



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 177

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 21K177

**PRINCIPAL:** SHOSHANA SINGER

**EMAIL:** [SSINGER@SCHOOLS.NYC.GOV](mailto:ssinger@schools.nyc.gov)

**SUPERINTENDENT:** ISABEL DIMOLA

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Shoshana Singer	*Principal or Designee	
Katherine Weber Wolf	*UFT Chapter Leader	
Luisa DeSilvio	* PTA Co-President	
Anne Polizzi	*PTA Co-President	
Angela Gaudio	Member/Teacher – SLT Chairperson	
Maria Gusenfitter	Member/Teacher – Recording Secretary	
Denise Notter	Member/Teacher – Financial Liaison	
Maria DiGraziano	Member/Parent – DLT/Title I	
Beata Galdys	Member/Parent	
Gaetana Graffeo	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

- By June 2013, English language learners will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at levels 3 & 4 (31 out of 113) on the New York State English Language Arts Assessment.

### Comprehensive needs assessment

- New York State English Language Arts Assessment

	All Grades	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	2%	25%	68%	5%	73%
	English Language Learners	36%	41%	23%	0%	23%

	Grade 3	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	7%	32%	54%	8%	62%
	English Language Learners	42%	42%	15%	0%	15%
2011	English Proficient	5%	20%	66%	9%	75%
	English Language Learners	17%	50%	33%	0%	33%

	Grade 4	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	0%	21%	77%	2%	79%
	English Language Learners	28%	38%	35%	0%	35%
2011	English Proficient	1%	11%	87%	1%	88%
	English Language Learners	26%	42%	32%	0%	32%

	Grade 5	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	1%	22%	71%	6%	77%
	English Language Learners	41%	44%	15%	0%	15%
2011	English Proficient	4%	32%	58%	7%	65%
	English Language Learners	37%	44%	19%	0%	19%

### Performance Trends:

- In Grade 3, 62% of English proficient students performed at levels 3 and 4 as compared to 15% of ELL students.
- From 2011 to 2012, the achievement gap between English Proficient students and English Language Learners in Grade 3 performing at levels 3 and 4 has widened by 5%.
- In Grade 4, 79% of English proficient students performed at levels 3 and 4 as compared to 35% of ELL students.
- In Grade 5, 77% of English proficient students performed at levels 3 and 4 as compared to 15% of ELL students.

- Over the past two years, the percentage of English Language Learners performing at a Level 4 has been 0%.

**Barriers to Improvement:**

- Results of the 2012 ELA Assessment in Grades 3, 4 and 5 shows a significant discrepancy (50%) in the percentage of students who perform at levels 3 and 4 between English Proficient students and English Language Learners.
- The results indicate a need on each grade to enable more Level 1 and Level 2 English Language Learners to reach the ELA performance standards.
- Title 1 funds have been cut by 2% (\$15,711) resulting in a reduction of resources available.

**II. NYSESLAT**

Listening and Speaking Performance

2011	Number Tested	Beginning	Intermediate	Advanced	Proficient
<b>All Grades 2011</b>	291	2%	7%	33%	59%
<b>All Grades 2012</b>	285	2%	9%	28%	60%
<b>2011 Grades K-1</b>	121	2%	9%	42%	46%
<b>2012 Grades K-1</b>	122	5%	13%	32%	50%
<b>2011 Grades 2-4</b>	135	1%	5%	22%	72%
<b>2012 Grades 2-4</b>	134	1%	6%	23%	70%
<b>2011 Grade 5</b>	35	3%	6%	40%	51%
<b>2012 Grade 5</b>	29	0%	7%	38%	55%

Reading and Writing Performance

2010	Number Tested	Beginning	Intermediate	Advanced	Proficient
<b>All Grades 2011</b>	291	10%	33%	33%	25%
<b>All Grades 2012</b>	285	16%	27%	29%	27%
<b>2011 Grades K-1</b>	121	17%	44%	17%	23%
<b>2012 Grades K-1</b>	122	25%	26%	14%	35%
<b>2011 Grades 2-4</b>	135	4%	28%	44%	24%
<b>2012 Grades 2-4</b>	134	12%	30%	40%	18%
<b>2011 Grade 5</b>	35	6%	14%	46%	34%
<b>2012 Grade 5</b>	29	0%	21%	45%	34%

**Performance Trends & Accomplishments:**

- Patterns across grade levels measured on the 2012 NYSESLAT reveal that ELLs perform much better in the listening and speaking components than in the reading and writing components.
- 2012 NYSESLAT results indicate a 9% increase in the percentage of Grade K-1 students performing at the advanced and proficient levels for reading and writing from the previous year.

**Barriers to Improvement**

- 2012 NYSESLAT results indicate a 10% decrease in the percentage of Grade 2-4 students performing at the advanced and proficient levels for reading and writing from the previous year.
- Of the modalities, writing as always, presents the greatest challenge for improvement.
- There is a significant percentage of ELL students who are performing on the beginning and intermediate level for reading and writing.

**Instructional strategies/activities****Reading & Writing Workshop**

- Instructional Strategies and Activities: All students, including ELL students, participate in the Reading/Writing Workshop which provides a foundation for learning in an environment supportive of their individual needs. All students are instructed through the Houghton Mifflin Journeys Reading program which supports learning in an environment that addresses their individual needs. This program has an ESL component which targets the specific needs of ELL students. Common Core standards are applied for all students, including ELLs and students with disabilities to foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. Instruction is conducted through the Workshop Model to provide all students, including English Language Learners with Universal Design techniques in order to instruct and support ESL students in an inclusionary setting. Teachers integrate a variety of ESL strategies into their teaching. Scaffolding, modeling, and extended time are example of strategies employed in content area teaching. In addition, teachers in grades K-5 work with the Staff Developer to create writing units of study that are aligned with the Common Core. Teachers meet with the Staff Developer at weekly inquiry meeting to create teaching points based on the learning needs of their students. Teachers and administrators then turn-key information acquired at grade meetings. Teachers gather and analyze data from periodic assessments and other diagnostics to measure the effectiveness of plans and interventions for individual students. School Leaders work with the Data Specialist and individual grades to gather, organize, analyze and use ELL-related data in order to accelerate achievement for ELLs. The Principal and the administrative staff monitor and review the Literacy Profiles of Progress to ensure that teachers are modifying instructional practices to meet the diverse needs of all students. Teachers adjust their pedagogy to provide multiple entry points based on administrative feedback on how instruction is presented, how students express their ideas, and how they can engage students in their learning.
- Target Population: All Grades K-5 teachers who instruct general education students, as well as SWDs and ELLs.
- Responsible Staff Members: Teachers in grades K-5, Assistant Principals, Principal, Staff Developer, Data Specialist, ESL teachers
- Steps for Including Teachers in the Decision Making Process: Teachers utilize a variety of assessments and on-demand writing pieces to determine the teaching points that would best meet the learning needs of their students.
- Timeline: September, 2012-June, 2013

**Professional Development**

- Instructional Strategies and Activities: A licensed ESL teachers will provide classroom teachers with professional development on how to successfully prepare students for the rigorous performance expectations of the NYSESLAT, NYS ELA Assessment, and Common Core Learning Standards. Additional professional development will be provided by the CFN 409 personnel, the Staff Developer and writing specialist to support various components of literacy. Such topics include text complexity, close reading of texts, analyzing student work and aligning the curriculum to the Common Core Standards. The Staff Developer, writing specialist and classroom teachers will model writing lessons to support student learning, including English Language Learners.

- Target Population: All teachers servicing the K-5 student population including English Language Learners.
- Responsible Staff Members: Principal, Assistant Principals, Staff Developer, Data Specialist, Network Personnel, Writing Specialist
- Steps for Including Teachers in the Decision Making Process: Teachers determine the instructional needs of their students through the analysis of the student work and benchmark assessments. During grade meetings and professional development sessions they also use their knowledge of this analysis to modify goals and inform instruction.
- Timeline: September, 2012 – June, 2013.

## **Afterschool Programs**

### **1) Writing and Literacy for ELL Students**

- Instructional Strategies and Activities: There are 9 teachers who serve approximately 130 ELL students in Grades 2, 3, 4 and 5 who are in need of improvement, in particular students who are at risk for achieving a Level 1 and 2 on the ELA assessment. **This program will consist of two hour sessions twice per week.** This program addresses the individual educational needs for ELL students to achieve proficiency and acquire necessary literacy skills. A variety of research based strategies are utilized to prepare students for the rigor demanded by the Common Core standards.
- Target Population: ELL Students in Grades 2 to 5 who are in need of improvement as determined by multiple assessments.
- Responsible Staff Members: All teachers accepted to work the afterschool program, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the students.
- Timeline: October 2012 – May 2013.

### **2) Literacy Program using the Wilson Methodology**

- Instructional Strategies and Activities: This research based approach is grounded in phonics and based in Orton-Gillingham principles and consists of two hour sessions twice per week. This program uses a multisensory approach to teaching students how to read. A Wilson certified teacher provides differentiated instruction to meet student needs.
- Target Population: Students in Grade 1, including ELL students, who are in need of improvement as determined by criterion-based assessments.
- Responsible Staff Members: A Wilson certified teacher, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: The decision to begin utilizing the Wilson method stemmed from teacher input that indicated a need for additional instruction in phonics based elements. Instruction is differentiated according to the needs of the students.
- Timeline: January 2013 – May 2013.

### **3) English Language Arts Program**

- Instructional Strategies and Activities: This afterschool ELA program provides specific support aligned with skills and strategies that are required for the New York State ELA exam. This program will consist of two hour sessions twice per week.
- Target Population: Students in Grades 3, 4 and 5, including ELL students, who are in need of improvement as determined by assessments.
- Responsible Staff Members: All teachers accepted to work the afterschool program, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the students.
- Timeline: January 2013 – May 2013

## **Programming**

- Instructional Strategies and Activities: The comprehensive literacy program for grades K-5 is organized into a daily block of time. During this block the children are immersed in word study, reading and writing, where they are taught specific skills and strategies by their classroom teachers. Teachers have at least two common preps per every week, allowing them the time to work collaboratively as a grade. During this time academic support will be provided to ELL students by three full-time and two part-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in attaining proficiency on the New York State ELA Assessment, diversified types of instruction will be provided in small group settings. ESL teachers integrate science,

social studies and math into their curriculum to support ELL students in content area instruction. ESL teachers incorporate intensive vocabulary and grammar instruction to enable ELL students access to academic content.

- Two self-contained ELL classes have been formed, on Kindergarten and Third grade, to focus on the specific needs of beginner English Language Learners to provide intensive support to allow students to meet the Common Core standards.
- Target Population: All students including ELL students.
- Responsible Staff Members: Principal, Assistant Principals, ESL teachers, Classroom teachers
- Steps for Including Teachers in the Decision Making Process: Based on teacher feedback to allow for more common preps and additional assistance in providing literacy support to meet the various student learning needs.
- Timeline: September, 2012 – June, 2013

#### **Collaborative Inquiry**

- Instructional Strategies and Activities: During inquiry meetings once per week, teachers work collaboratively with the Staff Developer to analyze student work to inform instruction to support students' journey toward proficiency in reading and writing. Scheduled inter-visitations for model lessons are arranged school-wide and are utilized to support one another to improve classroom practices and student learning.
- Target Population: All classroom teachers
- Responsible Staff Members: All teachers, staff developer, data specialist, assistant principals and principal
- Steps for Including Teachers in the Decision Making Process: During inquiry meetings and faculty conferences teachers reflect on the best practices to discover new techniques/strategies in a low-stakes environment.
- Timeline: September, 2012 – June, 2013

#### **DOE Initiative - Common Core Aligned Performance Task**

- Instructional Strategies and Activities: All staff members have been trained in the new common core standards and are incorporating them into their curriculum plans. The standards have led the teachers to encourage their students to use higher order thinking in reading and writing. The teachers are creating rubrics around the CCSS. Throughout the year more integration of non-fiction topics will take place during the literacy block. This year all students will participate in two performance tasks which will prepare all students, including ELLs for the rigorous performance expectations as specified in the CCLS.
- Target Population: All teachers and students in grades K-5 including the SWDs and ELLs.
- Responsible Staff Members: All teachers, staff developer, data specialist, assistant principals and principal
- Steps for Including Teachers in the Decision Making Process: The teachers work to create mini-lessons based on the CCSS and will collaborate to modify the ELA performance task.
- Timeline: September, 2012 – May, 2013

#### **Strategies to increase parental involvement**

- PS 177 provides written translation in the native languages of the parents of all notices and letters sent home. This includes letters regarding PTA meetings, parent teacher conferences, report cards, parent workshops, school elections, testing schedules, class trips, science fair and other special celebrations such as Author's Day and Read Aloud Day.
- Clear expectations for learning are communicated to parents through the individual Profiles of Progress in Reading and Writing. Parents have regular opportunities to provide feedback to further increase the effectiveness of instruction.
- Parent orientation grade meetings
- Parent Teacher Conferences
- Parent Literacy Resource Center.
- Parent representation on the School Leadership Team.

- Providing translators for workshops, conferences and PTA meetings to relay information into the languages spoken by our student population.
- Administrative outreach to parents regarding student monthly reading logs and assessments.
- Parent Workshops in collaboration with the parent coordinator, family assistants and social workers on such topics such as: expectations for students in each grade, Common Core State Standards for ELA, DOE Common Core Performance Tasks, the importance of homework and homework resources, components of the NY State ELA exam and test taking skills.
- Journeys Reading Program online Parent Resources
- ARIS parent link with support
- PTA meetings

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ X \_\_\_\_\_ Tax Levy    \_\_\_\_\_ X \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ X \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- ESL Afterschool Writing Program (Grades 2-5) funded by Title III LEP - Students are provided with small group instruction based on ESL Proficiency level to support literacy an increase proficiency in the English language. Instruction includes preparation for the NYSESLAT Assessment.
- Afterschool ELA Test Preparation Program is funded by Tax Levy to focus on strategies that ESL students can use to better identify the task of a test question and provide them with the tools that they will need to properly answer the question
- Title I funded programs are being utilized to differentiate instruction for our large ELL population. Teachers are being provided with professional development to support them with instructional strategies and activities to increase the achievement of our large ESL population.
- L.I.G.H.T. Program is designed to empower both students and adults to become proactive in preventing bullying and promote academic success for all students.

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #2

- By June 2013, English language learners will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at levels 3 & 4 (57 out of 123) on the New York State Mathematics Assessment

### Comprehensive needs assessment

- New York State Mathematics Assessment

	All Grades	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	1%	15%	43%	41%	84%
	English Language Learners	12%	46%	31%	11%	42%

	Grade 3	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	3%	23%	65%	9%	74%
	English Language Learners	22%	51%	27%	0%	27%
2011	English Proficient	5%	13%	55%	28%	83%
	English Language Learners	17%	34%	47%	2%	49%

	Grade 4	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	0%	15%	30%	55%	85%
	English Language Learners	4%	43%	30%	22%	52%
2011	English Proficient	0%	8%	33%	59%	82%
	English Language Learners	11%	32%	38%	19%	57%

	Grade 5	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	English Proficient	1%	8%	37%	55%	92%
	English Language Learners	10%	41%	38%	10%	48%
2011	English Proficient	2%	16%	41%	41%	82%
	English Language Learners	15%	48%	18%	18%	36%

### Performance Trends:

- In Grade 3, 74% of English proficient students performed at levels 3 and 4 as compared to 27% of ELL students.
- From 2011 to 2012, the achievement gap between English Proficient students and English Language Learners in Grade 3 performing at levels 3 and 4 has widened by 13%.
- In Grade 4, 85% of English proficient students performed at levels 3 and 4 as compared to 52% of ELL students.
- From 2011 to 2012, the achievement gap between English Proficient students and English Language Learners

in Grade 4 performing at levels 3 and 4 has widened by 8%.

- In Grade 5, 92% of English proficient students performed at levels 3 and 4 as compared to 48% of ELL students.

**Barriers to Improvement:**

- Results of all testing in Grades 3, 4 and 5 show a significant discrepancy in the percentage of students who perform at levels 3 and 4 between English Proficient students and English Language Learners.
- The results indicate a need on each grade to enable more Level 1 and Level 2 English Language Learners to reach the Mathematics performance standards.
- Title 1 funds have been cut by 2% (\$15,711) resulting in a reduction of resources available.

- **Acuity Common Core Baseline Assessment in Mathematics**

Grade	Tier 1	Tier 2	Tier 3	Tier 4
3	14%	50%	22%	15%
4	18%	51%	24%	7%
5	7%	44%	31%	18%

**Performance Trends:**

- In Grade 3, 64% of all students scored in Tier 2 or below.
- In Grade 4, 69% of all students scored in Tier 2 or below.
- In Grade 5, 51% of all students scored in Tier 2 or below.

**Barriers to Improvement:**

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

**Instructional strategies/activities**

**Mathematics Block Utilizing Everyday Math**

- Instructional Strategies and Activities: Students will receive intensive math instruction during a math block every day. Teachers will continue to use their Everyday Math pacing calendar to plan collaboratively, align instructional assessments to assess student work and focus instruction directly on student needs to meet the standards.
- Target Population: All teachers and students in grades K-5 including the SWDs and ELLs.
- Responsible Staff Members: Principal, Assistant Principals, Math Specialist, Staff Developer, all classroom teachers
- Steps for Including Teachers in the Decision Making Process: The teachers work to create mini-lessons based on the CCSS and will collaborate to align the current mathematics curriculum with the CCLS.
- Timeline: September, 2012 – May, 2013

**Professional Development**

- Instructional Strategies and Activities: Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on multiple entry points, aligning the Everyday Math curriculum with the Common Core Standards. Math Instruction Specialist will offer support by modeling math lessons on performance tasks. School leaders and Math Specialist will conduct focused walk-throughs to ensure that rigor is evident. School leaders will ensure that each classroom has evidence of instructional strategies and problem solving plans displayed prominently in the room to support student learning. School leaders will collaborate with CFN409 personnel to provide professional development to individual or group

teachers on their specific needs. The Math Instruction Specialist and Data Specialist will support teachers in generating and analyzing data. Teachers will evaluate data to monitor progress of students and revise students' improvement plans in order in order to maximize student achievement. The Principal and the administrative staff will monitor and review data for the Math Profiles of Progress to ensure that teachers are modifying instructional practices to meet the diverse needs of all ELL students.

- Target Population: All classroom teachers.
- Responsible Staff Members:, Principal, Assistant Principals, Data Specialist, Math AIS Specialist, Testing Coordinator and SETTS teachers
- Implementation Timeline: September 2012 through June 2013.

#### **Academic Intervention Services**

- Instructional Strategies and Activities: AIS services will be provided for all students in Grades 3, 4 and 5 who are identified as at-risk. AIS for Grades 4 and 5 will be provided by a certified teacher and other staff appropriately assigned. Teachers will provide individualized and small group instruction identified by data acquired from ongoing assessment. AIS will be provided a minimum of 30 minutes per day 1-3 days per week. Academic support will be provided to Special Education students by two certified SETTS teachers. Individual and small group instruction will provide activities that are differentiated to enable students to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. Academic support will be provided to ELL students by three full-time and two part-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in making progress and attain proficiency on the New York State Mathematics assessment, diversified types of instruction will be provided.
- Target Population: Students in Grades 3-5 who are identified as at-risk based on multiple assessments and teacher judgment.
- Responsible Staff Members: Principal, Assistance Principal, Math AIS Specialist, SETTS teachers, ESL Teachers.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the ELL students.
- Timeline: October 2012 – May 2013.

#### **After school Programs**

##### **Math Literacy Program for ELL Students**

- Instructional Strategies and Activities: This program addresses the individual educational needs for ELL students to achieve proficiency and acquire necessary mathematics skills. A variety of research based strategies are utilized to teach students how to solve cognitively demanding math problems and to prepare students for the rigor demanded by the Common Core standards.
- Target Population: ELL Students in Grades 2-5 who are identified as at-risk based on multiple assessments and teacher judgment.
- Responsible Staff Members: All teachers accepted to work the afterschool program, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the ELL students.
- Timeline: October 2012 – May 2013.

##### **Mathematics for the State Test Afterschool Program**

- Instructional Strategies and Activities: This afterschool Mathematics program provides specific support aligned with skills and strategies that are required for the New York State Math exam. This program will consist of two hour sessions twice per week.
- Target Population: Students in Grades 3, 4 and 5, including ELL students, who are in need of improvement as determined by multiple assessments.
- Responsible Staff Members: All teachers accepted to work the afterschool program, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the students.
- Timeline: January 2013 – May 2013

##### **DOE Initiative - Common Core Aligned Performance Task**

- Instructional Strategies and Activities: All staff members have been trained in the new common core standards in Mathematics and are incorporating them into their curriculum plans. The standards have led the teachers to encourage their students to use critical thinking and reasoning skills in mathematics.

This year all students will participate in two performance tasks which will prepare all students, including ELLs for the rigorous performance expectations as specified in the CCLS Teachers will use differentiated instruction to enable ELL students to demonstrate proficiency on a cognitively demanding mathematical task which will require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. The Math Instruction Specialist and Staff Developer will ensure that teachers are provided with resources and materials necessary to successfully support the implementation of these tasks

- Target Population: All teachers and students in grades K-5 including the SWDs and ELLs.
- Responsible Staff Members: All teachers, staff developer, data specialist, core inquiry team, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: The teachers work to create mini-lessons based on the CCSS and will collaborate to modify the Mathematic Performance Task.
- Timeline: September, 2012 – May, 2013

### **Programming**

- Instructional Strategies and Activities: The math program for grades K-5 is organized into a daily block of time. During this block the children are immersed in mathematics instruction. Teachers have at least two common preps per every week, allowing them the time to work collaboratively as a grade. During this time academic support will be provided to ELL students by three full-time and two part-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in attaining proficiency on the New York State Mathematics Assessment, diversified types of instruction will be provided in small group settings. ESL teachers incorporate intensive math vocabulary to enable ELL students access to academic content.
- Two self-contained ELL classes have been formed, on Kindergarten and Third grade, to focus on the specific needs of beginner English Language Learners to provide intensive support to allow students to meet the mathematics Common Core standards.
- Target Population: All students including ELL students.
- Responsible Staff Members: Principal, Assistant Principals, ESL teachers, Classroom teachers
- Steps for Including Teachers in the Decision Making Process: Based on teacher feedback to allow for more common preps and additional assistance in providing literacy support to meet the various student learning needs.
- Timeline: September, 2012 – June, 2013

### **Collaborative Inquiry**

- Instructional Strategies and Activities: During inquiry meetings once per week, teachers work collaboratively with the Staff Developer, Math Specialist and Data Specialist to analyze student work to inform instruction to support students' journey toward proficiency in mathematics. Teachers analyze data from the Acuity Baseline and Benchmark Assessments, Checking Progress tests as well as the Everyday Math Individual Profiles of Progress to inform instruction. This data will be used to provide instructional emphasis on students' strengths and weaknesses, and to assist in the grouping of students. In addition, scheduled inter-visitations for model lessons are arranged school-wide and are utilized to support one another to improve classroom practices and student learning.
- Target Population: All classroom teachers and students
- Responsible Staff Members: Principal, Assistant Principals, Staff Developer, Math Specialist, Data Specialist
- Steps for Including Teachers in the Decision Making Process: During inquiry meetings and faculty conferences teachers reflect on the best practices to discover new techniques/strategies in a in a low-stakes environment.
- Timeline: September, 2012 – June, 2013

### **Strategies to increase parental involvement**

- PS 177 provides written translation in the native languages of the parents of all notices and letters sent home. This includes letters regarding PTA

meetings, parent teacher conferences, report cards, parent workshops, school elections, testing schedules, class trips, science fair and other special celebrations such as Author's Day and Read Aloud Day. Clear expectations for learning are communicated to parents through the individual Profiles of

- Progress in Math after each unit. Parents have regular opportunities to provide feedback to further increase the effectiveness of instruction.
- Parent orientation grade meetings
- Parent Teacher Conferences
- Parent representation on the School Leadership Team.
- Providing translators for workshops, conferences and PTA meetings to relay information into the languages spoken by our student population.
- Parent Workshops in collaboration with the parent coordinator, family assistants and social workers on such topics such as: expectations for students in each grade, Common Core State Standards for Mathematics, DOE Common Core Performance Tasks, the importance of homework and homework resources, components of the NY State Mathematics exam and test taking skills.
- ARIS parent link with support
- PTA meetings

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- ESL Afterschool Math Literacy Program (Grades 2-5) funded by Title III LEP - Students are provided with small group instruction based on ESL proficiency level to support math literacy and increase proficiency in mathematics.
- After school Math Test Preparation Program is funded by Tax Levy to focus on strategies that ESL students can use to better identify the task of a test question and provide them with the tools that they will need to properly answer the question
- Title I funded programs are being utilized to differentiate instruction for our large ELL population. Teachers are being provided with professional development to support them with instructional strategies and activities to increase the achievement of our large ESL population.
- L.I.G.H.T. Program is designed to empower both students and adults to become proactive in preventing bullying and promote academic success for all students.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### Annual Goal #3

- By June 2013, students in grades 3, 4 and 5 will demonstrate progress toward achieving State standards as measured by a 2% increase in students scoring at levels 3 & 4 (323 out of 431) on the New York State Mathematics Assessment

#### Comprehensive needs assessment

- New York State Mathematics Assessment

Year	Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2012	3	9%	32%	53%	6%	59%
2011	3	9%	20%	52%	19%	71%
2010	3	8%	20%	37%	35%	72%
2012	4	1%	24%	30%	44%	74%
2011	4	3%	16%	35%	46%	81%
2010	4	2%	16%	38%	44%	82%
2012	5	3%	14%	37%	46%	83%
2011	5	5%	23%	36%	36%	72%
2010	5	4%	27%	40%	29%	69%

#### Performance Trends and Accomplishments:

- Results of all Grade 5 tested students indicate a 7% increase of students performing at level 4 from the previous year.

#### Barriers to Improvement:

- Results of all Grade 3 tested students indicate a 12% decrease in students performing at levels 3 and 4.
- Results of all Grade 4 tested students indicate a 7% decrease in students performing at levels 3 and 4
- Results of Grade 3 and 4 tested students indicate a significant increase in students performing at level 2.

#### Acuity Common Core Baseline Assessment in Mathematics

Grade	Tier 1	Tier 2	Tier 3	Tier 4
3	14%	50%	22%	15%
4	18%	51%	24%	7%
5	7%	44%	31%	18%

**Performance Trends:**

- In Grade 3, 64% of all students scored in Tier 2 or below.
- In Grade 4, 69% of all students scored in Tier 2 or below.
- In Grade 5, 51% of all students scored in Tier 2 or below.

**Barriers to Improvement:**

- The results indicate a need on each grade to enable more Tier 1 and Tier 2 students to reach the Common Core performance standards In Mathematics.

**Instructional strategies/activities****Mathematics Block Utilizing Everyday Math**

- Instructional Strategies and Activities: Students will receive intensive math instruction during a math block every day. Teachers will continue to use their Everyday Math pacing calendar to plan collaboratively, align instructional assessments to assess student work and focus instruction directly on student needs to meet the standards.
- Target Population: All teachers and students in grades K-5 including the SWDs and ELLs.
- Responsible Staff Members: Principal, Assistant Principals, Math AIS Specialist, Staff Developer, all classroom teachers
- Steps for Including Teachers in the Decision Making Process: The teachers work to create mini-lessons based on the CCSS and will collaborate to align the current mathematics curriculum with the CCLS.
- Timeline: September, 2012 – May, 2013

**Professional Development**

- Instructional Strategies and Activities: Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on multiple entry points, aligning the Everyday Math curriculum with the Common Core Standards. Math Instruction Specialist will offer support by modeling math lessons on performance tasks. School leaders and Math Specialist will conduct focused walk-throughs to ensure that rigor is evident. School leaders will ensure that each classroom has evidence of instructional strategies and problem solving plans displayed prominently in the room to support student learning. School leaders will collaborate with CFN409 personnel to provide professional development to individual or group teachers on their specific needs. The Math Instruction Specialist and Data Specialist will support teachers in generating and analyzing data. Teachers will evaluate data to monitor progress of students and revise students' improvement plans in order in order to maximize student achievement. The Principal and the administrative staff will monitor and review data for the Math Profiles of Progress to ensure that teachers are modifying instructional practices to meet the diverse needs of all students.
- Target Population: All classroom teachers,
- Responsible Staff Members: Principal, Assistant Principals, Math AIS Specialist, Data Specialist, Testing Coordinator and SETTS teachers.
- Implementation Timeline: September 2012 through June 2013.

**Academic Intervention Services**

- Instructional Strategies and Activities: AIS services will be provided for all students in Grades 3, 4 and 5 who are identified as at-risk. AIS for Grades 3, 4 and 5 will be provided by a certified teacher and other staff appropriately assigned. Teachers will provide individualized and small group instruction identified by data acquired from ongoing assessment. AIS will be provided a minimum of 30 minutes per day 1-3 days per week. Academic support will be provided to Special Education students by two certified SETTS teachers. Individual and small group instruction will provide activities that are differentiated to enable students to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. Academic support will be provided to ELL students by three full-time and two part-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in making progress and attain proficiency on the New York State Mathematics assessment, diversified types of instruction will be provided.
- Target Population: Students in Grades 3-5 who are identified as at-risk based on multiple assessments and teacher judgment.

- Responsible Staff Members: Principal, Assistance Principal, Math Specialist, SETTS teachers, ESL Teachers.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the ELL students.
- Timeline: October 2012 – May 2013.

#### **After school Programs**

##### **Math Literacy Program for ELL Students**

- Instructional Strategies and Activities: This program addresses the individual educational needs for ELL students to achieve proficiency and acquire necessary mathematics skills. A variety of research based strategies are utilized to teach students how to solve cognitively demanding math problems and to prepare students for the rigor demanded by the Common Core standards.
- Target Population: ELL Students in Grades 2-5 who are identified as at-risk based on multiple assessments and teacher judgment.
- Responsible Staff Members: All teachers accepted to work the afterschool program, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the ELL students.
- Timeline: October 2012 – May 2013.

##### **Mathematics for the State Test Afterschool Program**

- Instructional Strategies and Activities: This afterschool Mathematics program provides specific support aligned with skills and strategies that are required for the New York State Math exam. This program will consist of two hour sessions twice per week.
- Target Population: Students in Grades 3, 4 and 5, including ELL students, who are in need of improvement as determined by multiple assessments.
- Responsible Staff Members: All teachers accepted to work the afterschool program, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the students.
- Timeline: January 2013 – May 2013

##### **DOE Initiative - Common Core Aligned Performance Task**

- Instructional Strategies and Activities: All staff members have been trained in the new common core standards in Mathematics and are incorporating them into their curriculum plans. The standards have led the teachers to encourage their students to use critical thinking and reasoning skills in mathematics. This year all students will participate in two performance tasks which will prepare all students, including ELLs for the rigorous performance expectations as specified in the CCLS Teachers will use differentiated instruction to enable ELL students to demonstrate proficiency on a cognitively demanding mathematical task which will require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. The Math Instruction Specialist and Staff Developer will ensure that teachers are provided with resources and materials necessary to successfully support the implementation of these tasks
- Target Population: All teachers and students in grades K-5 including the SWDs and ELLs.
- Responsible Staff Members: All teachers, staff developer, data specialist, core inquiry team, assistant principals and principal.
- Steps for Including Teachers in the Decision Making Process: The teachers work to create mini-lessons based on the CCSS and will collaborate to modify the Mathematic Performance Task.
- Timeline: September, 2012 – May, 2013

##### **Programming**

- Instructional Strategies and Activities: The math program for grades K-5 is organized into a daily block of time. During this block the children are immersed in mathematics instruction. Teachers have at least two common preps per every week, allowing them the time to work collaboratively as a grade. During this time academic support will be provided to ELL students by three full-time and two part-time licensed ESL teachers. Both the push-in and pull-out models will be utilized. In order to assist ELL students in attaining proficiency on the New York State Mathematics Assessment, diversified types of instruction will be provided in small group settings. ESL teachers incorporate intensive math vocabulary to enable ELL students access to academic

content.

- Two self-contained ELL classes have been formed, on Kindergarten and Third grade, to focus on the specific needs of beginner English Language Learners to provide intensive support to allow students to meet the mathematics Common Core standards.
- Target Population: All students including ELL students.
- Responsible Staff Members: Principal, Assistant Principals, ESL teachers, Classroom teachers
- Steps for Including Teachers in the Decision Making Process: Based on teacher feedback to allow for more common preps and additional assistance in providing literacy support to meet the various student learning needs.
- Timeline: September, 2012 – June, 2013

#### **Collaborative Inquiry**

- Instructional Strategies and Activities: During inquiry meetings once per week, teachers work collaboratively with the Staff Developer, Math Specialist and Data Specialist to analyze student work to inform instruction to support students' journey toward proficiency in mathematics. Teachers analyze data from the Acuity Baseline and Benchmark Assessments, Checking Progress tests as well as the Everyday Math Individual Profiles of Progress to inform instruction. This data will be used to provide instructional emphasis on students' strengths and weaknesses, and to assist in the grouping of students. In addition, scheduled inter-visitations for model lessons are arranged school-wide and are utilized to support one another to improve classroom practices and student learning.
- Target Population: All classroom teachers and students
- Responsible Staff Members: Principal, Assistant Principals, Staff Developer, Math Specialist, Data Specialist
- Steps for Including Teachers in the Decision Making Process: During inquiry meetings and faculty conferences teachers reflect on the best practices to discover new techniques/strategies in a low-stakes environment.
- Timeline: September, 2012 – June, 2013

#### **Strategies to increase parental involvement**

- PS 177 provides written translation in the native languages of the parents of all notices and letters sent home. This includes letters regarding PTA meetings, parent teacher conferences, report cards, parent workshops, school elections, testing schedules, class trips, science fair and other special celebrations such as Author's Day and Read Aloud Day. Clear expectations for learning are communicated to parents through the individual Profiles of Progress in Math after each unit. Parents have regular opportunities to provide feedback to further increase the effectiveness of instruction.
- Parent orientation grade meetings
- Parent Teacher Conferences
- Parent representation on the School Leadership Team.
- Providing translators for workshops, conferences and PTA meetings to relay information into the languages spoken by our student population.
- Parent Workshops in collaboration with the parent coordinator, family assistants and social workers on such topics such as: expectations for students in each grade, Common Core State Standards for Mathematics, DOE Common Core Performance Tasks, the importance of homework and homework resources, components of the NY State Mathematics exam and test taking skills.
- ARIS parent link with support
- PTA meetings

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- ESL Afterschool Math Literacy Program (Grades 2-5) funded by Title III LEP - Students are provided with small group instruction based on ESL proficiency level to support math literacy and increase proficiency in mathematics.
- After school Math Test Preparation Program is funded by Tax Levy to focus on strategies that ESL students can use to better identify the task of a test question and provide them with the tools that they will need to properly answer the question
- Title I funded programs are being utilized to differentiate instruction for our large ELL population. Teachers are being provided with professional development to support them with instructional strategies and activities to increase the achievement of our large ESL population.
- L.I.G.H.T. Program is designed to empower both students and adults to become proactive in preventing bullying and promote academic success for all students.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- By June 2013, 100% of the teaching staff (out of \_\_\_\_\_) will be observed through frequent cycles of classroom observation using a research-based rubric and receive evidence-based feedback to increase the effectiveness of their instruction.

### **Comprehensive needs assessment**

#### **Performance Trends & Accomplishments:**

- Parental feedback on our 2011-2012 Learning Environment Survey indicates that a 97% of parents are satisfied with the performance of their child's teacher.
- Teacher feedback on our 2011-2012 Learning Environment Survey indicates that 91% of teachers agree or strongly agree that school leaders visit classrooms to observe the quality of teaching at the school.
- Teacher feedback on our 2011-2012 Learning Environment Survey indicates that 83% of teachers agree or strongly agree that school leaders place a high priority on the quality of teaching at my school.
- The principal and assistant principals are all regularly involved in classroom observation of teachers.
- The principal sees every teacher at least once a year formally.
- All teachers are given feedback on the effectiveness of their instruction, and how it relates to their professional development.
- Best practices are frequently observed and commended by the administration.
- Observations noted that periodic assessments and other diagnostic tools are in place, and used to drive instruction.
- There are effective procedures for the mentoring and support of teachers who are new to the profession or the school
- There are some opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment.

#### **Barriers to Improvement**

- There is a need to maintain and improve the current level of teacher effectiveness based on parental response on our Learning Environment Survey.
- Teacher feedback on our 2011-2012 Learning Environment Survey indicates that 9% of teachers disagree that school leaders visit classrooms to observe the quality of teaching at the school.
- Teacher feedback on our 2011-2012 Learning Environment Survey indicates that 17% of teachers disagree that school leaders place a high priority on the quality of teaching at my school.
- Teacher feedback on our 2011-2012 Learning Environment Survey indicates that 24% of teachers disagree that school leaders give regular and helpful feedback about their teaching.
- There is a need to develop clear expectations and to improve teacher effectiveness by utilizing a common lens for instruction and curriculum that is aligned to the Common Core Learning Standards.
- There is a need to provide strategies to enhance ELL instruction for classroom teachers.
- There is a need to provide professional development that encourages teachers to increase rigor and revise their classroom practices to improve student outcomes.
- There is a need to provide additional opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment.

## **Instructional strategies/activities**

### **Formal and Informal Observations**

- Instructional Strategies and Activities: School leaders have created a research-based template for both formal and informal observations to provide specific feedback to strengthen teaching and student learning. School leaders will create a schedule for teacher observations and will utilize a common lens for instruction and curriculum to effectively communicate clear expectations to improve teacher effectiveness. The Principal and Assistant Principals will meet regularly to ensure cohesiveness of feedback to the teachers. Lesson plans will be reviewed regularly to ensure cohesive planning across the grades. School leaders will conduct focused walk-through based on patterns identified through informal and formal observations to identify areas of strengths and weaknesses. Administrators will guide teachers to form an individual development plan with delineated steps for improvement
- Target Population: All teachers.
- Responsible Staff Members: Principal and Assistant Principals
- Steps for Including Teachers in the Decision Making Process: Teachers will self-assess on selected components of the rubric Instruction. Teachers meet with school leaders for both pre-observation and post-observation conferences to guide teachers to form an individual development plan with delineated steps for improvement.
- Timeline: September 2012 – June 2013

### **Professional Development**

- Instructional Strategies and Activities: School leaders will ensure that the Staff Developer, Curriculum Specialists, CFN409 Network Support Staff and outside consultants will provide support to staff through modeling and professional development that focuses on specific areas of need as identified by the frequent cycles of observation. Workshops will be conducted to build teacher capacity to incorporate evaluative feedback to increase the effectiveness of their instruction. School leaders will provide regular opportunities for teachers to share identified best practices to increase effectiveness in the classroom through intervisitations.
- Target Population: All teachers.
- Responsible Staff Members: Principal, Assistant Principals, Staff Developer, Curriculum Specialists, CFN 409 Personnel, Consultants
- Steps for Including Teachers in the Decision Making Process: Teachers collaborate with school leaders to identify individual professional development goals which will help improve student outcomes. School leaders will provide opportunities for teachers who have been identified as highly qualified to share best practices to increase effectiveness in the classroom and build capacity.
- Timeline: September 2012 – June 2013

### **Collaborative Inquiry**

- Instructional Strategies and Activities: School leaders allocate time for teachers to work collaboratively to develop and align curriculum, instructional practices and assessments. Collaborative inquiry allows frequent conversations among teachers about pedagogy and creates an atmosphere in which it's common for teachers to visit one another's classrooms to observe and critique instruction.
- Target Population: All classroom teachers
- Responsible Staff Members: All teachers, staff developer, data specialist, assistant principals and principal
- Steps for Including Teachers in the Decision Making Process: During inquiry meetings and faculty conferences teachers reflect on the best practices to discover new techniques/strategies in a in a low-stakes environment.
- Timeline: September, 2012 – June, 2013

### **Strategies to increase parental involvement**

- We will communicate the clear expectations for learning through the individual Profiles of Progress. Parents have regular opportunities to provide feedback to further increase the effectiveness of instruction.

- Parents will be members of the School Leadership and actively involved in utilizing a common lens for curriculum and instruction with participatory decision-making.
- We encourage and promote parental feedback in the School Learning Survey as a means to improve teacher effectiveness.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Title I funded programs are being utilized to differentiate instruction for all students. Teachers are being provided with professional development to support them with instructional strategies and activities to increase the effectiveness of classroom instruction.
- Professional development workshops and institutes (instructional leads program, instruction rounds, consultants) provides by CFN409 to support teacher effectiveness.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<u>Team Teaching Model</u> (K-5) – A general education teacher and a special education teacher utilize a team teaching model that includes scaffolding, demonstration lessons and multiple points of entry. Service providers articulate with classroom teachers, assess student progress and review goals and objectives set for each student.	Students identified in need of AIS receive services in a small group setting within the regular education classroom.	During the regular school day.
	<u>ESL After School Program</u> - AIS is provided to ELL students from Grades 2-5. Instruction includes preparation for the NYSESLAT Assessment.	Students are provided with small group instruction based on ESL proficiency level to support literacy and increase proficiency in the English language.	After school
	<u>120 Minute Literacy Block Program</u> All students in Grades K–2 receive literacy instruction through a balanced literacy approach, during a 120 minute literacy block every day. Students are actively involved in all the components of the balanced literacy through the Journey’s Reading Program.	Students identified as being at risk are given reinforcement through targeted small group guided reading instruction.	During the regular school day.
	<u>90 Minute Literacy Block Program</u> All students in Grades 3-5 receive literacy instruction through a	Students identified as being at risk are given reinforcement through targeted small group guided reading and one	During the regular school day.

	<p>balanced literacy approach during a 90 minute reading block every day. Students are actively involved in all the components of the balanced literacy through the Journey's Reading Program.</p> <p><u>Transitional Class</u> - A transitional class is being used for Grades 3-5. School leaders have created the transitional model to customize and adjust instruction to meet individual student needs.</p> <p><u>Self-contained ESL Class</u> –Two self-contained ELL classes have been formed, on Kindergarten and Third grade, to focus on the specific needs of beginner English Language Learners to provide intensive support to allow students to meet the Common Core standards.</p>	<p>to-one instruction.</p> <p>A special education teacher will provide differentiated instruction in a small group setting.</p> <p>A reduced-sized class was formed to provide intensive support to focus on the needs of the beginner ESL student.</p>	<p>During the school day.</p> <p>During the school day.</p>
Mathematics	<p><u>90-Minute Mathematics Block Utilizing Everyday Math</u> Students will receive intensive math instruction during a math block every day. Teachers will continue to use their Everyday Math pacing calendar to plan collaboratively, align instructional assessments to assess student work and focus instruction directly on student needs to meet the standards.</p> <p><u>Academic Intervention Services</u> AIS services will be provided for all students in Grades 3, 4 and 5 who are identified as at-risk. AIS for Grades 3, 4 and 5 will be provided by a certified teacher and other staff appropriately assigned. Academic support will be provided to Special</p>	<p>Students identified as being at risk are given reinforcement through targeted hands-on small group and one-to-one instruction.</p> <p>Students are provided with individualized and small group instruction identified by data acquired from ongoing assessment</p>	<p>During the regular school day</p> <p>During the regular school day. AIS will be provided a minimum of 30 minutes per day 1-3 days per week.</p>

	<p>Education students by two certified SETTS teachers. The emphasis will be on activities that are differentiated to enable students to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.</p> <p><u>Math Literacy Program for ELL Students</u> This program addresses the individual educational needs for ELL students to achieve proficiency and acquire necessary mathematics skills. A variety of research based strategies are utilized to teach students how to solve cognitively demanding math problems and to prepare students for the rigor demanded by the Common Core standards.</p> <p><u>Mathematics for the State Test Afterschool Program</u> This program provides targeted instruction for skills and strategies that are required for the New York State Math exam.</p>	<p>ELL students are provided with small group instruction based on Math proficiency level to support math literacy and increase proficiency in Mathematics.</p> <p>Students will be provided with hands-on small group instruction and one-to-one instruction to provide intensive support towards proficiency on the New York State Math exam.</p>	<p>After school</p> <p>After school</p>
Science	<u>Writing in the Content Area</u> – As part of our reading and writing curriculum targeted nonfiction in the content area is being utilized	whole group reading, guided reading, one-to-one conferencing, whole group writing, shared writing, guided writing, one-to-one conferencing.	During the school day and as part of the afterschool program.
Social Studies	<u>Writing in the Content Area</u> – As part of our reading and writing curriculum targeted nonfiction in the content area is being utilized	whole group reading, guided reading, one-to-one conferencing, whole group writing, shared writing, guided writing, one-to-one conferencing.	During the school day and as part of the afterschool program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Pupil Personnel Team meetings (PPT), AIS are discussed for students who have been identified at-risk (AIS Groups A, B, C). Individual members of the PPT take responsibility for implementing AIS	Small group and one-to-one	During the school day

	<p>for individual students, and reporting back to the PPT on the students' progress after a predetermined time frame. PPT members articulate with classroom teachers to review student progress. The guidance counselor will be responsible for addressing the specific issues of the at-risk guidance counselor will be responsible for addressing the specific issues of the at-risk student as determined by the suggestions of the PPT committee and providing guidance based on the mandates of the student's IEP.</p>		
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- School leaders will provide opportunities for differentiated professional development to ensure growth.
- Administrators will guide teachers to form an individual development plan with delineated steps for improvement.
- Workshops will be conducted to build teacher capacity to incorporate evaluative feedback to increase the effectiveness of their instruction.
- School leaders will provide opportunities for teachers who have been identified as highly qualified to share best practices to increase effectiveness in the classroom and build capacity.
- Mentors are assigned to support new teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING**  
**THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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***Parental Involvement Policy***

**PART I - GENERAL EXPECTATIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Parent orientation meetings
- Parent teacher conferences
- School-wide parent workshops
- Parental representation on the School Leadership Team
- Parent workshops on academic assessment (New York State Assessments, Acuity Diagnostic and Benchmark Assessments, Balanced Literacy strategies, Everyday Math Individualized Progress Reports, DRA2)
- Parent signatures on student reading logs and assessment tests
- PTA president attends President's Council and DPW meetings
- Parent Resource center for literacy

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

- Parent workshops on Everyday Math
- Parent workshops on Balanced Literacy by Communication Arts and Early Childhood specialists
- Parent workshops conducted by teachers, family assistants and social worker on strategies and techniques in dealing with the standards

• The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

- Faculty meetings on how to discuss student progress with parents
- Training for parents for parent volunteer programs
- Parent workshops in performance standards (to familiarize parents with strategies used to provide students with skills necessary to achieve higher levels of performance)
- Workshops given by Parent Coordinator and Social Worker on parental involvement
- Providing information about services generally provided to students by the DOE (e.g., Supplemental Education Services, special education, ELL) and the school itself
- Working with school staff and Regional/District and Central Parent Support Staff if needed, to address and resolve specific parent concerns

• The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Parent volunteers assist small group instruction in literacy
- Purchasing of supplies and materials for Parent Resource Center (Available throughout the day to provide families with the opportunity to actively participate with their child in literacy activities)

• The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

- Parent Coordinator uses software program to translate all information pertaining to school activities and academic assessments into the parent's home language
- Purchasing of materials and supplies for school newsletter
- Providing translators at parents meetings and workshops
- Translators provided for parent-teacher conferences
- Posting signs, bulletin boards and other displays at school entrance and/or lobby to inform parents how they can receive assistance and information

### **PART III - ADOPTION**

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

This policy was adopted by P.S 177 on 09/08/12 and will be in effect for the period of 9/12-6/13. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/12.

Shoshana Singer  
Principal

September 6, 2012

# **School-Parent Compact**

## **School Responsibilities**

**P.S. 177 will:**

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

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

### **Our Staff:**

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

### **Our Parents:**

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

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

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

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

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

P.S. 177 will provide parents with 3 student report cards in November, March and June. Acuity Baseline and Benchmark Assessments, standardized and teacher made tests, Everyday Math Individual Reports of Progress, Literacy Profiles of Progress and report cards are sent home on a regular basis. Everyday Math Individual

Reports of Progress and Literacy Profiles of Progress will be provided after each unit. Standardized test results will be provided as soon as they become available. All information will be translated orally and in written form for the parents.

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

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

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

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

**P.S. 177 will:**

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

**Parent Responsibilities:**

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- share responsibility for the improved academic achievement of my child.
- 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:**

- Attend school regularly and arrive on time.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Follow the school rules and be responsible for my actions.
- Try to resolve disagreements peacefully
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>
<b>(Please note that signatures are not required)</b>		



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Groll, Christopher Opromalla, N</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>177</b>
School Name <b>The Marlboro School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Mrs. Shoshana Singer</b>	Assistant Principal <b>Mr. DiTrapani &amp; Mr. Cosentino</b>
Coach	Coach
ESL Teacher <b>Elena Schmidt/ESL coordinator</b>	Guidance Counselor <b>Heather Shelton</b>
Teacher/Subject Area <b>Tara Cardazzone/ESL teacher</b>	Parent <b>Heather Fiorica</b>
Teacher/Subject Area <b>Antoinette Giardina/Science</b>	Parent Coordinator <b>Susanna Caleca</b>
Related Service Provider <b>Goldie Grunfeld/Speech</b>	Other <b>Barbara Sorkin/Testing Coordin</b>
Network Leader <b>Neal Opromalla</b>	Other <b>Alyse Strugatz/Writing</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>833</b>	Total Number of ELLs	<b>286</b>	ELLs as share of total student population (%)	<b>34.33%</b>
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## Part II: ELL Identification Process

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

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

## Part II. ELL Identification Process

1. PS 177's procedural plan as it relates to the initial identification of possible ELLs (English Language Learners) involves the close collaboration of the pupil accounting secretary and the ESL (English as a Second Language) pedagogical staff at the time of enrollment. At enrollment, a trained pedagogue administers a Home Language Identification Survey, (HLIS) translated in nine languages, to the parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Our teachers and staff members speak several languages( Spanish, Russian, Chinese, Urdu, Arabic, Polish, Hebrew, Albanian, Uzbek, Italian, Fench) and are always made available to conduct an initial interview with a parent of the newly admitted student. An informal oral interview is conducted with the parent to ascertain information regarding the educational background and home language of the student. PS 177 has staff and parent volunteers who function as language resource interpreters in most of the language groups represented to assist with this interview. To address those languages not represented, the Translation and Interpretation Unit of the NYC Department of Education and the services offered by them is utilized.

All parents or guardians of newly-enrolled students are required to complete a Home Language Identification Survey (HLIS). The answers to questions on the HLIS, given in the language version of preference, serves as the triggering means in determining whether or not students are eligible to be administered the LAB-R test, which is a test that establishes English proficiency level. Performance on this test determines the child's entitlement to English language development support services. The identification process and placement (if eligible) into an ESL program is completed within the first 10 days of the student's enrollment into PS 177. If parents do not choose an ELL program, the default is bilingual education. IF LAB-R results show that a child is an ELL and if Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance and to fulfill the Consent Decree mandate. With all newcomers to our school, the ESL teachers provide written documentation on the HLIS of all findings, including the date and cut score achieved on the LAB and, when necessary, the Spanish LAB raw score and percentile. Once the HLIS is completed, the white part is placed in the student's cumulative folder and the yellow copy is filed in the main office. All findings are, of course, shared with the classroom teacher and other related service providers during ongoing articulation opportunities. A routing form attached to the cumulative record folder is circulated to key personnel during the process requiring signatures and comments. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (beginning, intermediate, advanced) of ELLs. Our ESL teachers work hard throughout the school year to prepare their students for each component (reading, writing, speaking, and listening) of the NYSESLAT. Students in grades 3-5 take ELL predictive assesment the spring, after which we analyse the results and teach to their deficiencies. For students in K-2, we came up with our own assesment, that we give three times a year which contain four skills (reading, writing, speaking, listening) in order to diagnose their weaknesses. Our data drives our instruction because we are better able to meet our childrens' needs. NYSESLAT scores identify who should continue to receive ELL services. NYSESLAT is administered by our ESL certified teachers. NYSESLAT materials are kept in a secure facility. ESL teachers, who are involved in administrating the NYSESLAT, have a meeting prior to the official testing window to discuss the procedures and directions for the NYSESLAT. Each ESL teacher is responsible for his/her assigned grade to create a testing schedule, as well as making sure that each ELL took and completed the NYSESLAT. Upon the school wide complition of the NYSESLAT, all ESL teachers meet again to discuss the procedures for marking the NYSESLAT.

2. Our school holds orientations within the first ten days of school, and periodically when new admits are enrolled for the first time in the New York City school system, for parents or guardians of newly-enrolled ELLs to inform them of the different ELL program choices available. At the orientation, parents or guardians have the opportunity to receive material about the various ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator provided by the staff of PS 177). Many of our students come from the countries that were formed after the breakup of the Soviet Union, and even though the students might not speak Russian, their parents do, so our Russian-speaking pedagogues help them understand the initial process, as well as explain the program selection. The same procedures are in place for every parent that walks through the door of PS 177. The orientation is conducted by our ESL teachers: Mrs. Schmidt, Ms. Cardazzone, Mr. Ren, Mrs. Gentile, Mrs. Lander, and bilingual paraprofessionals. After the initial greetings and introductions from the Principal, Mrs. Singer and Assistant Principals Mr. DiTrapani and Mr. Cosentino, the parents are divided by their home language into separate groups, and then are taken to different rooms with an ESL teacher and an interpreter. Each room is equipped with TV and a DVD player. Parents have an opportunity to watch the DVD which explains Transitional Bilingual Education (TBE) program, Dual Language program, and Freestanding ESL program to them in their native language. The parents are also given an opportunity to ask questions. At the end of the orientation, the staff collects the Parent Survey and Program Selection Form, which indicates the program the parent or guardian is choosing for their child. Later, the Parent Survey and Program Selection Form are placed in the student's Cumulative Record Card Folder (CUMS), and the copies are kept in a binder in the main office. ELPC screen is completed on ATS for every ELL. Agendas, attendance sheets and all related materials are kept on file.

3. The ESL staff is very diligent in the distribution of entitlement letters and in the return of the Parent Survey and Program Selection Forms. Our success rate of forms returned this year is nearly 100%. To ensure that all Parent Surveys and Program Selection forms are returned, PS 177 has some structure in place: having parents fill-out the form during initial orientation, meeting with parents during ELL teacher's prep period, waiting for parents to pick up their children after school, and finally the child won't receive his/her report card until his/her parent meets with an ESL teacher to discuss the Parent Survey and Program Selection Forms. If parents do not choose an ELL program, the default is bilingual education. The ESL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms.

4. After evaluating the Parent Survey and Program Selection Forms, PS 177 honors parents' choice. A review of the Parent Survey and Program Selection forms for 2011-2012 school year reflects, the Freestanding ESL Program as the preferred first-choice of our parents among the programs available. The Parent Surveys indicate that 286 out of 286 parents selected Freestanding ESL Program as the program of choice. At the time of a pupil's enrollment in PS 177 for the first time and after reviewing HLIS he/she is given the Language Assessment Battery – Revised (LAB-R), and based upon his/her scoring below a state designated level of proficiency such pupil is placed into a program designed for ELLs.

5. The trend over the past few years indicates that the Freestanding ESL Program has been the program of choice of our parents, with 275 out of 278 parents or 99% selecting this program in 2010-2011, with 235 out of 238 or 99% selecting this program in 2009-10, and 240 out of 252 or 97% selecting this program in 2008-2009.

6. The program model offered at PS 177 is aligned with parent requests. It is the model of freestanding ESL. Our school creates a rigorous learning environment that focuses on academic achievement, language and social development, and cross-cultural support.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	6	3	4	4	4								21
<b>Push-In</b>	14	0	0	0	0	0								14
<b>Total</b>	14	6	3	4	4	4	0	0	0	0	0	0	0	35

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	286	Newcomers (ELLs receiving service 0-3 years)	225	Special Education	42
SIFE	13	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	225	13	31	61	0	11	0	0	0	286
<b>Total</b>	<b>225</b>	<b>13</b>	<b>31</b>	<b>61</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>286</b>

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

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	25	14	10	18	7								93
Chinese	10	9	5	6	1	6								37
Russian	8	10	12	7	9	6								52
Bengali	0	0	0	0	0	0								0
Urdu	2	5	3	8	6	6								30
Arabic	1	2	1	1	4	1								10
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	1	0	0	0	0								1
Punjabi	0	0	0	0	0	0								0
Polish	1	1	1	0	0	0								3
Albanian	1	2	0	2	0	1								6
Other	10	15	11	5	8	5								54
<b>TOTAL</b>	<b>52</b>	<b>70</b>	<b>47</b>	<b>39</b>	<b>46</b>	<b>32</b>	<b>0</b>	<b>286</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### Programming and Scheduling Information

1a. The program model in PS 177 is Freestanding ESL. The ESL program features a blended model using both push-in and pull-out programs. ESL teachers service ELLs primarily during the Reading and Writing Blocks. There is an emphasis on literacy employing ESL strategies, paired with content area support. Journeys is the reading and writing program that is used in every classroom throughout all grades at PS 177. Journeys program has an ESL component in it. During the mini-lesson teachers model a specific strategy and then

## A. Programming and Scheduling Information

students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Students are actively engaged in lessons and participate fully.

1b. ESL students are grouped together according to grade and language proficiency level. All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs making sure to clearly state the teaching point.

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

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

3. Classroom and content area teachers are aware of the needs of their ELLs. Teachers integrate a variety of ESL strategies into their teaching. Scaffolding, modeling, and extended time are examples of strategies employed in content area teaching. ESL teachers integrate science, social studies and math into their curriculum in order to provide ELLs with needed materials to succeed in the classroom. Additionally, ESL teachers give support in the classroom during selected periods of content instruction throughout the week. In order to prepare our students for success in the classroom and their content areas, the development of academic language is crucial. The freestanding ESL program enforces language learning through the use of literature as the center of language development. Students are constantly immersed in and exposed to literature. Students learn English through books and other texts featuring academic language. Reading books, discussing texts, writing our own worksheets, in addition to using and hearing various vocabulary words introduces ELLs to academic language.

The materials used in our programs vary. We use Journeys, as well as Journeys leveled guided reading books (K-5), as well as Foundations in Kindergarten. We have an ESL classroom library, multicultural books, various big books, picture dictionaries, bilingual dictionaries, magazines and non-fiction texts. Many visuals are used to support language learning. The use of manipulatives, song and rhythm, hands on activities, and the incorporation of the idea of multiple intelligences all enrich the learning of our students.

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

4. At PS 177 all identified ELLs are given an opportunity to be evaluated in their native language. The school's testing coordinator makes sure that appropriate testing accommodations are in place for ELLs. ESL students may use English and alternate language editions simultaneously on the state and city wide tests. Our testing coordinator orders tests for eligible ELLs in their native languages if available. If these tests are not pre-printed in their language, bilingual glossaries and dictionaries are provided for the students. Students are taught

## A. Programming and Scheduling Information

on a daily basis how to use bilingual glossaries and dictionaries (direct translation of words only) in the classroom. Students use them for homework assignments as well. In addition, we at PS 177, identify our bilingual staff who can provide oral translation to ELLs when necessary. ELLs who make use of alternative language editions or oral translations may write responses to open-ended questions in their native language. The bilingual staff member will score the native language responses.

5a. Our school has enrolled students from other countries who enter the public school in the US after grade 2; have had at least two years less schooling than their peers; or function at least two years below expected grade level in reading and mathematics and come from a home in which language other than English is spoken. These students are classified as Students with Interrupted Formal Education (SIFE). When a student enters the school, their English ability is assessed using the LAB-R. Following this, they are provided with the ESL services that they need. We also implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction is tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers work with SIFE students to systematically build foundational language skills. We have targeted intervention programs for ELLs in ELA and math. Our approach to intervention is a pull-out model, where AIS providers work with small groups of students to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers.

5b. Newcomers - Throughout the entire school year new students are being admitted into PS 177. Newcomers are students with very special needs. Each new admit is administered the LAB-R, in order to assess their English ability. If they are eligible for ESL services, they are grouped in a classroom with other ELLs. Newcomers receive additional attention and support during and outside of scheduled periods. This year we have introduced the Passport Club for our newcomers that is being held twice a week during lunch time by two licensed ESL teachers (in addition to mandated units of instruction as required under CR Part 154). We have many materials that are geared towards newcomers, and encourage language development. We implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Foundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills. We have offered invitations to the Title III after school program to newly arrived students.

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

5c. For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

5d. Some English Language Learners stay within the program for many years. The BESIS extension of services is provided to long-term ELLs. This permits ELLs to remain within the program. In addition to this, the extension of services allows them to further qualify for testing modifications and accommodations beyond 3 years, for up to 6 years. Since we are an elementary school, we do not have any long-term ELLs.

6. The ESL program is aligned with the new rigorous requirements that include teachers support, as well as classroom resources that reflect the city and state standards. We are implementing Common Core throughout all grade levels. It is especially effective for our ELL-SWDs because it provides consistency which is so important for these students. Teachers use data and accountability tools like ARIS, CAP, SEC, ATS, and SESIS to improve teaching and learning in standard-driven instructional programs. Journeys is the reading and writing program that was purchased by our school (for K-5) has a separate ELL component that is extremely effective for ELL-SWDs. We also implement the application and teaching strategies to support teaching through a variety of staff development in order to accelerate English language development.

7. At PS 177 we are lucky to have TC (Transitional Class for Special Education students) on grade levels 3, 4, and 5. The TC has maximum of 12 students each with an IEP and/or ELL-SWDs. The TC teacher spends two periods each day on reading and two periods on writing with these students (Monday through Friday) at the same time as the homeroom teachers' reading and writing block. This way our ELL-SWDs don't miss out any other subject areas covered during the school day. TC has proven to be very effective based on last year's test scores. TC is done the least restrictive environment, within students comfort zone, in a small group setting. The use of

## A. Programming and Scheduling Information

technology, charts and visuals are being utilized successfully.

There are mandated students in ESL program that are identified as Special Education. Most of these students are in a Cooperative Team Teaching (CTT) Classroom, while some children are in a grades 3, 4, and 5 Transitional Special Education Classroom(TC), and the remainders are resource room students in the general education classroom. The needs of these students are taken into consideration and they are accommodated appropriately as per IEP. Such accommodations may include smaller group size, the presence of a paraprofessional during ESL periods, and specialized modifications.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

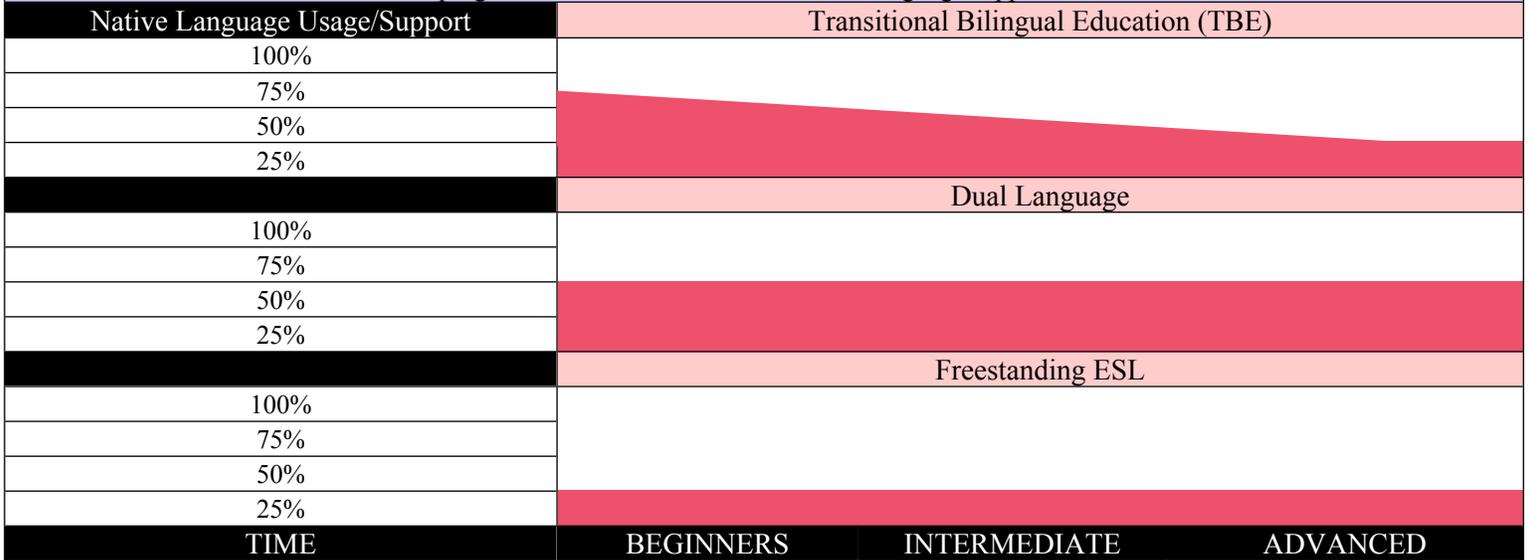
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8. Based on the DRA results for grades K-5 and statewide ELA and Mathematics exams for upper grades, supplementary support services are provided for students. These services include AIS for reading and math. ELLs in need are included for all support services. After school, ELL students are invited to participate in ELA and Math Test Preparation for the statewide exams. Our ELL students attended the Title III after school program, based on their proficiency level.

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

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

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

12. ELLs are afforded equal access to all school programs. Parents are notified about all programs. We have the YMCA program that operates in our school Monday through Friday and is opened to grades 1 to 5. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language and literacy instruction. Many of the ELL students attend both of these programs.

13. We use a variety of instructional programs and materials to support our ELLs including "On Our Way to English" program, "Comprehension Strategies That Work" kit, "Wilson Foundations" kit, "Wilson Reading Intervention" kit, "Journeys", "Kaplan Advantage" workbooks, "Coach ELA & Math" workbooks, "TOPS" program, "Empire State NYSESLAT" workbooks, "Newcomer Phonics" program, "Month by Month Phonics" program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, Teachers College Reading and Writing Units of Study, "Everyday Mathematics" program, "Math Steps" workbooks. In addition to instructional materials in the native languages represented by the ELLs, PS 177's school personnel provides support and clarifications for ELLs (in their native languages) who are struggling with content and concepts in class. Teachers also can group students of the same language in order to assist each other in the native language.

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

15. Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met.

We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels. We accomplish this by analyzing sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess.

16. We are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year, because we do not identify the students as ELLs prior to them starting on the first day. We have programs to assist them once school starts and they have been tested with the LAB-R. With respect to these newly enrolled ELLs who know virtually little or no English, native language support is given in a variety of ways. Our school policy is to assign a “buddy” who speaks his or her native language in class; hence, peer tutoring becomes an active and helpful involvement in learning. In having this practice in-place, a type of “comfort zone” is established to lessen anxiety as the process of assimilation unfolds. In addition, during our regular school day we have parent volunteers, known as “learning leaders,” and student-teachers from area colleges who assist us with our ELL sub-group population. When possible the child is placed in a class where the teacher or paraprofessional speaks the child’s native language.

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

### **C. Schools with Dual Language Programs**

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

P.S. 177 does not have a dual language program.

## D. Professional Development and Support for School Staff

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

### D. Professional Development and Support for School Staff

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

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly common prep meetings here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs. We will conduct a workshop on Election Day, November 8, 2011 that will be focused on the new format of the ELA and Math state exams and strategies that could be implemented for successful preparation and testing of our ELLs. Our administrators, ESL coordinator, ESL teachers, guidance counselor, special education teachers, psychologist, occupational/physical therapists, secretaries, parent coordinator will continue to participate in ongoing Staff Development workshops related to the Content Standards and how ELLs can meet the Content Standards. ESL teachers and school-based staff will work together to conduct interactive workshops during planned grade meetings or "Lunch and Learn" to discuss topics like: welcoming the new ELL to your classroom, planning lessons to include the ELL to meet new standards, ESL instruction in content areas to provide academic rigor, setting up centers for the ELLs, testing mandates for ELLs taking the NYS tests. Some of Professional Development dates for current 2011-2012 school year: September 7, 2011; September 20, 2011; October 4, 2011; October 7, 2011; October 11, 2011; October 14, 2011; October 25, 2011; October 27, 2011; November 8, 2011; November 10, 2011; November 15, 2011; November 17, 2011; December 6, 2011; December 8, 2011; December 15, 2011; December 16, 2011; December 19, 2011.

2. We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and they progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter middle school after graduating from P.S. 177. The staff of PS 177 is supported by the ESL teachers, guidance counselor, the Pupil Personnel Secretary, as well as the Assistant Principal to fill out all necessary paper work, and to guide the students and the parents in the direction that is best for their child as they transition from elementary school to middle school level.

3. As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training. The ESL Coordinator, in conjunction with the ESL Specialist from our network, will provide a series of workshops for general education teachers who have ESL students in their classrooms. Also our speech therapists, guidance counselor, secretaries and parent coordinator will be including in the workshops. Our Assistant Principals attend and oversee the training. The training will give teachers strategies and tools to use in the classroom to work with the ESL student. The ESL teachers will participate in DOE training to refine and improve their teaching skills. A secretary in main office is in charge of all Professional Development hours offered in school and out of the school. Records which indicate compliance include agendas, sign-in sheets, minutes and handouts, are kept in the main office in a Professional Development binder.

## E. Parental Involvement

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

### E. Parental Involvement

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

2. To meet the needs of all our parents, especially the non-English speaking parents, we provide a family literacy program to give parents an opportunity to be involved in activities that promote the home/school connection. We offer fiction and non-fiction books in foreign languages so that the parents are able to read to their children every night. Each day that the parents read with their child, they complete a reading log that is submitted daily to the classroom teacher.

3. We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	34	27	12	7	8	4								92
Intermediate(I)	0	36	17	15	10	12								90
Advanced (A)	18	7	18	17	28	16								104
Total	52	70	47	39	46	32	0	0	0	0	0	0	0	286

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>		1	2	0	2	0							
	<b>I</b>		8	4	1	3	1							
	<b>A</b>		25	23	3	11	12							
	<b>P</b>		24	12	26	24	14							
READING/ WRITING	<b>B</b>		14	7	0	4	0							
	<b>I</b>		36	17	14	9	11							
	<b>A</b>		6	11	16	27	15							
	<b>P</b>		1	7	0	0	1							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	21	14	0	42
4	10	16	12	0	38
5	10	12	5	0	27
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	8		16		22		1		47
4	5		15		18		9		47
5	5		16		6		6		33
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	5		16		17		3		41
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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.

Part V – B: Reviewing and Analyzing the Assessment Data

1. The principal assessment evaluator, the DRA2 (Developmental Reading Assessment), is in use school-wide throughout all grades. The analysis of data drawn from these two sources and other diagnostic instruments, including the NYSESLAT, reveals the linguistic strengths and deficiencies of each ELL. From the results of these instruments, we modify our lessons and teaching strategies accordingly.

	DRA Results					
	K	1	2	3	4	5
At Risk	38	30	37	33	45	26
Approaching Standards	11	16	2	2	1	5
On Level	3	24	8	4	0	1
Total	52	70	47	39	46	32

2. Our data patterns across proficiency levels of the LAB-R and NYSESLAT reveal that most of our students do better on listening/speaking components, than reading/writing components. The highest rate of testing out is in grades 1, 3, and 4.
3. Patterns across NYSESLAT modalities help teachers plan programs that best fit ELL needs by allowing them to group like students together for learning activities or pairing students at different proficiency levels in class.
- 4a. With respect to ELLs performance on the New York State English Language Arts Assessment, analysis of the data shows a significant discrepancy between the levels of general education students and ELLs who perform on or above level. The findings indicate a need on each grade to enable more Level 1 and Level 2 ELLs to reach the ELA performance standards. The majority of our ELLs are not fluent in their native language (as per reading and writing) therefore they can not benefit in taking the test in their native language. However, if an ELL student feels he/she is competent in their native language, he/she will be provided with such test in addition to an English version. If test is not available in the students' home language prior to taking the test we distribute glossaries and teach them how to use them.
- 4b. Our school leadership and teachers are using the results of the ELL Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement. Examination of this data reveals that our ELLs would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining author's purpose. Students also lack in the writing section and we have implemented grammar lessons into the daily writing block.
- 4c. After reviewing the periodic assessments we have noticed a pattern across grade levels on the 2011 NYSESLAT which reveal that ELLs perform much better in the listening and speaking components than in the reading and writing components. However, significant improvements have been made in reading and writing over the last year. There is a significant increase in the number of ELLs moving from the Beginning and Intermediate levels into the Advanced levels in the modalities of reading/writing across all grade levels. Native language arts development is used to accelerate the literacy gains in both the native language and English validate prior knowledge of students and

bolster their self-esteem. Native language support, such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system is an important component of the Free Standing ESL program.

5. We do not offer a dual language program in our school.

6. The ESL program will be evaluated every year by looking at student progress over time, articulating with classroom teachers, and through formal and informal observations. Our formal evaluations are the DRA, NYS ELA, NYC Math, NYS Science, and NYSESLAT. Our informal assessments include the Progress Report for ELLs, which is given three times a year on day to day classroom observations. If progress is not being met changes will be implemented to reinforce instruction for ELLs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>PS 177</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shoshana Singer	Principal		11/18/11
S.Ditrapani/S.Cosentino	Assistant Principal		11/18/11
Susanna Caleca	Parent Coordinator		11/18/11
E.Schmidt/ESL coordinator	ESL Teacher		11/18/11
Heather Fiorica	Parent		11/18/11
T.Cardazzone/ESL	Teacher/Subject Area		11/18/11
A.Giardina/Science	Teacher/Subject Area		11/18/11
	Coach		
	Coach		
Heather Shelton	Guidance Counselor		11/18/11
Neal Opromalla	Network Leader		11/18/11
Barbara Sorkin	Other <u>Testing Coordinator</u>		11/18/11
Alyse Strugatz/Writing	Other		11/18/11

**School Name:** PS 177

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Goldie Grunfeld/SSpeech	Other		11/18/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: 21K177 School Name: PS 177

Cluster: \_\_\_\_\_ Network: CFN 409

**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**

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

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

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Marlboro School	DBN: 21K177
Cluster Leader: CFN 409	Network Leader: Neil Opromalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 7

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

A top priority for our school is to maximize the educational experience for our ELL students and their parents. Therefore, P.S. 177 will be offering an after school program for our ELL students in Grades 2, 3, 4 and 5. The program will focus on the skills and strategies necessary to strengthen their academic achievements in writing skills.

**NYSESLAT Listening and Speaking Performance**

	Number Tested	Beginning	Intermediate	Advanced	Proficient
All Grades 2010	279	4%	11%	22%	63%
All Grades 2011	291	2%	7%	33%	59%
All Grades 2012	291	4%	9%	27%	60%

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Grades K-1	126	6%	1%	29%	51%
Grades 2-4	135	2%	6%	23%	69%
Grade 5	30	0%	6%	40%	54%

**NYSESLAT Reading and Writing Performance**

	Number Tested	Beginning	Intermediate	Advanced	Proficient
All Grades 2010	279	23%	27%	29%	21%
All Grades 2011	291	10%	33%	33%	25%
All Grades 2012	291	18%	27%	28%	27%

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Grades K-1	126	28%	25%	12%	35%
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**Part B: Direct Instruction Supplemental Program Information**

Grades 2-4	135	13%	27%	41%	19%
Grade 5	30	3%	20%	40%	37%

Our ESL teachers worked collaboratively to review and analyze NYSESLAT and ELA results. After analyzing the data, we realized that ELL students demonstrate some weaknesses in writing skills. Students were selected for this program because of their need for additional support to reach grade performance standards and in order to prepare them for the rigorous expectations as specified in the New York Common Core Learning Standards. There are a significant percentage of ELL students who are performing on the beginning and intermediate level for reading and writing. Our ELL students need support to improve their writing abilities and knowledge of grammar. This program will support and enhance our students' performance on the writing section of the NYS ELA and the NYSESLAT exam

We are currently serving approximately 130 ELLs. Each session will have a 2 hour duration. The program will be held on Mondays and Wednesdays from 3:00 to 5:00pm. We have 7 classes in total. There are two classes for second graders; one for intermediate and one for advanced students. There are two classes for third graders; one for intermediate and one for advanced students. There are two classes for fourth graders; one for intermediate and one for advanced students. There is one class for fifth grade intermediates and advanced students. Language of instruction for this Title III program is English. The ESL After-school program started on Monday, October 15, 2012. The program will conclude on May 8, 2013.

The staff consists of eight teachers, one of whom is a licensed ESL teacher. Our teachers in the ESL After-School Program are experienced classroom teachers and have been incorporating ESL methodologies into their instruction. The licensed ESL teacher will be team-teaching and co-planning with the common branch teachers. The ESL teacher will push into 4 classes on Monday and 4 classes on Wednesday for a half-hour each. The teachers are following the New York State Education Department Office of Bilingual Education publication titled Learning Standards for English as a Second Language--- Building the Bridge, enumerating and explaining the ESL Standards with their accompanying Performance Indicators.

The selection of staff for this program will be based on their abilities to teach writing. We selected teachers who demonstrated a love of writing and who inspire and motivate students. The teachers will be following the writing units of study, which are aligned to the Common Core Standards. The teachers began with the mechanics and structure. They will then move on to a picture description. Later, the ELL students will use this information to get ideas for writing about a topic. Also, students will be asked to make connections to add ideas not shown in the picture. Our main objective will be to have students write about a topic in clear and correct sentences. They will be exposed to a variety of genres and will engage in rigorous writing task in order to improve student performance.

ELL students are not proficient writers. They need instruction in grammar and proper sentence structure. We will be using the books "NY Edits", at no cost to the Title III Funds. "NY Edits" gives students the opportunity to practice these skills by editing sentences and short paragraphs. As the students become successful editors, they will transfer their skills into their own writing

## Part B: Direct Instruction Supplemental Program Information

To assist our teachers with addressing multiple entry points to support vocabulary development, our PTA has donated Oxford Picture Dictionaries and workbooks. The dictionaries are designed for young students and contain over 700 words with corresponding colorful pictures. Our students will be able to recognize the pictures in the dictionary and apply the corresponding English words to understand the meaning of it in their native languages. The workbooks are to help students improve their academic language and their word choice in their writing. ELL students demonstrate difficulties with basic interpersonal communication skills (BICS) and need extensive time to develop their cognitive ability of language proficiency (CALP.)

In preparation for the NYSESLAT exam, we have provided a workbook practice for each student in the program (K-5). We selected the Empire State workbooks because they provide units for speaking, listening, reading and writing. This helps expose students to similar types of questions they will be presented during the NYSESLAT exam. Class package, which includes workbooks, teacher's edition and audio CDs were ordered at no cost to Title III.

To ensure the safety of all students, we have a supervisor in charge, at no cost to Title III, during the program from 3:00pm to 5:00pm. In addition, the supervisor observes and monitors the instructional practices by visiting the classrooms on an on-going basis. Feedback is shared and followed up with the teachers to ensure that we maximize the educational experiences for each student in the program. This information is used to plan additional professional development activities for ESL teachers and other staff members.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The Title III staff will receive training from the licensed-ESL teacher. The licensed ESL teacher will provide monthly professional development. The sessions will provide teachers with the resources and materials necessary to successfully support teachers in order to prepare students for the rigorous performance expectations of the literacy task, NYS ELA exam and NYSESLAT. In addition, model lessons will be conducted by every teacher to support the ESL instruction in the classroom. This will strengthen their teaching with strategies for differentiated instruction to meet the needs for their ELLs in the various strands of learning and to become familiar with the stages of language acquisition. Our classroom teachers will receive ESL training on methodologies and techniques which they will apply in their classrooms. Also, during these sessions, teachers discuss and share best practices implemented during instructional time. Teachers discuss how to adapt and modify instructional practices to ensure that we meet the needs of every student. These strategies, as well as, oral language practices will be infused into the content area lessons of math, science and social studies. In addition, teachers prepare

**Part C: Professional Development**

lessons and activities tailored to the individual needs of the beginner ELLs. These sessions will be held after school, on a monthly basis. In addition, on November 6, 2012, Election Day, a non-attendance day for students, the ESL department will provide professional development for the entire school staff, at no cost to Title III. The teachers will then discuss and plan activities that will help them better understand how to adapt curricula assessment measures, and instructional strategies for ELL students in their classes.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

On a monthly basis, parents will be invited to attend a Publishing Party in each of the 7 after school classes. Invitations will be sent to parents translated into their native languages, at no cost to Title III. The students will have completed a published piece and present it to their classmates and parents. The teacher will explain what the unit was about and talk about the use of mentor texts, from which some students borrowed ideas and inspirations for their own narratives. This will enhance the writing process by giving the students an audience and a meaningful purpose for writing an engaging story. The ELL students’ public speaking will also improve over the course of the program. When all the students are done sharing their work, light refreshments will be served for parents and students to celebrate another “Job Well Done!”

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		