

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 177
DBN (i.e. 01M001): 21K177
Principal: SHOSHANA SINGER
Principal Email: SSINGER@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: NEIL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Shoshana Singer	*Principal or Designee	
Antonella Lombardo	*UFT Chapter Leader or Designee	
Luisa DeSilvio	*PA/PTA President or Designated Co-President	
Anne Polizzi	*PA/PTA President or Designated Co-President	
Vacancy	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daniela Gangi	Member/ Teacher – SLT Chairperson	
Patricia Aesh	Member/ Teacher – SLT Recording Secretary	
Betty Silverstone	Member/ Teacher – SLT Financial Liaison	
Mei Francese	Member/ Parent	
Kathy Rosato	Member/ Parent	
Aileen Echeandia	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the percentage of all tested students who have been identified as students with disabilities, and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 5% increase in proficiency in ELA (7 out of 142) as measured by the New York State English Language Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

➤ New York State English Language Arts Assessment – All Students

Year	Grade	# Tested	Level 1	# Tested	Level 2	# Tested	Level 3	# Tested	Level 4	# Tested	Level 3 & 4
2014	3	48	33.5%	38	33.5%	46	32%	1	1%	47	32.8%
2013	3	56	38.6%	49	33.9%	35	24.1%	5	3.4%	40	27.6%
2014	4	34	22.8%	55	36.9%	40	26.8%	20	13.4%	60	40.2%
2013	4	31	23.7%	60	45.8%	30	22.9%	10	7.6%	40	30.5%
2014	5	39	31.4%	48	38.7%	28	22.5%	9	7.2%	27	29.8%
2013	5	34	23.8%	55	38.5%	41	28.7%	13	9.1%	54	37.8%
2014	All Grades	121	29.0%	151	36.2%	114	27.4%	30	7.4%	144	34.6%
2013	All Grades	121	28.9%	164	39.1%	106	25.3%	28	6.7%	134	32.0%

➤ New York State ELA - Disaggregated Data

Year	All Grades	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2014	Tested English Proficient (exclusive SWD)	6% (27)	26% (108)	26% (109)	7% (30)	33% (139)
	Tested ELL and/or Students with Disabilities	23% (94)	10% (43)	1% (5)	0% (0)	1% (5)

Performance Trends and Barriers to Improvement:

- Results of the 2014 ELA Assessment in Grades 3 and 4 show a significant increase in the number of all students (inclusive of ELL and SWD) who performed at levels 3 and 4 as compared to the previous year.
- Results of the 2014 ELA Assessment in Grade 5 shows a significant decrease (8%) in the number of all students (inclusive of ELL and SWD) who performed at levels 3 and 4 as compared to the previous year.
- Results of the 2014 ELA Assessment in Grades 3, 4 and 5 shows a significant discrepancy (32%) in the percentage of students who performed at levels 3 and 4 between English Proficient students and English Language Learners and/or Students with Disabilities
- The results indicate a need on each grade to enable more Level 1 and Level 2 English Language Learners and/or Students with Disabilities to reach the ELA performance standards.

➤ NYSESLAT

Year	Grades	Level 1	Level 2	Level 3	Level 4
2014	3	12%	35%	42%	4%
2013	3	11%	35%	33%	20%
2014	4	17%	27%	30%	25%
2013	4	15%	20%	28%	38%
2014	5	11%	25%	51%	11%
2013	5	20%	8%	42%	31%

➤ Elementary School Quality Snapshot

- After analysis of our school's New York City Quality Snapshot, it was determined that we are exceeding the target in closing the achievement gap for English Language Learners and the Bottom Third in ELA.
- We are not meeting the target in closing the achievement gap for our SETTS students.
- This year only 32.2% of all students tested scored at a level 3 or 4. This was a 28.4% drop from the previous year.
- The average student proficiency in ELA was 2.63 as compared with 2.61 the previous year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Language Enriched Classes for Beginner and Intermediate ELL Students – To address our increasing ELL population, we have created language enriched class on each grade, for beginner and intermediate ELL students has been created to provide intensive support to allow students to meet the Common Core standards. In Grades K-2, there are two classes on each grade and in Grades 3-5 there is one class on each grade. These classes emphasize language acquisition through word study, reading and writing using the *On Our Way* to English program. Grade-level lessons and goals are differentiated by ELL proficiency level. Academic support is provided to ELL students utilizing a push-in model for a minimum of 8 periods per week. 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 by both the General Education teacher and the ESL teacher. Both 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.

2. Implementation of Common Core Aligned Literacy Curriculum - All students, inclusive of advanced English language learners and students with disabilities participate in Teachers College Reading and Writing Workshop which is designed to equip teachers with the tools and practices necessary to meet the expectation of the Common Core State Standards. Targeted instruction is designed to accelerate delivery of the new process of the Common Core in Grades K-5. The goal is to explicitly teach students strategies which will enable them to become more skillful at comprehending complex text. Students are in engaged in authentic reading experiences that focus on the strengths and needs of each individual student through differentiated instruction. Teachers utilize a variety of scaffolding strategies so that all students, including ELLs and SWD can access complex text. Teachers guide students to analyze text through focused texted-based questions that provide opportunities for students to deconstruct the text in order to closely examine vocabulary, sentence structure, and the development of ideas. Daily small group instruction is based on progress monitoring through conferring. Reading Workshop emphasizes the importance of student engagement and the interaction between readers and the text.

3. Data-Driven Instruction - Teachers work regularly to collaboratively 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 practice and

student learning. Teachers meet with the Teachers College Staff Developer to create teaching points based on the learning needs of their students. In addition, teachers in grades K-5 work collaboratively to modify writing units of study to better align with the Common Core. 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 individual grades to gather, organize, and analyze data in order to accelerate achievement. Teachers use student performance data, i.e., summative and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, and adjust the planned curriculum with a specific focus on at-risk students and identified subgroups. 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.

4. Professional Development – Provide ongoing professional development training for General Education Classroom Teachers, ICT Teachers, SETSS Providers, and Related Service Providers as per individually identified needs in specific aspects of literacy instruction. External consultants from Teachers College will provide every pedagogue with professional development on how to successfully implement the Teachers College Reading and Writing Workshop to prepare students, including English Language Learners and SWDs, for the rigorous performance expectations of the NYS ELA Assessment, and Common Core Learning Standards. Additional professional development will be provided by licensed ESL teachers who serve as peer educators for classroom teachers with professional development on Effective Instructional Practices for ELLs and how to successfully prepare students for the rigorous performance expectations of the NYSESLAT. Professional development will also be provided by CFN 409 personnel to support various components of literacy with a focus on authentic activities, examples, and modeling of effective strategies to enable teachers to support ELL students within the CCLS framework.

5. Use a Common Lens to Improve Instruction - Instructional practice in the school is guided by a common framework and language that supports unified practice and collaboration among all staff in improving student learning. School leaders are using Danielson's Framework for Teaching for both formal and informal observations to provide specific feedback to strengthen teaching and student outcomes. School leaders, in partnership with the Talent Coach from the Office of Teacher Effectiveness, ensure that all staff has received additional support in the use of the Danielson rubric to improve instruction and to effectively communicate clear expectations to improve teacher effectiveness. The Principal and Assistant Principals will meet regularly to calibrate and 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. The Principal will guide teachers to form an individual development plan with delineated steps for improvement and provide professional development based on identified needs.

6. Afterschool Program for English Language Arts – Teachers use student data to identify at-risk students, and recommend those students for the afterschool ELA program. This program provides differentiated instruction to build the skills required to become proficient on the NYS ELA Assessment. This program consists of two hour sessions twice per week.

7. Afterschool Literacy Program for ELL Students – This program addresses the individual educational needs for ELL students to achieve proficiency and acquire necessary literacy skills. There are 7 teachers who teach ELL students in Grades 2, 3, and 4 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. A variety of research based strategies are utilized to prepare students for the rigor demanded by the Common Core standards.

8. ICT Classes - Academic support will be provided to Special Education students by utilizing an ICT model on grades 3-5 to customize and adjust instruction to meet individual student needs. Special Education teachers provide differentiated instruction that supports reading and analyzing informational texts and writing in response to those texts in a small group setting.

9. SETTS - Two certified SETTS teacher provide Academic support to students with disabilities utilizing the push-in and pull out model. Individual and small group instruction will provide activities that are differentiated to supports reading and analyzing informational texts and writing in response to those texts in a small group setting.

10. Wilson Intervention for At-Risk Students – Teachers in Grades 2 and 3 use student data (i.e. formative and summative assessments) to identify at-risk student and recommend those students for this intervention with Wilson. This research based approach is grounded in phonics and based in Orton-Gillingham principles and uses a multisensory approach to teaching students how to read. A Wilson certified teacher utilizing a pull out model, provides differentiated instruction to meet student needs.

B. Key personnel and other resources used to implement each strategy/activity

1. Language Enriched Classroom teachers K-5, ESL teachers, Principal, Assistant Principal, Paraprofessionals
2. All classroom teachers, cluster teachers, ESL teachers, Teachers College Staff Developers, Principal, Assistant Principals, Paraprofessionals
3. All teachers (classroom, cluster, ESL, SETTS), Principal, Assistant Principal, Data Specialist, CFN 409 personnel, Related Service Providers, Paraprofessionals
4. All teachers (classroom, cluster, ESL, SETTS), Related Service Providers, Teachers College Staff Developers, Data Specialist, Principal, Assistant Principal, Paraprofessionals, External Consultants, CFN409 personnel
5. All teachers (classroom, cluster, ESL), Principal, Assistant Principal, Talent Coach
- 6-7. Classroom teachers-Grades 3-5, Per Session teachers, Principal, Assistant Principals
8. Classroom teachers, Special education Teachers, Principal, Assistant Principal, Paraprofessional
9. SETTS teachers, Principal, Assistant Principal
10. F-status Wilson teacher, Grade 2-3 teachers, Data Specialist, Principal, Assistant Principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1 -3. Student proficiency is assessed daily on the lesson being taught. Daily small group instruction is based on built-in progress monitoring throughout the lesson. Tiered instruction is given based on progress results. Formative assessments are given throughout the modules. Summative assessments are given at the end of each unit. In addition, DRA2 is used three times per year to monitor student progress. Profiles of progress in reading and writing are completed after each unit to assess student progress.
4. Formal Professional Development evaluations that measure teachers' reactions and perceived learning. Evidence that student learning and achievement have increased as result of teachers' applying the new knowledge and skills they learned through professional development. Effectiveness of ongoing professional development is also assessed through the cycles of observation and feedback.
5. To evaluate our progress for this strategy we will look at data from formal and information observations to identify patterns and trends. This information will inform both school-wide and individual teacher professional development plans. School leaders will provide opportunities for teachers to share identified best practices to increase effectiveness in the classroom through intervisitations.
- 6-7. To evaluate our progress for these strategies, beginning, interim and final benchmark assessments will be administered.
8. Student proficiency is assessed daily on the lesson being taught. Daily small group instruction is based on built-in progress monitoring throughout the lesson. Tiered instruction is given based on progress results. Formative assessments are given throughout the modules. Summative assessments are given at the end of each unit. In addition, DRA2 is used three times per year to monitor student progress. Profiles of progress in reading and writing are completed after each unit to assess student progress
9. Meeting IEP goals
10. To evaluate our progress for these strategies, the WADE assessment will be administered at a benchmark and final assessment. Interim assessments are administer and monitored after level.

D. Timeline for implementation and completion including start and end dates

- 1-4. Ongoing beginning September 2014 and ending June 2015.
5. All teachers will be observed formally and/or informally and provided with specific feedback, a minimum of four times per year beginning October 2014 and ending April 2015.
- 6-7. Ongoing beginning October 2014 and ending May 2015.
- 8-9 Ongoing beginning September 2014 and ending June 2015.
10. Ongoing beginning October 2014 and ending June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Block scheduling, Common Planning Time across grades and departments
2. Block scheduling, Common Planning Time across grades
3. Common planning time, Monday Afterschool Professional Learning block, Tuesday Afterschool-OPW block, SBO
4. Common planning time, Monday Afterschool Professional Learning block, Monthly Grade Meetings, SBO, per session, Chancellor's Conference Day
5. Common planning time, Faculty Conference, Chancellor's Conference Day
- 6-7. Teacher per session
8. Block scheduling, Common Planning Time across grades and departments
9. Common planning time
10. F-Status personnel certified teacher, Circular 6 prep period, Common planning time to articulate with classroom teachers

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Schedule additional parent meetings with flexible time frames to accommodate parent schedules for students who are not meeting the standards.
- School and individual class websites.
- Expanded family outreach during Parent Engagement block.
- 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.
- Parent Orientation Meetings
- Parent Teacher Conferences Dedicated time for parents of 4th and 5th graders who scored a level 1 or 2 on the 2014 Common Core ELA exams to discuss how the school and family can work together to improve the child's performance
- Dedicated time for parents of 3rd grade students who were retained and scored a level 1 or 2 on the 2014 Common Core ELA exams to discuss how the school and family can work together to improve the child's performance
- Parent Literacy Resource Center and Lending Library
- 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.
- ARIS parent link with support
- School Messenger System – an automated, computer-based telephone calling system that delivers school wide and targeted messages to parents.

Monthly PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. ARRA RTTT DATA – Data Specialist

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the percentage of all English proficient students meeting and/or exceeding grade level standards(139 out of 274) in English language arts will increase by 5% (from 51% to 56%) as measured by the 2015 New York State English language arts assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

➤ **New York State English Language Arts Assessment**

Year	All Grades	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2013	Tested Students (exclusive of SWD's & ELLs)	10%	44%	36%	9%	45%
2014	Tested Students- 274 (exclusive of SWD's & ELLs)	10%	39%	40%	11%	51%

Year	Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2013	3	20%	40%	35%	5%	40%
2014	3	14%	37%	48%	1%	49%
2013	4	4%	52%	33%	11%	44%
2014	4	6%	35%	39%	20%	59%
2013	5	8%	40%	39%	13%	52%
2014	5	11%	46%	32%	11%	43%

Performance Trends:

- In 2014 there was a 6% increase in the overall number of students (exclusive of ELL and/or SWD) who performed at level 4.
- In Grade 4, there was a 15% increase in the number of students (exclusive of ELL and/or SWD) who performed at levels 3 and 4.
- In Grade 3, there was a 9% increase in the number of students (exclusive of ELL and/or SWD) who performed at levels 3 and 4.

Barriers to Improvement:

- In Grade 5, there was a 11% decrease in the number of students who performed at levels 3 and 4.
- Results of the 2014 ELA Assessment in Grades 3, 4 and 5 indicate a critical need on each grade to enable more Level 1 and Level 2 English proficient students to reach the ELA performance standards.

➤ **Elementary School Quality Snapshot**

- After careful analysis of our school's New York City Progress Report, it was determined that students' performance on the 2014 ELA exam was not adequate. We received a B in this section on the Progress Report obtaining only 11.5 out of 25 points.
- This year only 34.8% of all students, inclusive of ELLs and SWD, tested scored at a level 3 or 4. This was an increase from 32.3 from the previous year.
- This year the average student proficiency was 2.63 as compared with 2.61 the previous year

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

1. **Implementation of Common Core Aligned Literacy Curriculum** - All students, inclusive of advanced English language learners and students with disabilities participate in Teachers College Reading and Writing Workshop which is designed to equip teachers with the tools and practices necessary to meet the expectation of the Common Core State Standards. Targeted instruction is designed to accelerate delivery of the new process of the Common Core in Grades K-5. The goal is to explicitly teach students strategies which will enable them to become more skillful at comprehending complex text. Students are engaged in authentic reading experiences that focus on the strengths and needs of each individual student through differentiated instruction. Teachers utilize a variety of scaffolding strategies so that all students, including ELLs and SWD can access complex text. Teachers guide students to analyze text through focused texted-based questions that provide opportunities for students to deconstruct the text in order to closely examine vocabulary, sentence structure, and the development of ideas. Daily small group instruction is based on progress monitoring through conferring. Reading Workshop emphasizes the importance of student engagement and the interaction between readers and the text.
2. **Data-Driven Instruction** - Teachers work regularly to collaboratively 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 practice and student learning. Teachers meet with the Teachers College Staff Developer to create teaching points based on the learning needs of their students. In addition, teachers in grades K-5 work collaboratively to modify writing units of study to better align with the Common Core. 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 individual grades to gather, organize, and analyze data in order to accelerate achievement. Teachers use student performance data, i.e., summative and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, and adjust the planned curriculum with a specific focus on at-risk students and identified subgroups. 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.
3. **Professional Development** – Provide ongoing professional development training for General Education Classroom Teachers, ICT Teachers, SETSS Providers, and Related Service Providers as per individually identified needs in specific aspects of literacy instruction. External consultants from Teachers College will provide every pedagogue with professional development on how to successfully implement the Teachers College Reading and Writing Workshop to prepare students, including English Language Learners and SWDs, for the rigorous performance expectations of the NYS ELA Assessment, and Common Core Learning Standards. Additional professional development will be provided by licensed ESL teachers who serve as peer educators for classroom teachers with professional development on Effective Instructional Practices for ELLs and how to successfully prepare students for the rigorous performance expectations of the NYSESLAT. Professional development will also be provided by CFN 409 personnel to support various components of literacy with a focus on authentic activities, examples, and modeling of effective strategies to enable teachers to support ELL students within the CCLS framework.
4. **Use a Common Lens to Improve Instruction** - Instructional practice in the school is guided by a common framework and language that supports unified practice and collaboration among all staff in improving student learning. School leaders are using Danielson's Framework for Teaching for both formal and informal observations to provide specific feedback to strengthen teaching and student outcomes. School leaders, in partnership with the Talent Coach from the Office of Teacher Effectiveness, ensure that all staff has received additional support in the use of the Danielson rubric to improve instruction and to effectively communicate clear expectations to improve teacher effectiveness. The Principal and Assistant Principals will meet regularly to calibrate and 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. The Principal will guide teachers to form an individual development plan with delineated steps for improvement and provide professional development based on identified needs.
6. **Afterschool Program for English Language Arts** – Teachers use student data to identify at-risk students, exclusive of SWDs and ELLs, and recommend those students for the afterschool ELA program. This program provides differentiated instruction to build the skills required to become proficient on the NYS ELA Assessment. This program consists of two hour sessions twice per week.
7. **Wilson Intervention for At-Risk Students** – Teachers in Grades 2 and 3 use student data (i.e. formative and summative assessments) to identify at-risk student

and recommend those students for this intervention with Wilson. This research based approach is grounded in phonics and based in Orton-Gillingham principles and uses a multisensory approach to teaching students how to read. A Wilson certified teacher utilizing a pull out model, provides differentiated instruction to meet student needs.

• **Key personnel and other resources used to implement each strategy/activity**

1. All classroom teachers, cluster teachers, ESL teachers, Teachers College Staff Developers, Principal, Assistant Principals, Paraprofessionals
2. All teachers (classroom, cluster, ESL, SETTS), Principal, Assistant Principal, Data Specialist, CFN 409 personnel, Related Service Providers, Paraprofessionals
3. All teachers (classroom, cluster, ESL, SETTS), Related Service Providers, Teachers College Staff Developers, Data Specialist, Principal, Assistant Principal, Paraprofessionals, External Consultants, CFN409 personnel
4. All teachers (classroom, cluster, ESL), Principal, Assistant Principal, Talent Coach
5. Classroom teachers-Grades 3-5, Per Session teachers, Principal, Assistant Principals
6. F-status Wilson teacher, Grade 2-3 teachers, Data Specialist, Principal, Assistant Principals

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1-2. Student proficiency is assessed daily on the lesson being taught. Daily small group instruction is based on built-in progress monitoring throughout the lesson. Tiered instruction is given based on progress results. Formative assessments are given throughout the modules. Summative assessments are given at the end of each unit. In addition, DRA2 is used three times per year to monitor student progress. Profiles of progress in reading and writing are completed after each unit to assess student progress.
3. Formal Professional Development evaluations that measure teachers' reactions and perceived learning. Evidence that student learning and achievement have increased as result of teachers' applying the new knowledge and skills they learned through professional development. Effectiveness of ongoing professional development is also assessed through the cycles of observation and feedback.
4. To evaluate our progress for this strategy we will look at data from formal and information observations to identify patterns and trends. This information will inform both school-wide and individual teacher professional development plans. School leaders will provide opportunities for teachers to share identified best practices to increase effectiveness in the classroom through intervisitations.
5. To evaluate our progress for these strategies, beginning, interim and final benchmark assessments will be administered.
6. To evaluate our progress for these strategies, the WADE assessment will be administered at a benchmark and final assessment. Interim assessments are administer and monitored after level.

• **Timeline for implementation and completion including start and end dates**

- 1-3. Ongoing beginning September 2014 and ending June 2015.
4. All teachers will be observed formally and/or informally and provided with specific feedback, a minimum of four times per year beginning October 2014 and ending April 2015.
5. Ongoing beginning October 2014 and ending May 2015.
6. Ongoing beginning October 2014 and ending June 2015.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Block scheduling, Common Planning Time across grades
2. Common planning time, Monday Afterschool Professional Learning block, Tuesday Afterschool-OPW block, SBO
3. Common planning time, Monday Afterschool Professional Learning block, Monthly Grade Meetings, SBO, per session, Chancellor's Conference Day
4. Common planning time, Faculty Conference, Chancellor's Conference Day
5. Teacher per session
6. F-Status personnel certified teacher, Circular 6 prep period, Common planning time to articulate with classroom teachers

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Schedule additional parent meetings with flexible time frames to accommodate parent schedules for students who are not meeting the standards.
- School and individual class websites.
- Expanded family outreach during Parent Engagement block.
- 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.

- Parent Orientation Meetings
- Parent Teacher Conferences Dedicated time for parents of 4th and 5th graders who scored a level 1 or 2 on the 2014 Common Core ELA exams to discuss how the school and family can work together to improve the child's performance
- Dedicated time for parents of 3rd grade students who were retained and scored a level 1 or 2 on the 2014 Common Core ELA exams to discuss how the school and family can work together to improve the child's performance
- Parent Literacy Resource Center and Lending Library
- 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.
- ARIS parent link with support
- School Messenger System – an automated, computer-based telephone calling system that delivers school wide and targeted messages to parents.
- Monthly PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
1. ARRA RTTT DATA – Data Specialist											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the percentage of all tested students, including students with disabilities and English Language learners, will demonstrate a 7% increase (from 51% to 56%) in meeting and or exceeding grade level standards (239 out of 426) in Mathematics as measured by the 2015 New York State Math Assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

➤ **New York State Mathematics Assessment**

	All Grades	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2013	All Students	27%	32%	27%	14%	41%
2014	All Students	20%	29%	29%	22%	51%

	Grade 3	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2014	English Proficient (103)	10%	37%	37%	16%	53%
	English Language Learners(40)	42%	47%	10%	0%	10%

	Grade 4	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2014	English Proficient (117)	8%	21%	29%	42%	75%
	English Language Learners (38)	42%	37%	16%	5%	21%

	Grade 5	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
2014	English Proficient (101)	17%	23%	37%	23%	60%
	English Language Learners (27)	67%	19%	11%	3%	14%

Performance Trends:

- In 2014 there was a 10% increase in the overall number of students (inclusive of ELL and/or SWD) who performed at levels 3 and 4.
- In 2014 there was an 8% increase in the overall number of students (inclusive of ELL and/or SWD) who performed at level 4.

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.

➤ **Elementary School Quality Snapshot**

- After analysis of our school's New York City Quality Snapshot, it was determined that we are exceeding the target in closing the achievement gap for high need students in Mathematics.
- This year only 32.2% of all students tested scored at a level 3 or 4. This was a 28.4% drop from the previous year.

- The average student proficiency in Mathematics was 3.02 as compared with 2.80 the previous year.
- This year only 51.6% 41.3% of all students tested scored at a level 3 or 4. This was a 10.3 increase from the previous year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. Implementation of Common Core Aligned Mathematics Curriculum - All students in Grades K-5 participate in Go Math's comprehensive mathematics program developed to support the Common Core State Standards for Mathematics. This program emphasizes critical areas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students. This curriculum provides exceptional support for students as they work to meet the mathematics standards' objectives. Lessons begin with concrete, context-based situations and, through the use of models, math talk, sample questions and other tools, progress toward more abstract problems, creating a natural, progressive learning environment to help students successfully engage with complex ideas. Go Math supports a variety of instructional approaches through the different lesson types to address a variety of learning styles. Through these lesson types and through approaches embedded within a lesson, teachers are able to differentiate instruction. Go Math supports active engagement on the part of the student as a means of developing conceptual understanding.

2. Data-Driven Instruction - During team

meetings teachers work collaboratively with the Administration and Math Specialist to analyze student work to inform instruction to support students' journey toward proficiency in mathematics. Scheduled inter-visitations for model lessons are arranged school-wide and are utilized to support one another to improve classroom practice and student learning. Teachers meet weekly to create teaching points based on the learning needs of their students. 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, and analyze data in order to accelerate achievement. Teachers use student performance data, i.e., summative and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, and adjust the planned curriculum with a specific focus on at-risk students and identified subgroups. The Principal and the administrative staff monitor and review the Math 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.

3. Professional Development - Provide ongoing professional development training for General Education Classroom Teachers, ICT Teachers, SETSS Providers, and Related Service Providers as per individually identified needs in mathematics instruction. External consultants from Houghton Mifflin Harcourt will provide the staff with professional development on how to successfully implement the Go Math program to prepare students for the rigorous performance expectations of the NYS Math Assessment, and Common Core Learning Standards. Additional professional development will be provided by the school personnel and CFN 409 personnel to support various components of math. Such topics include understanding the 7 Mathematical Practices (modeling, collaborating, applying, and problem-solving) and looking at student work to drive instruction.

4. Common Core Aligned Performance Tasks- Students will be engaged in high cognitive level problem-solving performance tasks addressing the Common Core Standards and assessed with a four-point scoring rubric aligned with NYC expectations and requirements. Scaffolds and supports will be provided to students to reach the standards. During common planning meetings teachers will meet to develop supports and scaffolds, examine assessment, and use resulting data to adjust instructional practices and make recommendations for the provision of AIS services. All staff members have been trained in the new common core standards and are incorporating them into their curriculum plans. All students will participate in a performance tasks after each unit which will prepare them for the rigorous performance expectations as specified in the CCLS.

5. Use a Common Lens to Improve Instruction - Instructional practice in the school is guided by a common framework and language that supports unified practice and collaboration among all staff in improving student learning. School leaders are using Danielson's Framework for Teaching for both formal and informal observations to provide specific feedback to strengthen teaching and student outcomes. School leaders ensure that all staff has received additional support in the use of the Danielson rubric to improve instruction and 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 and provide professional development based on identified needs.

6. Afterschool Math Literacy Program for ELL Students – 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.

7. Afterschool Program for Mathematics – Teachers use student data to identify at-risk students, exclusive of ELLs, and recommend those students for the afterschool Mathematics program. This program provides differentiated instruction to build the skills required to become proficient on the NYS Math Assessment. This program consists of two hour sessions twice per week.

8. SETTS - Academic support will be provided to Special Education students by two certified SETTS teachers utilizing both the push-in and pull-out models. 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.

• **Key personnel and other resources used to implement each strategy/activity**

1. All classroom teachers K-5, Principal, Assistant Principals, Math Specialist Paraprofessionals, SETTS teachers
2. All classroom teachers, Math/Literacy cluster teacher, SETTS teachers, Data Specialist, Principal, Assistant Principals, CFN 409 personnel
3. All teachers (classroom, cluster, ESL, SETTS), Principal, Assistant Principals, Math Specialist, CFN 409 personnel, External Consultants, Related Service Providers, Paraprofessionals
4. All classroom teachers, Math/Literacy cluster, SETTS teachers, Data Specialist, Math Specialist, Principal, Assistant Principal, Paraprofessionals
5. All teachers (classroom, Math/Literacy cluster, ESL, SETTS), Principal, Assistant Principal, Talent Coach
- 6-7. Classroom teachers-Grades 3-5, Per Session teachers, Principal, Assistant Principals
8. SETTS teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1-2. To evaluate the effectiveness for this strategy, diagnostic, formative and summative assessments will be used as follows:

Diagnostic assessment:

- **Show What You Know:** Prior to beginning each chapter to determine if students have the pre-requisite skills
- **Beginning-of-the year test:** Multiple choice format to be used early in the year to establish on grade level skills that children may already understand. The benchmark test will allow for customization of instructional content to optimize the time spent teaching specific objectives.

Formative assessment

- **Lesson Quick Check:** In every lesson, monitors student understanding.
- **Mid-Chapter Checkpoint:** Monitors student progress to permit instructional adjustments.
- **Middle-of the Year Test:** Same skills as beginning of the year to monitor student progress and permit instructional changes.
- **Portfolios:** Work samples showing progress through the year.

Summative Assessment:

- **Chapter test:** Measure child's mastery of concepts taught in the chapter.
- **End of Year Test:** Mirrors the Beginning of year test

In addition teachers have the option of using an online assessment system which offers assessment flexibility to individualize assessment for each child.

3. Formal Professional Development evaluations that measure teachers' reactions and perceived learning. Evidence that student learning and achievement have increased as result of teachers' applying the new knowledge and skills they learned through professional development. Effectiveness of ongoing professional development is also assessed through the cycles of observation and feedback.

4. To evaluate our progress for this strategy each unit will have a performance task which assesses children's ability to use what they have learned and provides Opportunity for children to display their thinking strategies.

5. To evaluate our progress for this strategy we will look at data from formal and information observations to identify patterns and trends. This information will inform both school-wide and individual teacher professional development plans. School leaders will provide opportunities for teachers to share identified best practices to increase effectiveness in the classroom through intervisitations.

6-9. To evaluate our progress for these strategies, beginning, interim and final benchmark assessments will be administered.

• **Timeline for implementation and completion including start and end dates**

- 1-4. Ongoing beginning September 2014 and ending June 2015.
5. All teachers will be observed formally and/or informally and provided with specific feedback, a minimum of four times per year beginning October 2014 and ending April 2015.
- 6-7. Ongoing beginning October 2014 and ending June 2015.
8. Beginning January 2015 and ending April 2015.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Block scheduling, Common Planning Time across grades
2. Common planning time, inquiry period prep once per week, SBO
3. Common planning time, Monthly Grade Meetings, SBO, Circular 6 period, per session, Chancellor's Conference Day
4. Common planning time, Faculty Conference, Chancellor's Conference Day
5. Faculty Conferences, Monthly Grade Meetings, Chancellor's Conference Day
- 6-7. Teacher per session
8. Common Planning Time

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Clear expectations for learning are communicated to parents through the individual Profiles of Progress in Math. Parents have regular opportunities to provide feedback to further increase the effectiveness of instruction.
- Schedule additional parent meetings with flexible time frames to accommodate parent schedules for students who are not meeting the standards.
- 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.
- School and individual class websites.
- Expanded family outreach during Parent Engagement block.
- Parent Orientation Meetings
- Parent Teacher Conferences
- Dedicated time for parents of 3rd, 4th and 5th graders who scored a level 1 or 2 on the 2014 Common Core Mathematics exams to discuss how the school and family can work together to improve the child's performance.
- 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 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 Math, DOE Common Core Performance Tasks, the importance of homework and homework resources, components of the NY State Math exam and test taking skills.
- ARIS parent link with support
- Thinkcentral parent link with support (websites and videos)
- School Messenger System – an automated, computer-based telephone calling system that delivers school-wide and targeted messages to parents.

Monthly PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
1. ARRA RTTT DATA – Data Specialist											

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
n/a

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
n/a

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
1. n/a
- **Key personnel and other resources used to implement each strategy/activity**
1. n/a
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. n/a
- **Timeline for implementation and completion including start and end dates**
1. n/a
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. n/a

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.
n/a

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
n/a

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
n/a

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1. n/a
- **Key personnel and other resources used to implement each strategy/activity**
- 1. n/a
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. n/a
- **Timeline for implementation and completion including start and end dates**
- 1. n/a
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. n/a

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.
n/a

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<p><u>Team Teaching Model (K-5)</u> – 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.</p>	<p>Students identified in need of AIS receive services in a small group setting within the regular education classroom.</p>	<p>During the regular school day.</p>
	<p><u>ESL After School Program</u> - AIS is provided to ELL students from Grades 2-4. Instruction includes preparation for the NYSESLAT Assessment.</p>	<p>Students are provided with small group instruction based on ESL proficiency level to support literacy and increase proficiency in the English language.</p>	<p>After school– twice per week for a duration of two hours</p>
	<p><u>120 Minute Literacy Block Program</u> All students in Grades K–2 receive literacy instruction through a balanced literacy approach, during a 120 minute literacy block every day. Students are actively involved in all the components of literacy through the Teachers College Reading Workshop. Scaffolded strategies are utilized to allow all students to access complex text.</p>	<p>Students identified as being at risk are given reinforcement through targeted small group guided reading instruction.</p>	<p>During the regular school day.</p>
	<p><u>90 Minute Literacy Block Program</u> All students in Grades 3-5 receive literacy instruction through a balanced literacy approach during a 90 minute reading block every day. Students are actively involved in all the components of literacy through the Teachers College Reading Workshop</p>	<p>Students identified as being at risk are given reinforcement through targeted small group guided reading and one to-one instruction.</p>	<p>During the regular school day.</p>

	<p>Scaffolded strategies are utilized to allow all students, to access complex text.</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 to provide support to meet the CCLS.</p> <p><u>Language Enriched Classes for Beginning and Intermediate ESL</u> – Self-contained ELL classes have been formed on each 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. In Grades K-2, there are two classes on each grade and in Grades 3-5 there is one class on each grade.</p> <p><u>Afterschool Program for English Language Arts</u> – Teachers use student data to identify at-risk students, and recommend those students for the afterschool ELA program. This program provides intensive differentiated instruction to build the skills required to become proficient on the NYS ELA Assessment.</p> <p><u>Wilson Intervention for At-Risk Student Teachers</u> in Grades 2 and 3 use student data (i.e. formative and summative assessments) to identify at-risk student and recommend those students. This research based approach is grounded in phonics and based in Orton Gillingham principles and uses a multisensory approach to teaching students how to read.</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>Students will be provided with small group instruction and one-to-one instruction</p> <p>Students will be provided with small group instruction and one-to-one instruction</p>	<p>During the school day.</p> <p>During the school day.</p> <p>Afterschool – twice per week for a duration of two hours</p> <p>During the school day.</p>
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<p>Mathematics</p>	<p><u>90-Minute Mathematics Block Utilizing Go Math</u> - Students will receive intensive math instruction during a math block every day. Teachers will use the Go Math pacing calendar to plan collaboratively, align instructional assessments to assess student work and focus instruction directly on student needs to meet the Common Core standards.</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>Students identified as being at risk are given reinforcement through targeted hands-on small group and one-to-one instruction.</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>During the regular school day</p> <p>After school – twice per week for a duration of two hours</p> <p>After school – twice per week for a duration of two hours.</p>
<p>Science</p>	<p><u>Writing in the Content Area</u> – As part of our reading and writing curriculum targeted nonfiction in the content area is being utilized</p>	<p>whole group reading, guided reading, one-to-one conferencing, whole group writing, shared writing, guided writing, one-to-one conferencing</p>	<p>During the school day and as part of the afterschool program</p>
<p>Social Studies</p>	<p><u>Writing in the Content Area</u> – As part of our reading and writing curriculum targeted nonfiction in the content area is utilized</p>	<p>whole group reading, guided reading, one-to-one conferencing, whole group writing, shared writing, guided writing, one-to-one conferencing</p>	<p>During the school day and as part of the afterschool program.</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At Pupil Personnel Team meetings (PPT), AIS are discussed for students who have been identified at-risk (AIS Groups A, B, C). Individual members of the PPT take responsibility for implementing AIS for individual students, and reporting back to the PPT on the students' progress after a predetermined time frame. PPT members articulate with classroom teachers to review student progress. The guidance counselor will be responsible for addressing the specific issues of the at-risk guidance counselor will be responsible for addressing the specific issues of the at-risk student as determined by the suggestions of the PPT committee and providing guidance based on the mandates of the student's IEP.</p>	<p>Small group and one-to-one</p>	<p>During the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. School leaders will provide opportunities for differentiated professional development to ensure growth based upon feedback from the cycles of observation using Danielson's Framework. 2. Administrators will guide teachers to form an individual development plan with delineated steps for improvement. 3. Workshops will be conducted to build teacher capacity to incorporate evaluative feedback to increase the effectiveness of their instruction. 4. 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. 5. Mentors are assigned to support new teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The Strategies that would be implemented to deliver high quality professional development for all staff members would include general best practices in professional development, such as addressing student learning needs, incorporating technology, professional development that is job embedded, addresses the knowledge, necessary skills and beliefs and professional development that occurs over time.</p> <p>The following Professional Development strategies will be provided to staff to support them with implementing the Common Core State Standards:</p> <ul style="list-style-type: none"> • Improve a professional collaborative culture among school leaders and staff. • using the curricular guides, pacing guides, strategies, and anchor lessons that align to the new assessments and standards. • personalize learning for a variety of diverse learners, including students with disabilities, as well as those who perform above grade level and need opportunities to accelerate. • design learning experiences that draw upon multiple disciplines. • how to prepare and use common assessments. • understand the technology associated with the new assessments, including providing the skills required to access and use the new assessment system. <p>The success of all professional development has to be assessed by how effectively it impacts student achievement.</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>As a School Wide Programs school we are able to co-mingle our funds to support our instructional program for the benefit of all students Pre-K-5, including ELL, students with disabilities, and all sub-groups.</p> <ul style="list-style-type: none"> • Leveled books will be purchased using Tax Levy and NYSTL Textbook allocations based on an assessment of student needs • TL Fair Student Funding and/or Title 1 Professional Development allocation will be used for teacher coverages for Professional development, planning sessions, and Grade meetings regarding the CCLS and Instructional Strategies. • ESL Afterschool Literacy /Math Program (Grades 2-4) funded by Title III LEP - Students are provided with small group instruction based on ESL proficiency level to support literacy and increase proficiency in mathematics. • 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.

- Title I funded programs are being utilized to differentiate instruction for all students, including English Language Learners and SWDs. 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.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

As part of our transition plan to assist preschool children and their parents we provide an orientation workshop given by the Pre-K social worker on the June prior to their entrance into Kindergarten. We invite new students as well as returning Pre-K students. Children have the opportunity to experience the classroom environment sift through books, draw and socialize. Parents are provided with a summary of the curriculum and are encouraged to take a tour of the building and meet the staff.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Measures used to include teachers in decisions regarding assessments are”

- Teachers are represented on the Measures of Student Learning (MOSL) Committee and participate in the decision making process to select school wide assessments.
- Teacher teams develop and implement assessments that are aligned to the CCLS
Teachers are represented on the Instruction Team and participate in the selection of appropriate multiple assessment measures.
- 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.
- 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
- Teachers will self-assess on selected components of the Danielson rubric. 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.
- 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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

n/a

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

n/a

PS 177
346 Avenue P
Brooklyn, New York 11204

Phone: 718-375-9506

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Shoshana Singer
Principal

Sandy DiTrapani
Salvatore Cosentino
Maria Gusenfitter
Assistant Principals

Parent Involvement Policy (PIP) Template

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, Go Math Individual Profiles 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
- Provide for effective parent-school communications by giving sufficient notice of schedules for parent teacher conferences and citywide initiatives.

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
- Dedicated time for parents of 3rd, 4th and 5th graders who scored a level 1 or 2 on the 2014 Common Core Math and/or ELA exams to discuss how the school and family can work together to improve the child's performance
- School-wide parent workshops
- Parental representation on the School Leadership Team
- Parent workshops on academic assessment (New York State Assessments, Diagnostic and Benchmark Assessments, Reading and Writing Profiles and Progress, Go 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
- School Messenger

- 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 Go Math and Teachers College Reading Workshop
- Parent workshops on Literacy by Early Childhood specialists and Service Providers
- Parent workshops conducted by teachers, family assistants and social worker on strategies and techniques for working with and understand the Common Core Learning Standards
- Provide subscription access to literacy resources (i.e. MyON, Tumblebooks)

• The school will, with the assistance of the district and parents, educate it 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:

- Collaborate with CFN support to provide professional development training to Title 1 teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Faculty meetings on how to discuss and explain student progress with parents with regard to the Common Core Learning Standards
- 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 coordinator will plan and carry out transition activities between Pre-K and Kindergarten
- Invite parents to the school to take part in transition activities
- 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)
- Provide for the health and well-being of their children, including but not limited to discipline, nutrition and hygiene.

• 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 9/13-6/14. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/13.

Shoshana Singer

Principal

September 4, 2014

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

School Responsibilities

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 four times a year, in September, November, March and May 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. Baseline and Benchmark Assessments, standardized and teacher made tests, Go Math Individual Reports of Progress, Literacy Profiles of Progress and report cards are sent home on a regular basis. Go 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 School wide 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, to the extent feasible, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language the parent 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;

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$638,343.09	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$34,557.00	X	See action plan
Title III, Part A	Federal	\$33,936.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,796,712.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be

included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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](#)

District 21	Borough Brooklyn	School Number 177
School Name The Marlboro School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Shoshana Singer	Assistant Principal Mr.DiTrapani & Mr. Cosentino
Coach Maria Gusenfitter	Coach
ESL Teacher Elena Schmidt/ESL coordinator	Guidance Counselor Heather Shelton
Teacher/Subject Area Tara Bibko/ESL teacher	Parent Luisa Desilvio
Teacher/Subject Area Antoinette Giardina/Science	Parent Coordinator Susana Caleca
Related Service Provider Goldie Grunfeld/Speech	Other Barbara Sorkin/Testing Coordin
Network Leader(Only if working with the LAP team)	Other Alyse Strugatz/Writing

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	879	Total number of ELLs	269	ELLs as share of total student population (%)	30.60%
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Part II: 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	5	6	5	2	2	2								22
Pull-out	0	0	0	3	2	2								7
Total	5	6	5	5	4	4	0	29						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	269	Newcomers (ELLs receiving service 0-3 years)	231	ELL Students with Disabilities	33
SIFE	6	ELLs receiving service 4-6 years	38	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	231	6	23	38	0	10	0	0	0	269

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	231	6	23	38	0	10	0	0	0	269
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	18	22	10	10	6								82
Chinese	13	13	4	4	4	2								40
Russian	11	6	9	7	7	5								45
Bengali	0	0	0	0	0	0								0
Urdu	6	3	3	2	4	2								20
Arabic	0	1	0	2	0	1								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	2	1	1	0	1								5
Other	9	18	12	14	11	8								72
TOTAL	55	61	52	40	36	25	0	269						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	27	13	10	9	8	5								72
Intermediate(I)	0	19	20	13	13	8								73
Advanced (A)	28	29	22	18	15	12								124
Total	55	61	52	40	36	25	0	269						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	31	1	0	0	32
4	17	3	1	0	21
5	20	13	2	0	35
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	29		9		0		0		38
4	14		7		2		0		23
5	21		12		3		0		36
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		7		19		5		39
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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	37	48	47	34	32	22
Approaching Standards	4	9	5	4	4	0
On Level	8	4	0	2	0	3
Exceeds Standards	6	0	0	0	0	0
Total	55	61	52	40	36	25

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 2 and 4.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
RNMR is not available.
4. For each program, answer the following:
 - a. 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?

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 cannot 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 (on the New York State Math or Science tests) in addition to an English version. If test is not available in the student's 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 2013 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 in order to validate prior knowledge of students and boost 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 Freestanding ESL program.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
PS 177 uses data to guide instruction of ELLs within the Response to Intervention (RtI) framework. To uncover the many factors influencing educational outcomes of our ELLs, there are different categories of information that we analyze. These include the collection of data in the following areas: learner characteristics and classroom/school characteristics. Learner characteristics include family interviews, records, portfolio assessments to find out more about the students' language/educational background, higher order thinking skills. To figure out students' academic strengths and weaknesses, we use end of unit tests, running records, classroom observations, and standardized assessments. When we collect data about classroom/school characteristics, we use classroom observations with attention to time allocation and amount of rigorous instruction targeted to address student needs, in order to figure out areas of instructional strengths and weaknesses as well as the match between instruction and students' needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order for the child's second language to develop successfully, ESL teachers must ensure that proper instructional decisions are made for their students. While making decisions for ELLs, the focus is on developing the student's profile that includes information about his/her strengths as well as areas of need. To confirm that ELLs' learning opportunities meet their needs, we make sure that the

following procedures are in place: learning experiences connect to relevant issues in their lives, personal, cultural, and world experiences; ELLs are provided an opportunity to work in pairs or small groups and demonstrate their understanding of the topic in a variety of ways, including their native language; homework assignments match ELLs' current levels of English proficiency and provide additional practice opportunities for what occurred during class; content and language objectives are visibly displayed in simple, student-friendly language; all key terms, words, idioms, and phrases that ELLs need to learn have been taught and are clearly displayed.

7. 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?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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, NYS Math, NYS Science, and NYSESLAT. Our informal assessments include the Periodic Assessment for ELL, which is given two times a year and day to day classroom observations. If progress is not being met changes will be implemented to reinforce instruction for ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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), which is translated into 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, Uzbek, Albanian, Arabic, Polish, Hebrew, Italian, Fench) and are always made available to conduct an initial interview with a parent of the newly admitted student. An informal oral interview is conducted with the parent to ascertain information regarding the educational background and home language of the student. PS 177 has staff and parent volunteers who function as language resource interpreters in most of the language groups represented to assist with this interview. To address those languages not represented, the Translation and Interpretation Unit of the NYC Department of Education and the services offered by them is utilized. All parents or guardians of newly-enrolled students are required to complete a Home Language Identification Survey (HLIS). The answers to questions on the HLIS, given in the language version of preference, serves as the triggering means in determining whether or not students are eligible to be administered the LAB-R test, the 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 ELL program is completed within the first 10 days of the student's enrollment into PS 177. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance and to fulfill the Consent Decree mandate. With all newcomers to our school, the ESL teachers provide written documentation on the HLIS of all findings, including the date and cut score achieved on the LAB-R 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.

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.

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 materials 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). If the parent or guardian is unable to attend the orientation meeting, we send the information about ELL programs, as well as the name to the link on the DOE web site to view the video at home. After that we meet with the parent at dismissal time, and the parent fills out the Program Selection Form. 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, Mrs. Aesh, Mrs. Weber 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. Agendas, attendance sheets and all related materials are kept on file.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. The ESL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms.

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.

After evaluating the Parent Survey and Program Selection Forms, PS 177 honors parents' choice. A review of the Parent Survey and Program Selection forms 2011-12 school year reflects, the Freestanding ESL Program as the preferred first choice among the programs available. The Parent Surveys indicate that 268 out of 269 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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, proficient) 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 Assessment two times a year, after which we analyse the results and teach to their deficiencies. For students in K-2, we came up with our own assessment, 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 children's 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 administering 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. A special ATS report (RLER) is ran to make sure that all eligible students take the NYSESLAT. Upon the school wide completion of the NYSESLAT, all ESL teachers meet again to discuss the procedures for marking the writing portion of the NYSESLAT, that has been done in-house in the past several years.

6. 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.) 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. 

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 or 99% selecting this program in 2011-12, and 235 out of 238 or 99% selecting this program in 2009-10, and 240 out of 252 or 97% selecting this program in 2008-2009, and 244 out of 257 or 95% selecting this program in 2007-2008. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1 a. The program model in PS 177 is Freestanding ESL. The ESL program features a blended model using both push-in and pull-out programs. We have organized English language enriched classes on every grade level, where students are grouped by their English proficiency level based on the NYSESLAT and LAB-R results. These classes were formed on every grade level to accommodate our beginner/intermediate ELL population. An ESL teacher pushes-in during reading/writing blocks to co-teach with the general education teacher in that class. There is an emphasis on literacy employing ESL strategies, paired with content area support. During the mini-lesson teachers model a specific strategy and then students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Scaffolding techniques are actively used. Students are engaged in lessons and participate fully.
 - 1 b. ESL students are grouped together according to grade and language proficiency level. There is also a few bridge ESL pull-out classes that are formed for SWD who are ELLs (in two consecutive grades). All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs. We use a workshop model of instruction in which teachers conduct a mini-lesson with a clearly stated teaching point.
2. 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)?

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

2a. Instruction is delivered in a freestanding ESL program using a pull-in /pull-out models. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Each ESL 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 program is delivered by one ESL teacher. First grade push-in and pull-out model is split between two ESL teachers. Grades two, three, four and five are served by three ESL teachers. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions, so they still receive 180 minutes of ELA instruction with their classroom teachers.

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

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, aligned with Common Core Learning Standards, 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. There are many resources within the reading and writing programs that have ELL components built in. Teachers use differentiated instruction in all content areas to meet the needs of the ELLs.

In order to prepare our students for success in the classroom and their content areas, the development of academic language is crucial. 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 On Our Way to English to English ESL series, as well as Ready Gen guided reading books. We have an ESL classroom library, multicultural books, various big books, picture dictionaries, bilingual dictionaries, magazines and non-fiction texts. Many visuals are used to support language learning. The use of manipulatives, song and rhythm, hands on activities, and the incorporation of the idea of multiple intelligences all enrich the learning of our students. We at PS 177 recognize the importance of using a combination of both comprehensible input, and specific vocabulary they will encounter in their classrooms and content areas. It is crucial to support ELLs in their content area studies. The focus of instruction is structured around the concentration of the mainstream classroom, facilitating and scaffolding language and academic learning. In addition to this, a variety of teaching approaches are utilized. Comprehension is aided by the use of visual aids, gestures, commands for physical action, sentence expansions, and open-ended sentences. ESL and classroom teachers articulate weekly and plan their lessons together in order to effectively achieve 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At PS177 all identified ELLs are given an opportunity to be evaluated in their native language. If an eligible student's native language is Spanish he/she is given a Spanish LAB. The school's testing coordinator makes sure that appropriate accommodations are in place for ELLs. ESL students may use English and alternate language editions simultaneously on the state 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 on the 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 PS177, identify our bilingual staff who can provide oral translation to ELLs when necessary. ELLs who make use of alternative editions or oral translation may write responses to open-ended questions in their native language, as per directions of the given test (ex. Science test). The bilingual staff member will translate the native language responses for the science teacher who scores the test.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At PS177 we make sure that all of our ELLs are evaluated in all four modalities (listening, reading, writing, and speaking) a few times throughout the year. In grades three, four and five, the New York City Periodic Assessment for English Language Learners is administered twice a year (Fall and Spring Administration). All materials are provided by Pearson Education, Inc. After the test administration, it is sent back to Pearson Education, Inc., where it's scanned. Later on, detailed results for students who took the assessment are posted online and may be accessed through the Pearson Inform reporting platform at:

<https://www.pearsoninform.com/login/ny-nycdoe>. Our ELLs in kindergarten, first and second grades are assessed in four English acquisition modalities as well. Our ESL teachers have created a Progress Report for ELLs that is administered three times a year (baseline assessment, mid-year assessment, and end-term assessment). Finally, every spring all ELLs take the NYSESLAT that will evaluate their language acquisition on the state level and determine whether or not they have tested out of the ESL program, or if they still need ELL services in the next school year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. 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.

6b. 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 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. A Title III after school test preparation program will help support ELL students' performance and language development. This program is especially geared towards new state requirement that says that ELLs in grades three through five must take ELA after one year and are never exempt from math and science exams. Therefore we have implemented an instructional program to prepare them for the demands of these tests. 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. All students are working towards college and career readiness via academic tasks based on Common Core State Standards.

6c. 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.

6d. 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.

6e. 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.

7. 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?

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. Ready Gen and On Our Way to English(for beginner ELLs) are the reading and writing programs that were purchased by our school (for K-5) has a separate ELL component that is extremely effective for ELL-SWDs. Some instructional strategies found to be most effective when educating ELL-SWDs include graphic organizers, visual representations, modeling, role-playing, and total physical response. We also implement the application and teaching strategies to support taching through a variety of staff development in order to accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At PS 177 we are lucky to have ICT classes on grade levels K-5. ICT classes are combined of both: regular education and special education students. ELLs could be on both sides of the roster in ICT classes. An ESL teacher pushes-in to work with the ELL population of ICT. This way our ELL-SWDs don't miss out any subject areas covered during the school day. It has proven to be very effective based on last year's test scores. ICT is done in the least restrictive environment, within students comfort zone, in a small group setting. The use of technology, charts and visuals are being utilized successfully. There are mandated students in ESL program that are identified as SWD. Some of these students are in Special Education bridge class K-2. The rest of our ELL-SWDs 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:			

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

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

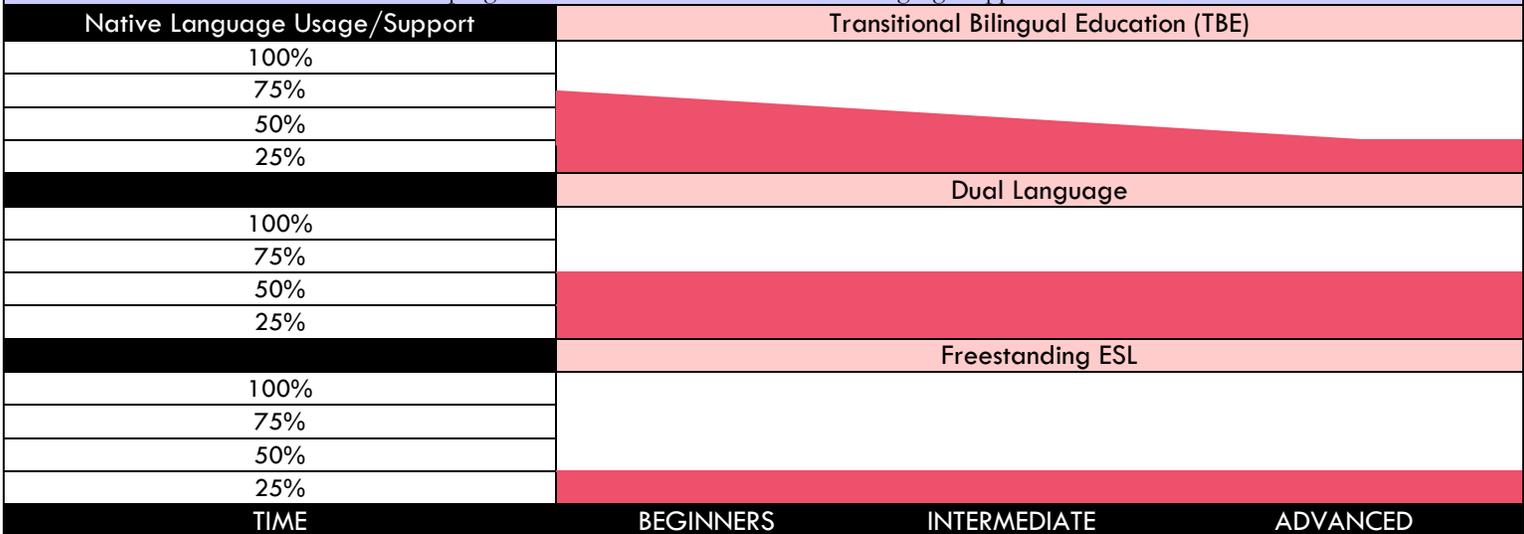
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

9. 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.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program we are using at P.S. 177 for our English enriched classes is On Our Way to English. This program is designed to engage our students through visuals, relevant topics and meaningful activities. On Our Way to English brings rich, culturally relevant language learning to every English language learner. The program challenges students to reach new heights through rigorous content specifically written to foster success across the four language domains. Built upon the latest research and the Common Core State Standards, On Our Way to English presents language learners with enhanced writing instruction, foundational skills, embedded speaking and listening activities and a myriad of text interaction opportunities that bring students to the next level of language development. ELLs are afforded equal access to all school programs. Parents are notified about all programs. We have a community-based Federation of Italian-Americans Organization (FIAO) after-school program that provides homework help and enrichment activities on Mondays and Wednesdays, for approximately 90 students from grades 2 to 5. The YMCA operates in our school Monday through Friday and is opened to grades 1 to 5. Many of the ELL students attend both of these programs. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language and literacy instruction. The program has instruction, strategies and assessments based on the students' level; beginner, intermediate, and advanced. With this, teachers are able to reach students at their different learning entry points. Our students are learning through rigorous content specifically written for language learners that connects to students' core instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- 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 Ready Gen and On Our Way to English. 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. What programs/services for ELLs will be discontinued and why?
- "Journeys" reading program will be discontinued at PS177 because it was not aligned with Common Core Standards.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Parents are notified about all programs, and all letters sent home are translated into their native languages. All students can take part in our school programs regardless of ELL status. Students participate in band, chorus, physical education, and technology activities which take place during and after school. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language, literacy and math instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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, "Kaplan Advantage" workbooks, "Getting Ready for the NYSESLAT and Beyond", "Spelling", "Grammar" and "Phonics" workbooks by McGraw-Hill, "Coach ELA & Math" workbooks, "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, Smartboards, Chinese, Russian and Spanish versions of familiar picture books, "Go Math" program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in Russian, 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We were able to start administering LAB-R to our newly enrolled students at the end of August of 2013 before the beginning of the school year. Therefore based on the hand-scored LAB-R and official, Spring 2013 NYSESLAT scores, we were able to form English language enriched classes. 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 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.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

PS177 does not have a dual language program at this time.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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.

2. Teachers of ELLs are offered an opportunity to attend workshops organized by New York Department of education Children First Network (CFN 409) and participate in English Learner Institute. English Learner Institute focuses its program on English language development through the content areas. Dates for ESL Teacher Institute 2013/2014 are: December 11, 2013, February 13, 2014, March 20, 2014, May 21, 2014. Two teachers from PS177 are enrolled into the ESL Teacher Institute (one ESL teacher and one general education teacher). After attending the meetings these teachers will turn key to the rest of the staff members of PS177 during professional development.

3. 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 the 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 PS177 is supported by the ESL teachers, guidance counselor, the Pupil Personal Secretary, as well as the Assistant Principals 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.

4. As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training for all staff and 10 hours for special education teachers. 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 included 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 students. The ESL teachers will participate in DOE training to refine and improve their teaching skills. As mentioned above, two of our staff members were signed up for the ELL Institute where workshops are focused on skills and strategies that teachers can implement with ELL students and also share best practices. After attending the workshops, teachers will turn key to the rest of the staff of PS177 during Professional Development. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 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, Urdu, Uzbek, Albanian, Arabic, Hebrew, French, 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 give them an opportunity to be involved in activities that promote the home/school connection. We invite our parents to take part in our Zumba classes that promote fitness. 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.
 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21 School Name: 177

Cluster: 4 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

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 oral and written translation needs. Another way is to go to UPPG screen on ATS that gives us the preferred language of communication with parents. We found that our parents represent a diverse population, and that there was a need for written and oral translation in Chinese, Spanish, Russian and Urdu. In addition, the parents of our ELLs have expressed the need for oral and written translation of the performance standards our students are expected to reach. Throughout the year, tools such as ELL Predictive Assessment, instructionally targeted assessments, standardized, teacher made tests, profiles of progress and report cards are send home. P.S.177 provides assistance through written translation of any correspondence regarding these reports. In addition, we provide assistance in translation of assignments and special projects on an ongoing basis. Parents of our ELLs have expressed the need for oral interpretation at PTA meetings, parent workshops, and open school nights that is provided to them with the help of out bilingual staff members and parent volunteers.

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.

P.S.177 provides assistance through written translation of any correspondence regarding Predictive Assessments, standardized and teacher made tests, individual reports of progress and report cards that are send home. There are 269 ELLs currently enrolled into P.S.177, therefore there are at least the same number of parents that speak language other than English, as well as the parents of former ELLs. Classroom teachers are provided with rosters for their ELLs and former ELLs that identify language spoken at home. In addition, we provide assistance in translation of assignments and special projects on an ongoing basis. It is necessary for parents of ELLs to understand these assignments and any letters of explanation, in order to assist their children. School notices are also translated for parents of ELLs, so that they remain informed and the home/school connection remains strong. This strengthens the support system for our ELLs and helps maximize their progress.

Part B: Strategies and Activities

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

In order to ensure that our students work up to their potential and reach the performance standards, P.S.177 will provide written translation in the native languages of the parents of any notices or letters sent home. This will include letters regarding PTA meetings, parent-teacher conferences, parent workshops, school elections, testing schedules, class trips, Science fair and special celebrations like Read Aloud Day. We will also provide translation of progress reports or assessment results sent home throughout the year. We will translate all letters regarding report cards, Interim Assessments, Individual Reports of Progress. In addition, information regarding standardized testing will be translated into parents' native language. Our goal is to bring our ELL parents into the school community by offering written translation of important information. All of our translation services will be done in-house by our multilingual staff members and parent volunteers.

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. The proposal to have staff members, who are familiar with the school items, translate simultaneously during PTA meetings, class orientations, and parent teacher conferences, would be beneficial in communicating with our ELL parents. Parents of students with disabilities receive translation services from an outside contractor "Legal Interpreting Services" to assist during IEP meetings. Many of our ELL parents are illiterate in their native language, so they are unable to read any of the notices or letters sent home. Oral interpretation is a vital in communicating with our parents since they are limited in reading and writing in their native language. Every Thursday, our school dismisses students at 2:20pm and teachers are staying until 3pm to assist with oral translation for the ELL parents when needed. Our multilingual staff members and parent volunteers are always eager to help.

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>.

PS 177 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 oral and written translation services available. Notices in native languages will be sent to inform non-English 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS177	DBN: 21K177
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
Total # of ELLs to be served: 100
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 type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

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: The Title III Program at P.S. 177 for the school year 2014-2015 will focus on our ELL students in grades 2, 3 & 4. There will be 2 classes on each grade consisting of 1 Beginner class and one combined Intermediate and Advanced class. School data indicates that ELA is the area that needs the most improvement. The focus of the program will be based on the Common Core Instructional Shifts in ELA/Literacy. The Shifts will be embedded in the instructional practices. Students will be expected to read nonfiction/informational text and provide evidence from the text in conversation and in writing. In addition, the program will focus on developing academic vocabulary to provide students with the opportunity to access rigorous and complex text.

Direct Instruction Supplemental Program Information:

- The subgroups to be served are Beginner, Intermediate and Advanced ELLs in grades 2, 3 and 4.
- Schedule & duration – 11/19/14-5/21/15 Wed. & Thurs. 2:30-4:30PM (program will follow the same schedule the following year.)
- The language of instruction is English
- The staff consists of seven teachers, one of whom is licensed ESL teacher. Our teachers in the ESL after school program are experienced classroom teachers who incorporate ESL methodologies into their instruction. The licensed ESL teacher will be team teaching and co-planning with licensed Common Branch teachers.
- Types of Materials – Vocabulary Links, Time for Kids, Read/Reason/Write

Part C: Professional Development

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 NYS ELA exam and NYSESLAT. In addition, model lessons will be conducted by the ESL Coordinator to further support and enhance ESL instruction in the classroom. The ESL Coordinator will model various strategies that can be implemented for differentiated instruction. These strategies are essential in supporting the needs of ELLs in the various strands of learning and to become familiar with the stages of language acquisition. Classroom teachers will receive ESL training on methodologies and techniques which they will apply in their classrooms. Also, during these sessions, teachers will discuss and share best practices. Teachers will discuss how to adapt and modify instructional practices to ensure the needs of every ELL student are met. 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 will prepare lessons and activities tailored to the specific individual needs of beginner ELLs. These Professional Development sessions will be conducted once per month, during the Monday PD block from 2:20 - 3:40 p.m. The teachers will discuss and plan activities that will help them better understand how to adapt curricula assessments measures and instructional strategies for ELL students in their classes.

- Name of provider Patricia Aesh
- To ensure the safety of all students, we have a supervisor in charge, at no cost to Title III, during the program from 2:30 -4:30 PM (11/19/14 5/21/15 and the same will be done the following school year.). In addition, the supervisor observes and monitors the instructional practices by visiting the classrooms on an on-going basis.

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.

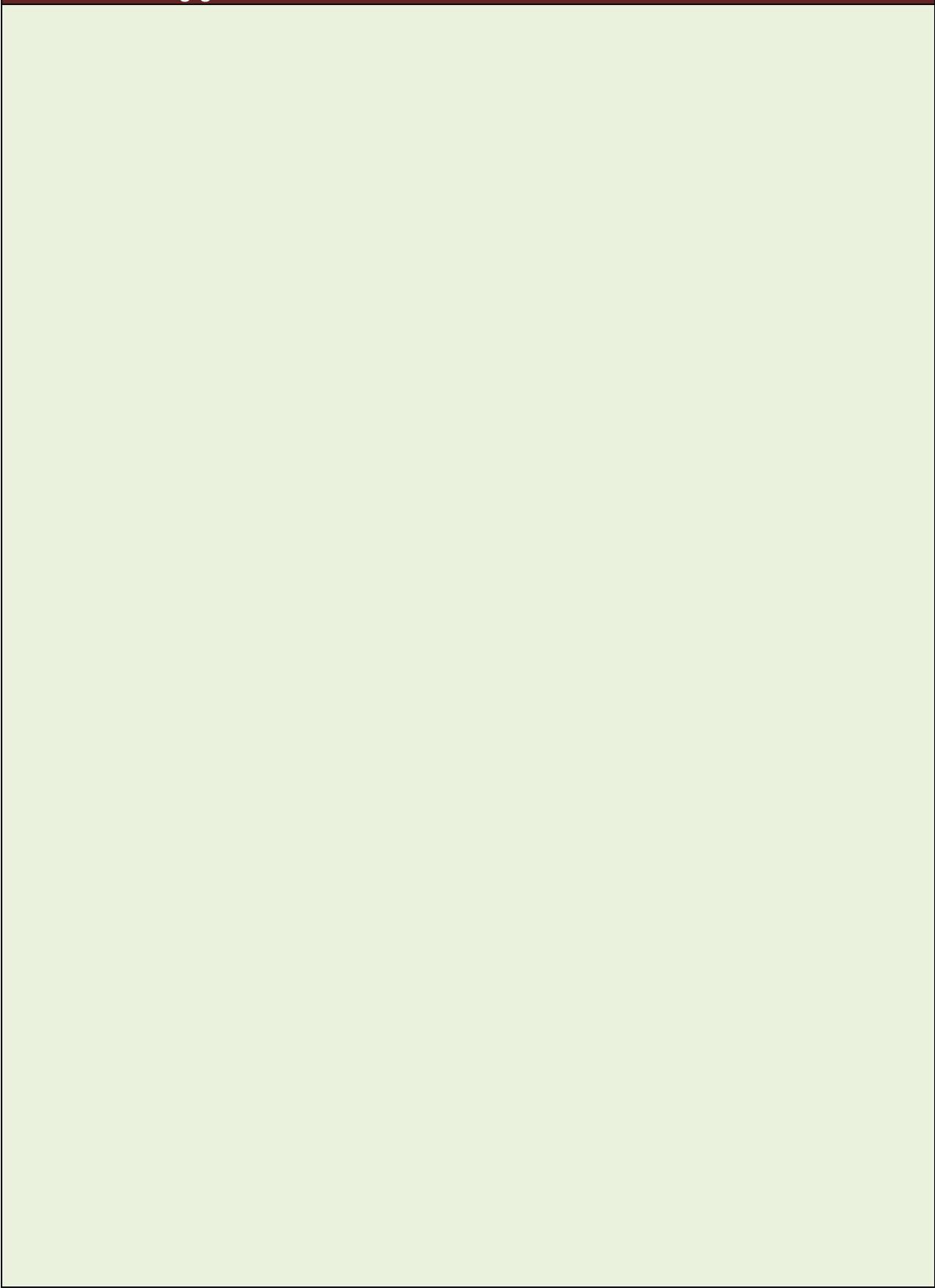
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

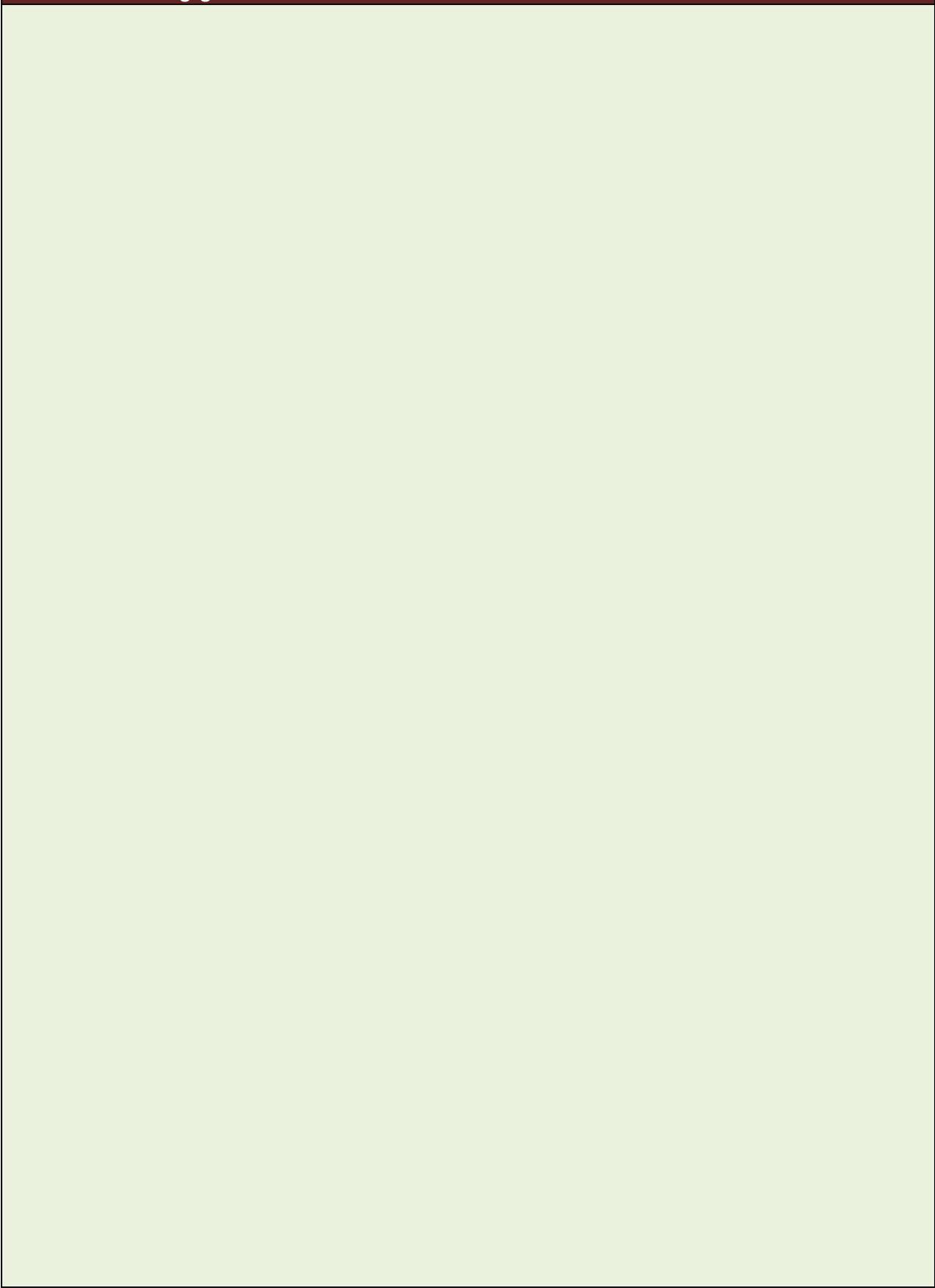
Begin description here: Part D: Parental Engagement Activities for the Title III Program ELL Parents and all ELL Parents

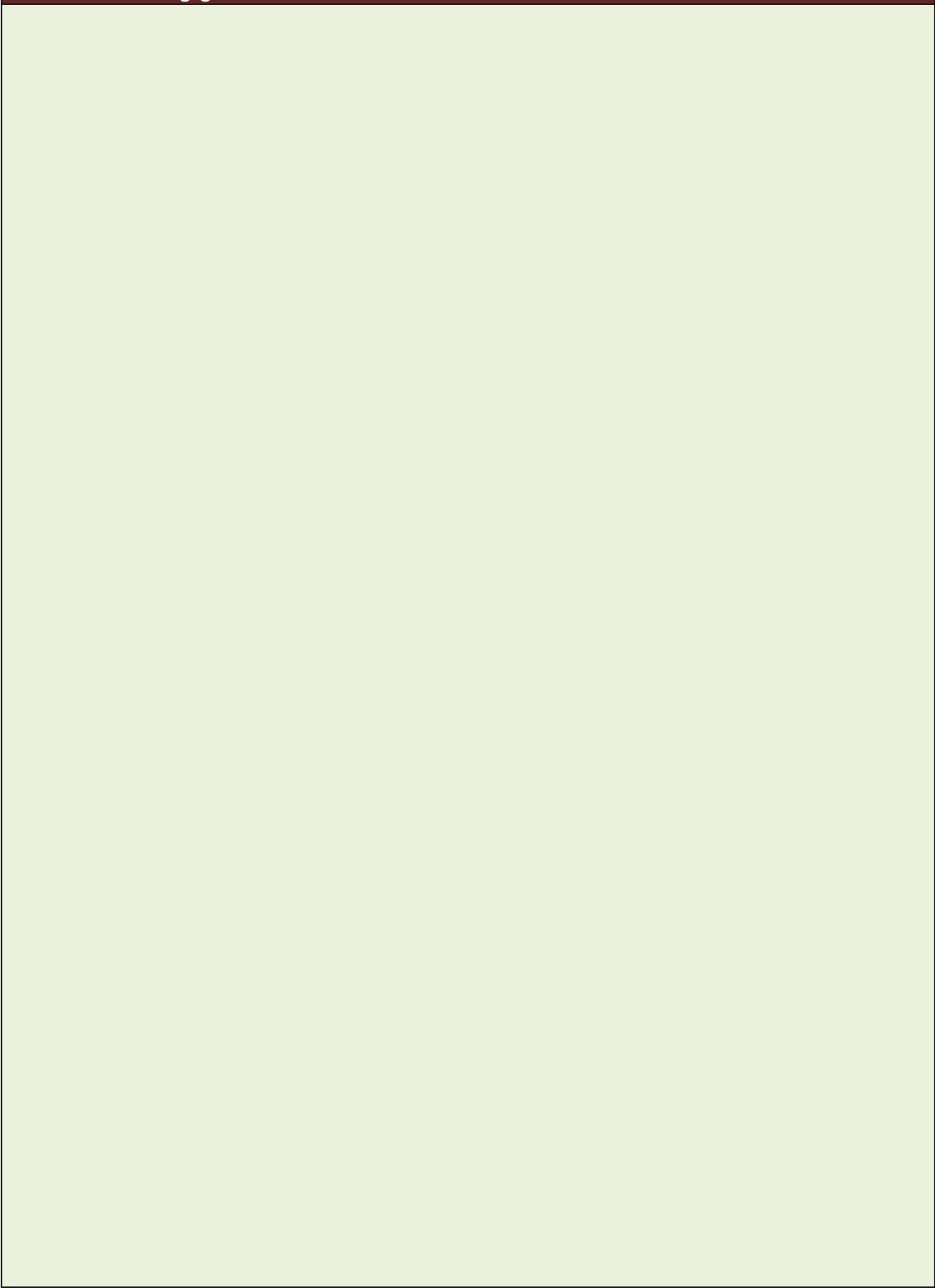
Part D: Parental Engagement Activities

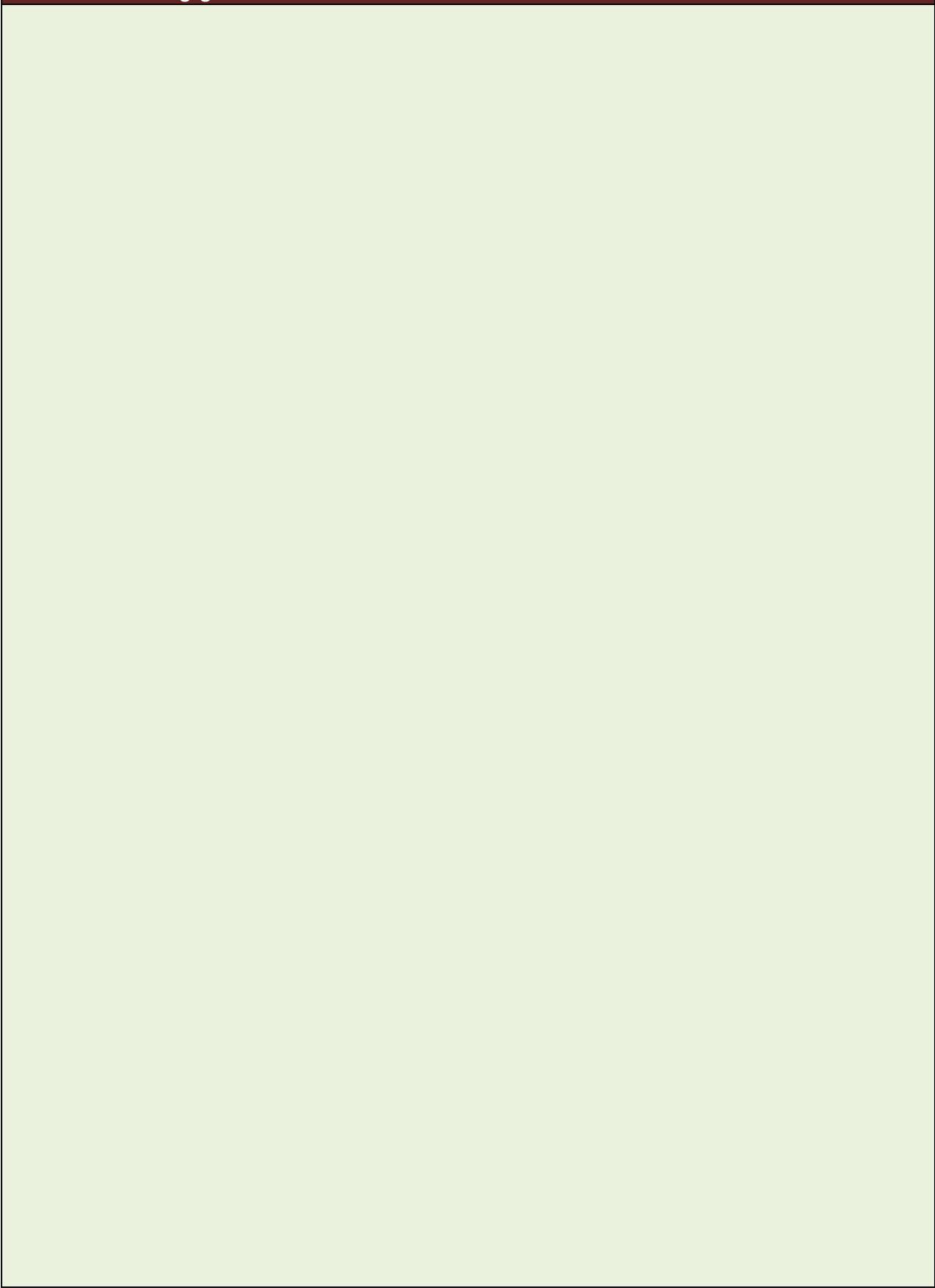
- Each month parents will be invited to attend Homework Help sessions with their children. The sessions will be held the third Tuesday of each month, after dismissal, from 2:20 to 3:30. It is essential that parents have a clear understanding of the skills and strategies their children acquire during instructional time so they can assist them with their homework assignments.
- Topics to be Covered – introduction of materials used for each subject area. Demonstrations and modeling of step by step procedures for completing homework assignments with a focus on reading, following and interpreting directions. The Homework Help providers are Patricia Aesh-2nd Grade, Meredith Weber – 3rd Grade and Elena Schmidt – 4th Grade
- How Parents Will be Notified- Invitations translated into their native languages will be sent to parents, at no cost to Title III. In addition, the PTA of PS 177 will be providing to each parent that attends two parent guides. Homework Tips and Test Taking Strategies and Bullying and Cyberbullying, in their native language.

Translators will be made available upon request.









Part D: Parental Engagement Activities

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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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

