



P.S. 179

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 179
ADDRESS: 468 EAST 140 STREET
TELEPHONE: 718-292-2237
FAX: 718-292-3623

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.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320700010179 **SCHOOL NAME:** P.S. 179

SCHOOL ADDRESS: 468 EAST 140 STREET, BRONX, NY, 10454

SCHOOL TELEPHONE: 718-292-2237 **FAX:** 718-292-3623

SCHOOL CONTACT PERSON: SHERRY FONT WILLIAMS **EMAIL ADDRESS:** SWillia4@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Anwar Zindani

PRINCIPAL: SHERRY FONT WILLIAMS

UFT CHAPTER LEADER: Angelina Gonzalez

PARENTS' ASSOCIATION PRESIDENT: Paula Medina

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: VARLETON MCDONALD/Marie Rousseau

SUPERINTENDENT: YOLANDA TORRES

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
Sherry Font Williams	Principal	Electronic Signature Approved. Comments: approve
Angela Gallombardo	Teacher	Electronic Signature Approved. Comments: yes approved
Angelina Gonzalez	UFT Chapter Leader	Electronic Signature Approved. Comments: yes approved
Anwar Zindani	UFT Member	Electronic Signature Approved. Comments: not at school He is no longer a memeber of the SLT
Yadira Battiata	DC 37 Representative	Electronic Signature Approved. Comments: yes approved
Hipatia Hernandez	Parent	Electronic Signature Approved. Comments: yes approved
Paula Medina	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes approved
Danita Pagan	Parent	Comments: approved
Alexandra Purnomo	UFT Member	Electronic Signature Approved. Comments: yes was not on the original team but did approve

* 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 179 is a Prek-grade 5 school with a population of approximately 410 students. The theme of the school, International Cultures, infuses the curriculum at each grade level. This theme serves as a motivating and integrating framework for engaging students in their learning. Our instructional model enhances our ability to meet our culturally diverse student body. School activities are geared to the school's goals and objectives which are aimed at meeting NYS and NYC standards. The theme of International Cultures is what drives our cluster program.

PS 179 has many accomplishments of which we are proud. Our school was listed in the third and fourth editions of New York City's Best Public Elementary Schools. We have a yearly attendance rate of over 94 percent. We have a strong partnership with SHILOH an organization which allows our students to attend their camp as well as provide volunteers to PS 179 at least three times a year to assist with every day school needs for a week at a time, and provide school supplies to the 3rd-5th grade students and books to the school. Our movement program allows students to express themselves through dance and our Arts After-school program gives the students a chance to explore an array of different forms of arts. Our newly created visual arts program which will service all 1st through fifth grade students, will allow students to intergrate their learning through new mediums, while learning about the various artists that have shaped our diverse cultures.

We pride ourselves in making sure that teachers receive all the professional development they need in order to be successful. We are a Tier I Teacher's College Reader's and Writer's Project School. We actively seek out professional development in all content areas in order to provide our teachers with the latest knowledge. Teachers co-teach and we have in house labsites were we learn from each other best practices.

We have a strong relationship with our parents. We provide monthly workshops to parents that concentrate on meeting the academic, social and emotional needs of all students. We also have family oriented activities that bring families together to celebrate their child(ren).

standards based instruction, supported by concerned parents and dedicated teachers, in a safe environment that provides the academic, social and creative skills to prepare our students for success in society. The school must focus on results and the students must aim for mastery. The school must reward student success and remedy student failure. Parents and community are integral partners in the education of all children.

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. 179								
District:	7	DBN #:	07X179	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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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	36	35	36		93.2	93.7	TBD		
Kindergarten	58	72	55						
Grade 1	57	69	81	Student Stability - % of Enrollment:					
Grade 2	64	57	66	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	54	59	54		95	89.51	TBD		
Grade 4	63	59	59						
Grade 5	60	60	54	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		93.3	90.8	95		
Grade 8	0	0	0						
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		11	65	TBD		
Grade 12	0	0	0						
Ungraded	1	1	1	Recent Immigrants - Total Number:					
Total	393	412	406	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	6	1		
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	10	9	0	Principal Suspensions	11	5	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	19	31	Superintendent Suspensions	1	0	TBD		
Number all others	12	31	34						
<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		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes	9	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	98	103	89	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	1	17	Number of Teachers	33	34	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	2	1	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
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	54.5	58.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	45.5	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	76	TBD
American Indian or Alaska Native	0.5	0.5	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.3	100	TBD
Black or African American	20.9	19.9	20				
Hispanic or Latino	77.9	78.6	76.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.2	0.5				
White	0.2	0.2	1				
Multi-racial							
Male	45.8	48.8	50.2				
Female	54.2	51.2	49.8				
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	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	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?

After conducting a comprehensive review of all of our data we concluded:

- I. The school met and exceeded our AYP.
- III. Our English Language Learners continue to make progress however, still needed added support in vocabulary building.
- IV. Our students must continue to work on their writing skills.
- V. With the new benchmarks developed by the City and State, our students proficiency levels dropped in reading and math.
- VI. Our students must make progress in the areas of reading and math.
- VII. We must continuously monitor our students' data and our instructional practices and revise when needed.
- VIII. We must continue to provide differentiated professional development.

After reviewing the Inquiry work that the school did in the area of writing, we decided that we must continue to work toward improving writing skills. One area in particular is the development of grammar. We must also, build the vocabulary of our students so that they may have a better understanding of what is asked of them.

We also analyzed the item skills analysis of the last three years and noticed that over the last three years the areas of concern /weakness are: main idea with supporting details, drawing conclusions and making inferences. In the areas of mathematics the biggest concerns are: number sense and algebraic expressions.

Last year we used our money to support all learners. We created after school programs that focused on individualized student needs. Our after school program as well as our extended morning program had a maximum of ten students. We also developed an arts after school program that helped to educate the whole child. We also had a reading after school program designed explicitly for first graders as research has shown that if a child can not read by the end of first grade it is extremely difficult to catch them up to grade level. Unfortunately this year we do not have the same amount of funding as in years past. Our academic after school program will only take place two days a week and teachers are volunteering for the arts after school program.

Our biggest barrier to school improvement is lack of money. Another major obstacle this year is training teachers who are not familiar with the Reading and Writing curriculum as we had 4 teachers leave this past school year. While we are training teachers in the Reader's and Writer's Workshop we

are also training teachers to teach more rigorously and to expect more from all children. We are also beginning to train teachers on the Common Core Standards in Reading and Writing.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To improve the vocabulary skills and language usage of all students especially English Language Learners and Students with Disabilities in the content areas.	<input type="checkbox"/> During the 2010-2011 school year, 100% of students will produce and present at least three Social Studies projects and three Science projects using a variety of mediums of which they have been exposed.
<input type="checkbox"/> To improve the literacy skills of all students as measured by two of the three criteria: school wide assessment data, statewide ELA exam, and Fountas and Pinell grade level benchmarks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> By June 2011, 30% of 4th and 5th graders will increase their ELA scale score by at least three scale score increments as measured by two of the three following criterion; the school wide assessment data, state wide ELA exam and Fountas and Pinnell grade level benchmarks. 80% of all K-3 grade students will move at least two levels as measured by Fountas and Pinnell grade level benchmarks and school-wide assessments.
<input type="checkbox"/> To improve the mathematic skills of all students as measured by two of the three criteria: school wide assessment data, statewide math exams and acuity predictors.	<input type="checkbox"/> By June 2011, 60% of 4th and 5th graders will show gains/improvement as measured by two of the following criterion; state wide Math Exam, grade unit assessments, and Everyday Mathematics pre, mid and post assessments. 60% of K-3rd grade students will show gains/improvements on grade unit assessments and Everyday Mathematics pre, mid and post assessments.
<input type="checkbox"/> To improve the writing skills of all students including Students with disabilities and English Language Learners, as measured by two of the three criterion: schoolwide assesment data, increased ELA scores and results from Inquiry Focus	<input type="checkbox"/> During the 2010-2011 school year all students will participate in a school wide focus to improve writing across all content areas. Students will respond to writing in complete, coherent sentences as measured by school wide writing rubrics, and grade specific unit writing rubrics.

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

Writing

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To improve the vocabulary skills and language usage of all students especially English Language Learners and Students with Disabilities in the content areas.</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>June 2010 Align 2010-2011 Academic Intervention Service groups based on data</p> <p>Align new class groupings based on data</p> <p>Create templates of Units of Writing Study for upcoming school year</p> <p>Revise Writing Rubric for each grade's units of study</p> <p>Sept.2010 - ongoing Students know and record their personal writing goals (3 times per year)</p> <p>Continuously align AIS groups based on data</p> <p>Determine students who will attend Spell Read Program based on data</p> <p>Provide professional development on using the HarcourtBrace Grammar program piloted in the 2009-2010 school year</p> <p>School wide rubric used to grade writing across all content areas based on</p>

	<p>the 4th grade state rubric</p> <p>Monitor the strategies used with the inquiry/focus group to determine what strategies need revising</p> <p>Review read aloud questioning techniques / Bloom's Taxonomy</p> <p>Have teachers "mark-up" read aloud texts with questions and notations as to where to stop and jot as well as turn and talk</p> <p>Professional Development provided every 6-8 weeks on a variety of topics based on teacher needs</p>
Sept/Oct. 2010-ongoing	<p>Reduce 4th grade class size during Writing Workshop</p> <p>Review Read Aloud questioning techniques / Bloom's Taxonomy</p> <p>Align Extended Morning groups based on data</p> <p>Teachers use mentor texts to demonstrate the teaching point of the lesson and expose students to different genres of writing</p> <p>"Answer the Question" technique used by all staff when communicating with students</p> <p>All staff members will expect all students to answer questions using complete sentences in both speaking and writing</p> <p>Teaching charts used to support writing goals</p>
Oct. 2010-ongoing	<p>Series of Parent Workshops on "How to Help Your Child with Writing"</p>
Oct. 2010 -	

	<p>May 2011 Title III after school program for selected ELL students</p> <p>Nov. 2010-ongoing First of three student newsletters distributed to the school (November, March and June)</p> <p>June 2011 Re-align Extended Morning Groups based on data</p> <p>Monitor the strategies used with the inquiry/focus group to determine what strategies need revising</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"/></p> <p>School Wide Worker Professional Developers IEP Teacher SETSS Teachers Media / Technology Teachers AIS Teachers Classroom Teachers Inquiry Team Members Assistant Principals Principal Parent Coordinator Teacher's College Staff Developers ESL Teachers Title I Funds Fair Student Funding Title III Funds CFE ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>On demand writing pieces that are focused and on topic (every 6 weeks)</p> <p>Writer's Notebook / Folder with student's goals inside</p> <p>Teachers conferring notes and check lists to keep track of students' thinking and interactions</p>

	<p>with peers and teachers (collected periodically)</p> <p>Teachers will conference with each student at least 2 times per month during independent writing as evidenced in their conference sheets</p> <p>Improved ELA scores (June 2011)</p> <p>75% of all students are expected to make one years gain</p> <p>Administrators' reflections and informal observation checklist forms (conducted monthly)</p> <p>Three student newsletters being distributed throughout the year (November, March and June)</p> <p>Formal and informal observations conducted by Assistant Principals and Principal (ongoing)</p> <p>Monitor strategies used with the inquiry / focus group to determine what strategies need revising (ongoing)</p>
--	--

Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To improve the literacy skills of all students as measured by two of the three criteria: school wide assessment data, statewide ELA exam, and Fountas and Pinell grade level benchmarks.</p>
---	---

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Sept.2010 - ongoing Use math workshop model in all classrooms
 - Extended Morning Math Group meets 4 times per week (grades 2-5)
 - Math Family Night conducted by Math AIS Teacher, classroom teachers, professional developers and ESL teachers
 - Workshops for teachers on how to use math manipulatives in the classroom
 - Align 2010-2011 Academic Intervention Service groups based on data
 - Classroom teachers administer the Everyday Mathematics Pre-Assessment to all students
- Oct.2010 - ongoing School Wide Assessments in Math every 6 weeks
 - Math AIS teacher works with groups of students to meet areas of weakness using Math Navigator during extended morning
 - Teachers use math manipulatives to scaffold learning
 - Professional Development, based on teachers' needs, provided during school hours and after school
 - Parent workshops provided on how to help your child with math
 - Begin Title III program for selected ELLs on intergrating cooking with math
- Nov.2010 - ongoing Re-align Extended Morning groups based on data
 - Teachers will differentiate instruction by meeting with small groups of students to address areas of need
- Nov.2010 - ongoing Begin Monthly Math Bowl (grades 4 and 5) and Monthly Math Bee

	<p>(grades K - 3)</p> <p>Dec.2010 - ongoing Review Math Academic Intervention groups every 6-8 weeks and re-assign students as needed</p> <p>Jan. 2011 - ongoing Kindergarten and 1st grades students and their parents will participate on the Cookshop Program</p> <p>Feb. 2011 Classroom teachers administer the Everyday Math Mid-Year Assessment to all students</p> <p>June 2011 Classroom teachers administer the Everyday Math Final Assessment to all students</p> <p><input type="checkbox"/></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"/></p> <p>Math AIS Teacher Classroom Teachers Assistant Principals Principal Parent Coordinator Professional Developers ESL Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Improved scores on State Math Exam</p> <p>Teachers' Lesson Plans will be reviewed through informal observations</p> <p>Increased percentage of students moving to a higher level on State Math Exam (15%)</p>

	<p>the curriculum using a variety of mediums to express what they've learned</p> <p>Nov. 2010 - ongoing Report cards distributed 3 times per year</p> <p>May 2011 School Wide International Celebration</p> <p>June 2011 Final Social Studies Exams given to all students to assess their mastery of the year's Social Studies Curriculum</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"/></p> <p>Parent Coordinator</p> <p>Principal</p> <p>Assistant Principals</p> <p>Professional Developers</p> <p>Social Studies Committee</p> <p>Classroom Teachers</p> <p>Technology Teacher</p> <p>Library / Media Specialist</p> <p>Art Teacher</p> <p>Movement Teacher</p> <p>Teacher's College (pending grant)</p> <p>Title I Funds</p>

	<p>Fair Student Funding</p> <p>CFE</p> <p>ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Social Studies assessments every 6 weeks</p> <p>Three Social Studies Projects completed by year's end by each child</p> <p>Students' unit assessment progress</p> <p>International Celebration Presentations</p> <p>Formal and Informal observations by Principal and Assistant Principals (ongoing)</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 improve the writing skills of all students including Students with disabilities and English Language Learners, as measured by two of the three criterion: schoolwide assesment data, increased ELA scores and results from Inquiry Focus</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>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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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	8	8	N/A	N/A	1		3	
1	15	15	N/A	N/A	4		4	
2	20	25	N/A	N/A			5	
3	20	25	N/A	N/A			10	
4	20	20	4				15	
5	20	23	7		2		15	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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"/> AIS teachers push into the classrooms once a day during the school day and work with a small group of students (no more than 6) four times a week. The program used is dependant upon the groups' needs. Wilson, Foundations, Words Their Way as well as guided reading with independent leveled books are used. AIS is also provided 3 days a week through extended morning.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> An AIS Math Provider has been provided to give AIS to students who are in danger of not meeting promotional criteria, State Standards and who were previous hold overs. <input type="checkbox"/> AIS math will be given to select 4th and 5th grade students during the morning AIS period. This will take place 3 times a week.</p>
<p>Science:</p>	<p><input type="checkbox"/> Science Teacher provides at risk science to students. Hands on experiments as well as review of the previous lessons to scaffold the learning.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Provided by the school social worker during the school day and during extended morning.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Provided by the school social worker during the school day and during extended morning. Conflict resolution is also used to help students mediate and understand the issues that they have.</p>

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)

2,3, 4 and 5

Number of Students to be Served:

LEP 30

Non-LEP 10

Number of Teachers 2

Other Staff (Specify) 1

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.

This session is dedicated to second grade students who are considered Intermediate and Advanced per the NYSESLAT. After reviewing The NYSESLAT scores as well as ELA scores from previous years, it has been noted that students need help with social as well as academic language. Students also had difficulty with sequencing of events as well as building necessary academic vocabulary. The after school program ties reading, writing and math into the students' daily lives. The ESL teacher has the students bring in grocery store circulars and takes the students to the store to purchase items that they need. The students compare prices from a variety of stores and decide which store they would receive the best deal. The students are guided through a writing process that helps them to construct what they did.

The program focuses on building vocabulary and helping prepare these students with the academics that they need to be strong readers and writers in order to take the ELA, Science and Math exams this year and next. Students are targeted based on their NYSESLAT scores the previous years. Fifty percent of the students served will increase their NYSESLAT scores. We are focusing on second and third grade students because our data shows us that this is the group of students who struggle the most when taking the NYSESLAT exam.

Nonfiction books will be purchased for this program through Scholastic. Other materials that will be purchased are wipe off boards, word cards and other support materials. Students will develop fluency, comprehension and writing skills through the modeling of non fiction books.

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.

Grade Level(s)

Number of Students to be Served:

LEP 30

Non-LEP 10

Number of Teachers 2

Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative



Public School 179 will implement the Title III program as an after school program which is divided into two sessions. The first session runs from November - January. This session is dedicated to second and third grade students who are considered Intermediate and Advanced per the NYSESLAT. After reviewing The NYSESLAT scores as well as ELA scores from previous years, it has been noted that students need help with social as well as academic language. Students also had difficulty with sequencing of events as well as building necessary academic vocabulary. The after school program ties reading, writing and math into the students' daily lives. The ESL teacher has the students bring in grocery store circulars and takes the students to the store to purchase items that they need. The students compare prices from a variety of stores and decide which store they would receive the best deal. The students are guided through a writing process that helps them to construct what they did while using appropriate vocabulary.

The second session is dedicated to third, fourth and fifth grade long term ELLs grade students who are Beginners and Intermediates. This session begins in January and ends in May. The program focuses on building vocabulary and helping prepare these students with the academics that they need to be strong readers and writers in order to take the ELA , Science and Math exams this year and next. Students are targeted based on their NYSESLAT scores the previous years. Fifty percent of the students served will increase their NYSESLAT scores. We are focusing on second and third grade students because our data shows us that this is the group of students who struggle the most when taking the NYSESLAT exam. We will also use a computer based program Brain Popto assist them with vocabulary building.

The program will meet Wednesdays and Thursday from 3-4:30 beginning in November and ending in May. One licensed ESL teacher and one Common Branches teacher will conduct classes. The computer program Imagine Learning will be purchased to use during this After school Program. Other materials that will be purchased are wipe off boards, word cards and other support materials. Students will develop fluency, comprehension and writing skills through the modeling of non fiction books.

Another part of the Title III program is trips during the school day groups of ESL students (30 students ELLs and 20 non-ELLs). Students will attend trips that enhance their vocabulary skills and help to give them prior knowledge in the content area. These trips include but are not limited too trips to the Botanical Gardens for workshops, plays, museums and other cultural sites throughout NYC.

The goal of the Title III program is to provide the students with needed scaffolding to assist them in their classrooms and to aid in comprehension skills and strategies. The after school program will utilize graphic organizers to assist the students in organizing their thoughts. Cooperative learning activities will be incorporated in daily sessions and the use of themes that explore big ideas will be delved into during the program. Teachers will help to make connections between the curriculum and student's lives. Literacy development through native language arts (NLA) and English as a Second Language (ESL) will be used with the students.

□

Professional development will be provided to the teacher in the Title III program, prior to the start of the program by supervisors. This activity will be conducted after-school for 90 minutes. Professional development activities will focus on scientific research based strategies that will improve academic achievement. Staff development will address student needs through understanding the different ways to monitor progress. Some topics for exploration include; The teachers will also receive training on the Imagine Learning computer program.

Strategies to help students develop the following skills:

- Word Study/Vocabulary/Editing
- Comprehension, making inferences and identifying details

Other workshops that will be provided to ESL teachers are ESL teachers will attend workshops that are provided through BETAC on integrating writing and into the content area. ESL teachers will provide workshops to all classroom teachers as well as teachers who service ELLS, on how best to support all learners in their classroom. ESL teachers will also attend workshop provided by Teacher's College in order to align ESL with the Reading and Writing Workshop. These workshops provide the ESL Teacher with knowledge that they can use and transfer over to their after school program.

The professional development will begin in November and continue throughout the school year. The Professional development will take place on Mondays from 3-4 once every other month. The ESL teacher will provide professional development after school at least once a month and during the November PD Election Day.

Parent Involvement

Parent Workshops will be provided by a licensed ESL teacher. The workshops will include topics such as “How to Help Your Child in Reading”. “The Writing Workshop- What it is and What it is Not”, “How to Engage Your Child in School”, “Helping Your Child with Hois Homework, and “Math is All Around Us.”

Professional development will be provided to the teacher in the Title III program, prior to the start of the program by supervisors. This activity will be conducted after-school for 90 minutes. Professional development activities will focus on scientific research based strategies that will improve academic achievement. Staff development will address student needs through understanding the different ways to monitor progress. Some topics for exploration include;

Strategies to help students develop the following skills:

- Word Study/Vocabulary/Editing
- Comprehension, making inferences and identifying details

ESL teachers will also attend workshop provided by Teacher’s College in order to align ESL with the Reading and Writing Workshop. These workshops provide the ESL Teacher with knowledge that they can use and transfer over to their after school program.

Parent Involvement

Section III. Title III Budget

School: PS 179
BEDS Code: 320700010179

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	9179.1	<input type="checkbox"/> <input type="checkbox"/> Teacher per session salary 49.99per hour X 90 hrs= 4499.1 1 Supervisor per session salary 52.00per hr x 90 hrs = 4, 680
Purchased services - High quality staff and curriculum development contracts	1500	<input type="checkbox"/> Food for Parents’ workshops, Materials for workshop presentations, materials/give a ways for parents like books, etc. Presenters at Workshops (10 Hours) 49.99x10= 499

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3000	<input type="checkbox"/> <input type="checkbox"/> Measuring cups, supplies for after school cooking program Additional Art Materials and Supplies
Educational Software (Object Code 199)	1000	<input type="checkbox"/> Software that engages students in Reading
Travel	0	<input type="checkbox"/> N/A
Other	320.90	<input type="checkbox"/> Trips to help build vocabulary and help build prior knowledge
TOTAL	15000	

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. All documents that are given to the parents are translated into Spanish. We have translators available to translate for parents when they come to school for a meeting. The parent coordinator, secretaries and a guidance counselor also translate when needed. If none of the above are available, we utilize the Department of Education's Translation Services.
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. We analyzed our Parent Learning Surveys and surveyed parents regarding translation services. Parents stated that they were satisfied with the translation services provided.

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.

All documents that leave the school are translated into Spanish. Letters that need to be translated are given to either an Assistant Principal or ESL teacher to translate at least 2/3 days in advance. We also use the parent coordinator and parent volunteers to translate when needed.

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.

Parents make appointments to meet with teachers so a translator is always readily available. If a parent comes in due to an emergency, the parent coordinator, assistant principal, secretary, guidance counselor or ESL teacher provides translation services.

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

Parents make appointments to meet with teachers so a translator is always readily available. If a parent comes in due to an emergency, the parent coordinator, assistant principal, secretary, guidance counselor or ESL teacher provides translation services. All materials that are sent to parents are distributed in English and Spanish. If French or Arabic is needed, we contact the translation unit for assistance.

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:	465,332	47,573	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4688		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23267	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The school had one teacher that was not highly qualified. The teacher took the required course and test over the summer and became highly qualified. All other teachers were/are highly qualified.

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

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

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

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

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

PS 179 Parent Involvement Policy:

PS 179 Agrees to:

- have a parent as a Title I Representative to discuss and plan how Title I monies are spent
- Distribute monthly calendars that highlight all school events in order to notify parents of upcoming events in a timely manner
- Designate the Parent Coordinator as the school contact person to address Title I concerns
- Adhere to the parent/staff ratio on the School Leadership Team to ensure that parents’ voices are heard
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a vote by the School Leadership Team. This policy was adopted by the PS 179 on May 15, 2009 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 10, 2009.

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

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

strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

PS 179, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

PS 179 will:

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November and March
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The first of every month
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent may call and make an appointment to speak to their child's teacher before or after school and during a teacher's preparation period.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

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

Student Responsibilities

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Needs Assessment Section page 9.

2. Schoolwide reform strategies that:

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



See action plan pages 11-21.

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

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

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.



All staff is highly qualified

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



Action Plans pages 11-21

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

- Using the Teachers of Tomorrow Grant program as well as providing quality professional development

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

- Parental Workshops on the topics that they requested
Parent Coordinator working with community services to assist with finding literacy programs and ESL programs in the neighborhood for parents to attend.

Family Literacy Evening-Teachers provide workshops to parents on how to assist their child(ren) with reading and writing.

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.

- Local Headstart programs visit kindergarten classrooms to familiarize students with the public school setting

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

- Teachers are involved in various school committees (SLT, Prof. Dev., Curriculum Planning, AIS) and have common planning periods weekly to plan discuss and curriculum

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.

- See Action Plans pages 11-21

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.

-

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		Check(x)	Page#(s)
Title I, Part A (ARRA)	Local	Yes			176,194	True	
Title II	State	Yes			465332	True	
C4E	State	Yes			126749	True	
Title I, Part A (Basic)	State	Yes			465332	True	

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.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 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.)

We presently we have 9 students in temporary housing.

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

We are planning to provide at risk counseling services to students who are in temp. housing. The parent coordinator is also setting up housing workshops and insurance workshops to help those parents.

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).

10

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 A full time social worker has been hired to work with our students who are in temporary housing as well as our at risk services. Our social worker works with the students as well as the parents to help them adjust to changes and to assist the parents in locating appropriate services for themselves and their children.
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.

CEP RELATED ATTACHMENTS

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

File Name - 28_07X179_110110-160252.docx

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 type here	District 07	School Number	School Name PS 179
Principal Sherry Font-Williams	Assistant Principal L. Sewell-Walker, L. Mathis		
Coach type here	Coach type here		
Teacher/Subject Area U. Ramirez- ESL	Guidance Counselor P. Shields		
Teacher/Subject Area type here	Parent		
Teacher/Subject Area type here	Parent Coordinator I.Estrada		
Related Service Provider L. Batista	Other type here		
Network Leader Valerton MacDonald	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	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	394	Total Number of ELLs	99	ELLs as Share of Total Student Population (%)	25.13%
------------------------------------	------------	----------------------	-----------	---	---------------

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.

After reviewing the parent surveys and program selection forms for the last year, the trend in program choices that the parents are requesting is English as a Second Language. Over the last three years parents have requested that their child(ren) be placed in an ESL program. During the months of September and October, Parent Orientations take place to show parents the three program choices. The ESL teacher meets with the parents of ELLs and shows them the videotape in their native language (when available) and answers all questions that pertain to the various programs. When a new child enters the school and the HLS states that the language the student needs to be tested using Lab-R, the ESL teacher sets up a meeting with the parent to discuss the options. The Parent Survey is then filled along with Parent Selection forms. After the child is assessed the child is placed in the appropriate setting as per program selection form.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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	21	15	12	15	15	15								93
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		3	2			1								6

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
TOTAL	21	18	14	15	15	17	0	100						

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.

Presently PS 179 offers only ESL for ELLs. These students are clustered according to their grade and proficiency levels. All 99 students receive pull out/push in ESL services. The ELL students receive the same cluster teachers as non ELL student. (Dance, math, science, art). The ELLs that need 90 minutes of instruction a day receive ELA for 45 minutes and social studies or science for 45 minutes. In order to build consistency, the ESL teachers pplan with the classroom teachers and receive a copy of the pacing calendars so that they are aligned with the teacher and the NYS and NYC pacing.

The number of periods for each level corresponds to the state mandates. Beginners and Intermediate students receive 360 minutes a week and the Advanced group receives 180 minutes a week.

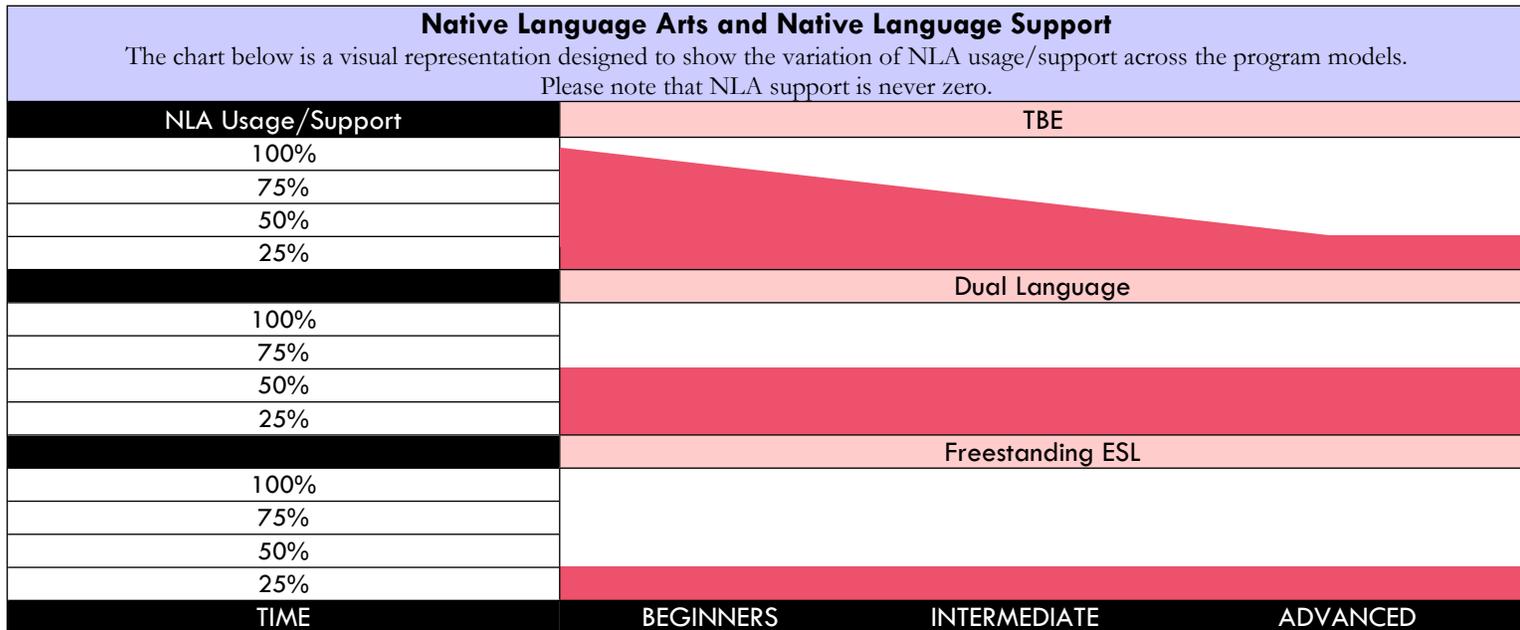
The ESL teacher uses balanced literacy in her program. She integrates Science and Social Studies into Literacy. This allows for her to introduce and support academic language. She follows the NYC and NYS curriculum using ESL methodologies. This approach allows for continuity in instruction for the students. The ESL teacher has leveled libraries in her classroom that supports the learning of ELLs. She also has a computer that is used to integrate technology and the use of the internet into the classroom. The ESL teachers also have access to our mobile lap top cart.

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
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

The proficiency levels of PS 179's students are as follows:

Kindergarten	13 Beginning 0 Intermediate
8Advanced	
First Grade	13 Beginning 5 Intermediate 0 Advanced
Second Grade	2 Beginners 5 Intermediate 7 Advanced
Third Grade	3 Beginning 9 Intermediate 3 Advanced
Fourth Grade	0 Beginning 6 Intermediate 11 Advanced
Fifth Grade	2 Beginning 8 Intermediate 5 Advanced

This trend shows us that when we monitor the students who were here from kindergarten, the numbers decrease by more than sixty percent by the time they are in grade two. After kindergarten our Listening and speaking numbers also decreases. The area that the students require more assistance is in the area of writing and Reading. This assistance comes in the form of AIS instruction as well as use of the Title III monies to guide them through the academic language as well as the content area.

PS 179 works with all ELL students to insure their success. Those students who are SIFE and long term ELLs receive additional support. In addition to their required allotted time, they are also serviced through the Title II after school program. This gives them the additional needed support. The students who gain proficiency are also seen throughout the year as part of the Title III program. If an ELL is identified as having special needs that ELL receives AIS. The AIS can be before school, during school or after school. Gifted ELLs are a part of our enrichment program that takes place after school twice a week. Students who require more assistance receive at risk ESL services.

In order to continue to close gaps between ELLs and non ELLs, we will continue to purchase more leveled libraries in English as well as Spanish. We will increase our numbers of non-fiction books and purchase more programs for the computer that are in the content area. Our ESL teacher will continue to attend workshops as well as read professional books to deepen her understanding of how to make sure our ELLs are successful. We must support our parents in order for them to support our students. We will also continue to provide workshops after school for our parents. All materials will continue to be translated for parents so that they can stay involved in the school community. A translator will also be available when one is needed to assist the teachers and parents.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our ESL teacher attends workshops on how to integrate content through literacy which are given throughout the city. She also attends workshops for ELLs that are given by Teacher's College and BETAC. The ESL teacher presented to the staff variety of ways and methods to reach our ELL students. During these workshops the ESL teacher modeled strategies and helped the teachers develop lessons that pertain to ELLs. PS 179 has a study group for ELLs. The book that they are reading is Supporting English Learners.

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?

In order to help the students we must also help the parents. We have parental workshops provided by the ESI teacher and Parent Coordinator on a monthly basis on how to help your child in school. Parent Workshops will be provided by a licensed ESL teacher. The workshops will include topics such as "How to Help Your Child in Reading", "The Writing Workshop- What it is and What it is Not", "How to Engage Your Child in School", "Helping Your Child with Hois Homework, and "Math is All Around Us." We are also attempting to have FLAME come into the school to provide additional workshops to parents. We send surveys out to the parents asking them what they would like to learn more about and develop our workshops based on their requests.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

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

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

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

NYS Social Studies

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

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

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

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

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

Paste response to questions 1-6 here

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		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		10/28/10
	ESL Teacher		10/28/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		10/28/10
	Network Leader		
	Other		10/28/10
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 179					
District:	7	DBN:	07X179	School		320700010179

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	35	36	36		93.2	93.7	93.1
Kindergarten	72	55	56				
Grade 1	69	81	65	Student Stability - % of Enrollment:			
Grade 2	57	66	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	59	54	58		95.0	89.5	95.9
Grade 4	59	59	45				
Grade 5	60	54	59	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.3	95.0	97.3
Grade 8	0	0	0				
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		11	65	30
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	412	406	394	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	6	1

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	9	0	7	Principal Suspensions	11	5	11
# in Collaborative Team Teaching (CTT) Classes	19	31	39	Superintendent Suspensions	1	0	3
Number all others	31	34	43				

These students are included in the enrollment information above.

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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	103	89	TBD	Number of Teachers	33	34	35
# ELLs with IEPs	1	17	TBD	Number of Administrators and Other Professionals	11	11	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.2
				% more than 2 years teaching in this school	54.5	58.8	71.4
				% more than 5 years teaching anywhere	45.5	50.0	65.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	76.0	88.6
American Indian or Alaska Native	0.5	0.7	1.0	% core classes taught by "highly qualified" teachers	98.3	100.0	93.3
Black or African American	19.9	20.0	18.3				
Hispanic or Latino	78.6	76.1	78.4				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	0.5				
White	0.2	1.0	1.0				
Male	48.8	50.2	53.3				
Female	51.2	49.8	46.7				

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/Diferentiated 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	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	23.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	11.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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