition and level. Students will receive the appropriate ESL instruction following the levels of English according to the NYSESLAT and LAB, which will include , reading, writing, speaking , and listening. In addition these students will be mandated to attend all additional instructional activities provided: ie, After School, and Saturday Academy.
 - c. ELLs who have completed 4-6 six years will receive mandated services for ELLs, but will also receive AIS service and participate in all programs available to monolingual students. Ongoing assessments will be provided in order to track their literacy skills.
 - d. Long term ELLs that are not given an extension of services from the state will be provided with intensive test practice classes. They will participate in after school, Saturday academy, small group instruction, and individualized instruction. Support services are provided by the ESL teachers , AIS providers and classroom teacher. The ESL instruction for each child is dependent on their English level on the NYSESLAT.
 - e. ELLs identified as having special needs are provided with all mandated support services in addition to ESL. They participate in all AIS, after school or Saturday academy when available. Teachers and support staff follow the IEP for each child. The instruction is data driven, according to their English level on the NYSESLAT, LAB-R, and other standardized tests.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

5. The targeted intervention programs used for ELLs in ELA is Voyager Passport and VMath for Mathematics. Voyager Passport is a program that focuses on the five areas of reading :fluency, vocabulary, comprehension, phonemic awareness, and phonics. It also provides opportunities for students to develop their writing and speaking skills. The technology component , Ticket to Read, helps to reinforce all areas of reading instruction in a fun and interactive way. VMath is a program that focuses on the following strands of mathematics: Number Sense, and Operations, Geometry, Algebra, and Problem Solving. The lessons are explicitly taught via direct instruction and reinforced through the technology component: VMath Live
6. Students reaching proficiency will be identified and will continue to receive support services. The students will continue to be provided with AIS services through voyager, afterschool, and Saturday academy. The ESL teacher will also provide ELA as needed.
7. We will be focusing on enhancing our ELL model program. We will do this by specifically targeting language through writing. We will pilot the 6 traits of writing in an effort to make improvements across all content areas.
8. We will not be discontinuing any programs. We have added an additional licensed ESL provider to support our ELLs.
9. All students across all subgroups who need assistance and support have access to our title I after school program. ELL students also have title 3 program (afterschool) that is available to them. In addition, we have a Saturday program specifically offered to ELL students.
10. The following materials are used to support learning of ELLs:
 - * Everyday Math
 - * Voyager
 - * Reading Street
 - * On Our Way to English
 - * Getting Ready for the NYSESLAT
 - * Content area Libraries (English/Spanish)
 - * Non-Fiction Libraries (English/Spanish)
11. Our two TBE classes receive 60% of instruction in their native language (Spanish), Multiple assessments , both formal and informal will be conducted throughout the year. As the students develop fluency in English, the instructional time will continually increase as outlined by the CR-Part 154 guidelines.
12. Yes, all activities are age and grade appropriate
13. Pre-Registered students will be administered the LAB-R and Spanish Lab if necessary. An orientation will be provided for the parents; during which time a video will be shown in their native language informing them about the different program models available to eligible students and all rules and regulations concerning the ELLS. At the start of the school year, additional parent orientations will be held .

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)?

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. ESL teachers will attend professional development sessions offered by TC, the CLSO and BETAC specifically geared for ESL teachers . Professional development will be presented through workshops, demonstration lessons, and study groups. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. Using outside consultants, we will provide teachers with in house professional development that will help them improve on their instructional plans.

The following teachers will participate:

- * Ms. Shirley (ESL Coordinator/Provider)
- * Ms. Mora (ESL Teacher)
- * Mrs. Agosto (TBE)
- * Ms. Guerrero (TBE)
- * Ms. Marshall (AIS Reading)
- * Mr. Palomino (AIS Math)

2. Our teachers attend staff development where they are introduced to research based instructional strategies that will help ELL students in English as a Second Language make the necessary transactions. Our teachers are provided with in house professional development that will focus on enhancing instructional planning for ELLs. The ongoing professional development helps to support accelerated academic growth and language development for our ELLs.

3. As per Jose P. classroom personnel will be trained to understand and use developed standards, criteria and procedures for nondiscriminatory referrals with an awareness of cultural and linguistic backgrounds. Our staff will attend training for teachers on non-discriminatory referral practices. Personnel will be trained in the technical aspects of administration and interpretation of assessment of data for linguistically different children.

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?

At our school we are eager to raise the level of parental involvement in our school community. We will offer the parents an opportunity to participate in various trainings and language development. Parents will be given the choice to participate in various workshops. Parent workshops will be facilitated by the ESL Coordinator, Parent Coordinator, AIS Staff, and administrators. The workshops will take place on Saturdays for a period of one hour and they will be conducted in Spanish and English. We will also utilize the services of the translation unit when needed.

The topics will include:

- * Promotional policies for ELLs
- * Readers and Writers Workshop
- * Math Workshop Model
- * ARIS Parent Link
- * Preparing your child for Middle School/High School
- * Preparing your child for City and State Assessments
- * How to Interpret City and Statewide results
- * ESL strategies to use at home
- * Structure of the NYSESLAT
- * Using Technology to increase English Language skills (ie, Rosetta Stone, Ticket to Read)
- * SEA Consultants

Parent workshops will be facilitated by the Assistant Principals, parent coordinator, ESL coordinator and Technology teacher. We will also

use the assistance of various artist from SEA. All workshop materials will be translated into the language needed. Translation during all workshops is available.

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)	2		1		2									5
Intermediate(I)	4													4
Advanced (A)	4													4
Total	10	0	1	0	2	0	0	0	0	0	0	0	0	13

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	1	2	1	1	0	0				
	I		1	0	1	0	3	3	2	0				
	A		2	11	6	4	6	7	7	4				
	P		0	1	6	9	12	10	4	9				
READING/ WRITING	B		1	1	2	2	2	2	1	1				
	I		2	3	8	4	10	3	3	5				
	A		0	3	4	8	10	16	9	4				
	P		0	4	0	0	0	0	0	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	5	1	0	13
4	6	12	1	0	19
5	4	13	1	0	18
6	17	3	0	0	20
7	8	3	0	0	11
8					0
NYSAA Bilingual Spe Ed				4	4

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	3	8		4				19
4	10	3	8		5				26
5	1		17	5	3				26
6	10	3	8		1		1		23
7	4		6		1		5		16
8									0
NYSAA Bilingual Spe Ed							4		4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	11	2	7		1		25
8									0
NYSAA Bilingual Spe Ed					1		3		4

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	3	3	1	15	1	0		27
8									0
NYSAA Bilingual Spe Ed							2		2

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				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test		0	0	0				

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.

- Our school uses TCRWP. The insights that we garner from the data are as follows: observations on reading behaviors, miscue analysis, their ability to retell a story and comprehend literal and inferential comprehension questions, as well as group and individual conferences. This information allows teachers to inform their instructional plans by conducting small groups that focus on areas of concern.
- The data patterns for the NYSESLAT suggest that the majority of our students are Advanced ELLs that do not move on to proficiency. It is evident that the Beginner ELLs readily move on to the Intermediate category at a faster pace. Also students in grades 2-4 score at proficient level more frequently than students in grades 5-8.
- The patterns across modalities that affect instructional decisions are addressed in the ELA classes which follow the balanced literacy workshop model. Lessons feature visuals, appropriate teaching charts with graphic organizers, scaffolded instruction for all learners,

in the 5-6 and 7-8 grade strands.

6. We evaluate the success of our programs based on the level of improvement our students make at the end of the year. The formative assessments such as running records which show reading progress, interim assessments in reading and math, and the results of the summative assessments provide us with information on the areas that show strong performance and then adjustments are made to improve the weak areas.

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		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		
	ESL Teacher		10/29/10
	Parent		
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 377 Alejandrina B. De Gautier					
District:	32	DBN:	32K377	School		333200010377

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	35	36		91.6	92.6	91.4
Kindergarten	83	60	47				
Grade 1	87	91	72	Student Stability - % of Enrollment:			
Grade 2	90	74	75	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	94	77	74		95.6	94.5	94.3
Grade 4	91	94	85				
Grade 5	126	85	83	Poverty Rate - % of Enrollment:			
Grade 6	97	115	93	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	75	92	101		80.1	92.9	93.0
Grade 8	70	74	83				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	12	3
Grade 12	0	0	0				
Ungraded	2	8	9	Recent Immigrants - Total Number:			
Total	851	805	758	(As of October 31)	2007-08	2008-09	2009-10
					13	4	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	25	25	Principal Suspensions	141	79	79
# in Collaborative Team Teaching (CTT) Classes	61	62	58	Superintendent Suspensions	14	5	12
Number all others	40	47	37				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	13	18	TBD	Number of Teachers	70	73	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	11
# receiving ESL services only	142	129	TBD	Number of Educational Paraprofessionals	5	4	17
# ELLs with IEPs	4	35	TBD				
These students are included in the General and Special Education enrollment information above.							

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
	1	1	14	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	58.6	68.5	91.4
				% more than 5 years teaching anywhere	48.6	46.6	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	87.1
American Indian or Alaska Native	0.2	0.4	0.7	% core classes taught by "highly qualified" teachers	98.8	86.2	93.5
Black or African American	17.6	16.1	17.9				
Hispanic or Latino	79.2	80.4	79.4				
Asian or Native Hawaiian/Other Pacific	0.6	0.5	0.3				
White	2.1	2.1	1.7				
Male	48.8	51.3	53.0				
Female	51.2	48.7	47.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	41.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: #32K377

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$797,513	\$137,470	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,975		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,415	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 79,958	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
86.2%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All staff members in our school will participate in ongoing professional development throughout the school year. The PD opportunities will ensure that best practices are being utilized in the everyday teaching and learning. Teachers who are not highly qualified will be encouraged to attend school and funding from the Title 1 Highly Qualified Set aside will be utilized. Teachers working with ELL students who are not highly qualified will undergo the following process: A transcript evaluation with Licensing to determine what courses are needed. Based on the transcript evaluation teachers who are eligible will be encouraged to apply for a supplemental license.

Teachers not qualifying for a supplemental license will be encouraged to enroll in appropriate course work leading to certification.

Title

1 Highly Qualified funds will be used to sponsor this course work.

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

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

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

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

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

schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

Parents/Guardians of students in P.S./I.S. 377 will be provided with the opportunity to participate in the School Leadership Team, P.A. activities, Learning Leaders, activities scheduled by the parent coordinator and school personnel. These activities will help develop the school community which will focus on family literacy, child development and accessing the services of community resources. To increase parental involvement, P.S./I.S. 377 will:

- Designate the Parent Coordinator as a parent liaison whom will facilitate in conjunction with the P. A., parent training workshops related to:
 - ELL assessment data
 - A. Helping parents understand the NYSLAT Test
 - B. Sharing with parents speaking and listening learning skills
 - Children First Initiative
 - A. Introduction of the ARIS PARENT LINK
 - B. Title I Program Outline
 - Promotional Criteria
 - A. Understanding Reading Logs
 - Primary Literacy Workshops
 - A. How to help your child become better readers
 - Learning Leaders Volunteer Program
 - Health and Nutrition workshops
 - A. Cornell University Cooking Workshop

 - Parenting Skills
 - A. How to communicate with your child.
 - B. Understanding puberty
 - C. Career Fair
 - Attendance
 - A. How to improve my child’s attendance
 - Special Education
 - Test Sophistication
 - A. NYS ELA Exam Grades 3-8

- B. NYS Math Exam Grades 3-8
- C. NYS Social Studies Exam Grades 5 & 8
- D. NYS Science Exam Grade 8

- Encourage parents to network with each other and communicate with school staff.
- Maintain a school bulletin board to provide parents with information related to parent meetings/events and to their children's educational programs.
- Support District level committees, the P.A. and parent leaders who are on the School Leadership Team, Title I Parent Advisory Councils and Presidents Council.
- Encourage school-level parental involvement by:
 - Conducting outreach activities for parents.
 - Hold orientation meetings to present overall goals of school as well as specific grade, class goals.
 - Having the Learning Leaders Volunteer Program available for parents/guardians.

The School Agrees	The Parent/ Guardian Agrees
<p>To convene a meeting for the Title 1 parents that will inform them about the Title 1 program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary and if funds permit it, provide transportation and child care.</p> <p>To actively involve parents in the planning, reviewing and improving the Title I program and the parental involvement component.</p> <p>To provide parents with timely information about all programs.</p>	<p>To become involved in developing , implementing , evaluating and revising the school-parent involvement policy.</p> <p>To participate in workshops or adult education programs that are offered in the school or in agencies within the community</p> <p>To work with his/her child/children on schoolwork: read for 15 to 30 minutes per day to Pre-kindergarten and Kindergarten students; and monitor independent reading to first through eighth grade students for 30 to 60 minutes per day.</p> <p>To Log onto ARIS Parent Link and obtain my child's information to support my child's academic achievements.</p> <p>To monitor his/her child's/children's:</p> <p>* daily attendance * internet usage</p>

To provide performance profiles and individual student assessment results for each child, other pertinent individual

and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and

parents through:

* Parent- Teacher conferences at least twice annually.

*reasonable access to staff.

*opportunity to volunteer and participate in school activities.

*observation of class activities upon request and in a timely matter.

To assure that parents may participate in professional

* homework

* television usage

To share responsibility for improving student's achievement.

To communicate with his or her child's/children's teacher about

their educational needs or emotional status.

To request the parent coordinator or any school staff to provide

information or assistance they would like and/ or need to help them

be more effective in assisting their child's/children's educational

process.

To keep the school informed of your emergency contact

information annually and update as necessary

To communicate with other parents in his/her child's/

development activities such as Learning Leaders and workshops.

children's

classroom in order to establish better communication within our school community.

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.
 - First Grade: Teachers College ITAs, EDM End of Unit Assessments
 - Second Grade: Teachers College ITAs, EDM End of Unit Assessments
 - Third Grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State assessment results, Math State Assessment results, ACUITY Predictive Assessment results
 - Fourth Grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State assessment results, Math State Assessment results, ACUITY Predictive Assessment results
 - Fifth Grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State assessment results, Math State Assessment results, ACUITY Predictive Assessment results
 - Sixth Grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State assessment results, Math State Assessment results, ACUITY Predictive Assessment results
 - Seventh Grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State assessment results, Math State Assessment results, ACUITY Predictive Assessment results
 - Eighth Grade: Teachers College ITAs, EDM End of Unit Assessments, ELA State assessment results, Math State Assessment results, ACUITY Predictive Assessment results

2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

At PS/IS 377 we believe that there must be equity in academic support so that students across our wide range of academic achievement are given the opportunity to make the greatest progress possible. For low academic achieving students who are at risk of not meeting State Academic content standards we offer an afterschool program that focuses on providing individual and small group instruction with a focus on closing the achievement gap and leading students to proficiency. This program meets two day per week after school for a one hour session thus providing students with eight hours of additional instruction per month. Low academic achieving students that qualify for Tier 2 support services receive individualized differentiated instruction from our school's AIS providers during the time frame of the school day.

Our ESL students are invited to attend a Saturday program that focuses on language acquisition. This program meets for four hours on Saturdays and incorporates literacy instruction through the Arts. This program provides ESL students with an additional sixteen hours of instruction per month.

Students who have met and exceeded State Academic standards in ELA and Math are invited to attend a Saturday program that provides individual and small group differentiated instruction. Students engage in rigorous math and ELA instruction. They also study music utilizing the methodologies of Music and the Brain. Students learn to read and write music through playing the keyboard. This program provides students with an additional sixteen hours of instruction per month.

3. Instruction by highly qualified staff.

The majority of the staff at PS/IS 377 is highly qualified.

Not highly qualified:

All staff members in our school will participate in ongoing professional development throughout the school year. The PD opportunities will ensure that best practices are being utilized in the everyday teaching and learning. Teachers who are not highly qualified will be encouraged to attend school and funding from the Title 1 Highly Qualified Set aside will be utilized. Teachers working with ELL students who are not highly qualified will undergo the following process:

- A transcript evaluation with Licensing to determine what courses are needed.
- Based on the transcript evaluation teachers who are eligible will be encouraged to apply for a supplemental license.
- Teachers not qualifying for a supplemental license will be encouraged to enroll inappropriate course work leading to certification. Title 1 Highly Qualified funds will be used to sponsor this course work.

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.

At PS/IS 377 we pride ourselves on being members of a Professional Learning Community. To that end we are constantly trying to refine our teaching practice with the focus on providing students with the most rigorous instruction possible that we can, based on their needs.

Teachers engage in professional development activities with staff developers from Teachers College at our school. Teachers also attend professional development on the teaching of reading and writing at Columbia University.

Our school is in the second year of our partnership with AUSSIE. AUSSIE is providing our teachers and administrators with professional development in the content area of math. Teachers are becoming more astute with analyzing student performance data to drive instruction. Teachers are also working with strategies for differentiating instruction based on student needs.

Our school is in the second year of our partnership with the Brooklyn Botanical Garden. Teachers receive professional development focused on teaching science with an inquiry approach. Teachers and their students also get to utilize the Brooklyn Botanical Garden as a learning environment.

5. Instruction by highly qualified staff.

NA

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

A) How to Utilize a Reading Log with your Child.

B) Family Math Night

- C) Family Literacy Night
- D) How Do I help My Child with Their Homework?
- E) Conducting Open House Meetings so that parents can meet the teachers during the beginning of the year.
- F) Working closely with the new elected PTA to ensure that parental concerns are being addressed.

- 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.

NA

- 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.

Teachers will conduct an evaluation of student progress in connection to their ITAs and Predictive Assessments. The evaluation will be part of a year long process that will monitor individual student growth towards meeting their individual long term goal. Teachers will be able to use all data and related observations during the evaluation phase. The evaluation phase will be conducted at the end of the school year.

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.

Our school currently has an Academic Intervention Team that works to closely monitor student achievement and progress. The team meets on a weekly basis to discuss specific case studies that are recommended by classroom teachers, PPT members and AIS personnel. The team discusses progress and analyzes any available data including attendance reports. The team members discuss and decide which research based program best fits the needs of each particular case study. An AIS plan is put into effect and monitored through a series of benchmarks. After a two month period the case study is examined to determine the effect of services and whether the program is working to meet the needs of the case study. If the team concludes that further intervention is needed we begin the process referral to the PPT Committee. During each meeting our school psychologist is present.

10. 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.

NA

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated

Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **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.

² **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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				797,513.00	12, 14, 17, 18, 20
Title I, Part A (ARRA)	Federal	X				137,470.00	
Title II, Part A	Federal	X				106,036.00	20
Title III, Part A	Federal	X				22,840.00	23, 24, 25, 26
Title IV	Federal	X				7,515.00	
IDEA	Federal						
Tax Levy	Local						

