

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	21K177
School Name:	P.S. 177 THE MARLBORO
Principal:	ANN MARIE LETTIERI BAKER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Marlboro School Number (DBN): 21K177
Grades Served: Pre Kindergarten – Grade 5
School Address: 346 Avenue P Brooklyn, New York 11204
Phone Number: (718) 375-9506 Fax: (718) 375-4450
School Contact Person: Maria Gusenfitter Email Address: mgusenf@schools.nyc.gov
Principal: Ann Marie Lettieri Baker
UFT Chapter Leader: Antonella Lombardo
Parents' Association President: Mei Yu Francese
SLT Chairperson: Daniella La Malfa
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Milissa Harmon
Student Representative(s): n/a
n/a

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue Brooklyn, New York 11236
Superintendent's Email Address: idimola@schools.nyc.gov
Phone Number: (718) 648-0209 Fax: n/a

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, New York 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: (718) 759-4872 Fax: n/a

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ann Marie Lettieri Baker	*Principal or Designee	
Antonella Lombardo	*UFT Chapter Leader or Designee	
Mei Yu Francese	*PA/PTA President or Designated Co-President	
Connie Termini	DC 37 Representative (staff), if applicable	
Milissa Harmon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Daniella La Malfa	Teacher (Chairperson)	
Antonella Lombardo	Teacher/ UFT Representative	
Betty Silverstone	Teacher	
Irma T. Garcia	PTA Co President / Elected Parent	
Patricia Aesh	Teacher	
Luisa De Silvio	Elected Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aileen Echeandia	Elected Parent	
Angela Naranjo	Elected Parent	
	Member/	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Marlboro School, Public School 177, is an elementary school with 993 students from PK through grade 5. The school population comprises .4 % Black, 32 % Hispanic, 40 % White, 26% Asian and .6% other students. The student body includes 33% English language learners and 12% special education students. Boys account for 51 % of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 94.6%.

Public School 177 is a unique school community committed to high expectations for the academic achievement, social development, and personal growth of each of our students. We embrace diversity by nurturing strengths and talents to educate the whole child socially, emotionally, academically, culturally and artistically. In recognizing that all children learn in different ways, we believe that inquiry based learning and an arts integrated curriculum cultivates a more meaningful discovery of self, enhances prior knowledge, supports content and language development and encourages a strong respect and appreciation for the arts. Strengthened by the commitment of our parent community, we value their participation and are dedicated to developing a strong partnership between home and school. Through collaboration and communication, each member feels supported and encouraged to take risks, share ideas and become an active participant in their own learning. Our strong professional development program provides ongoing learning and leadership opportunities for all members, while offering students strong role models in order to become lifelong learners and leaders of the future.

Public School 177 strives to be a nurturing and vibrant community for academic achievement. Public School 177 proudly adheres to standards-based learning, which includes significant foci on comprehensive literacy, writing and mathematics instruction. Our integrated, inquiry-based curriculum promotes active learning through reading, writing, thinking and problem-solving. Our focus on rigorous academic standards is driven by a deep sense of responsibility and a strong belief in the value of research and the importance of focused talk, questioning and investigation. In addition, students are expected to be active problem solvers and to act as leaders in a variety of situations.

Public School 177 is committed to diversity. Our classes are grouped and scheduled to allow for a variety of unique learning experiences. We recognize the special concerns of parents, learners, and teachers, and therefore we aim to create a safe environment in which children may be risk-takers.

We believe that our ultimate goal of academic success for each student at Public School 177 will be realized through support from the parent community and through meaningful and appropriate teacher training through professional development opportunities. A culture of respect, acceptance, and understanding celebrates differences and serves as the foundation of our school community.

The Public School 177 Mission addresses the needs of all students including students with special needs and English language learners. 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 will become a reality.

PS 177 is a Teachers College Focus School for comprehensive literacy instruction school-wide. The Teachers College professional learning model includes grade level meetings and often grade level lab sites where specific strategies and pedagogy are modeled by the Teachers College Staff Developer and then practiced by the classroom teachers. In addition, teachers attend the professional learning opportunities offered by Teachers College.

We are continuing with our implementation of the Go Math Program. This year, teachers will examine the program and analyze tasks to be embedded into their lessons in order to lift the level of discourse and instruction.

Our children's unique needs and talents are developed so that they will acquire the knowledge and skills needed for citizenship, college and career, lifelong learning and competent living. Our school challenges students with enrichment programs in the arts that include visual arts, chorus, concert band, cadet band, media arts and dance.

The school prides itself on a culture where students feel safe, supported, and challenged by their teachers and peers. We are continuing our participation in the NYU Positive Behavioral Intervention Strategies (PBIS). As part of the study our school is continuing the L.I.G.H.T. Program. L.I.G.H.T. promotes positive behavior throughout the school through character value lessons and assemblies.

Parents play a significant role in the PS 177 community. The PTA is active in helping plan fun and engaging activities for students and families both during, as well as, after school. The PTA provides activities that are responsive to school needs. Parent engagement is at the heart of our school community. Parents are frequently invited to celebrate academic achievement and actively participate in student learning in their child's classroom.

Areas of Celebration

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Research-based, instruction
- Structures for positive learning environment, inclusive culture, and student success
- A culture of learning that communicates high expectations with supports

The Public School 177

2015-2016 Instructional Focus

In order to ensure the success of all students at Public School 177, assessment will play a critical role in every classroom. By assessing students across a unit of study in each content area, teachers will adjust their pedagogy to best meet the needs of their learners. Teachers will also provide immediate and specific feedback to their students based on their daily common and formative assessment practices. Finally, by monitoring during the instruction, teachers will alter their instruction for student success before the end of a unit is reached. These practices will further inform:

- 1) Small group strategy instruction to target students' specific needs in all content areas
- 2) Guided reading to continually move students forward
- 3) Student self-monitoring
- 4) Parent engagement
- 5) Academic intervention and supports

21K177 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	964	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	71.9%	% Attendance Rate		94.3%
% Free Lunch	68.6%	% Reduced Lunch		1.4%
% Limited English Proficient	28.8%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		0.8%
% Hispanic or Latino	30.7%	% Asian or Native Hawaiian/Pacific Islander		26.7%
% White	39.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.18	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.08
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	34.8%	Mathematics Performance at levels 3 & 4		51.6%
Science Performance at levels 3 & 4 (4th Grade)	83.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	NO	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As identified in the school’s 2013-2014 Quality Review report:

Curricula is aligned to Common Core Learning Standards providing all students with opportunities to engage in rigorous instruction that build the skills necessary to be college and career ready Further, grade teams create units of study that align to the Common Core Standards, integrate the instructional shifts and outline scaffolds, including technology supports, group work with peer assistance and specific graphic organizers to ensure that all students including English language learners and special education students receive access to content and skill development. The curricula provides for group and individual work with opportunities for students to reflect upon their work and revise when necessary. These practices align to the school's philosophy that in order for students to be successful and on the path of college and career readiness, they must build skills in communication, team work, individual accountability and perseverance. Students receive multiple opportunities to demonstrate mastery of skills throughout the curricula through various embedded tasks that culminate in a summative assessment. Data analysis of individual student and student subgroup progress and performance drives the work of teachers in ensuring that curricula focuses on the specific strands of the standards that will leverage movement toward reaching learning targets.

Data trends:

New York State ELA Assessment

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 65% of all second, third and fourth grade students (390 out of 601 students) will demonstrate grade level proficiency with understanding key ideas and details when engaged with both literature, as well as, with informational text as measured by performance based assessments.



Part 3 – Action Plan

<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> • Expanded implementation of Teachers College Reading and Writing Project units of study in grades K-Grade 5 • School-wide inquiry study focused on formative assessment practices in order to inform instruction • Expanded contract with Teachers College for Professional Learning to include: 15 on-site Professional Learning days for teachers of grades K-2; 15 on-site Professional Learning days for teachers of grades 3-5; 80 calendar days for Instructional Lead Teachers (K-5) at Teachers College; 3 on-site Professional Learning Days for PreK Teachers; 3 on-site Data Analysis days for Instructional Lead Teachers (K-5) and monthly Professional Learning for the Principal at TC • Daily grade level common planning time • Push in support to targeted students in grades two, three an four 	<p>All students with high priority on students in grades two, three and four.</p> <p>All teachers</p> <p>All Teachers and Administrators</p> <p>All Classroom Teachers and ENL Providers</p> <p>Lowest achieving students, i.e., “bottom third”</p>	<p>September '15-June '16</p> <p>November '15-June '16</p> <p>October '15-June '16</p> <p>September '15-June '16</p> <p>October "15-June "16</p>	
			<p>All Teachers, ENL Providers, Administrators and TC Staff Developers</p> <p>Instructional Lead Teachers and Administrators</p> <p>Instructional Lead Teachers, Administrators and TC Staff Developers</p> <p>All Instructional Lead Teachers and Administrators</p> <p>Administrators, Push In/AIS Teachers</p>

Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) <ul style="list-style-type: none"> • Push in support to targeted students in grades two, three and four • Title III Afterschool Program • Saturday Academy 	Lowest achieving students, i.e., “bottom third”	October ’15- June ’16	Administrators, Push In/AIS Teachers
	ENL Students in grades 1-5	October ’15- May ’16	Administrators, ENL Teachers
	Bottom Third achieving students grades 3-5	January- April ’16	Administrators, Selected Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Expanded contract with Teachers College for Professional Learning to include: 15 on-site Professional Learning days for teachers of grades K-2; 15 on-site Professional Learning days for teachers of grades 3-5; 80 calendar days for Instructional Lead Teachers (K-5) at Teachers College; 3 on-site Professional Learning Days for PreK Teachers; 3 on-site Data Analysis days for Instructional Lead Teachers (K-5) and monthly Professional Learning for the Principal at TC • Daily Common planning time for all classroom and ENL teachers • Funding of additional out-of-classroom position to support push-in support to reduce class size in targeted grade levels 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February, 2016: Performance Task in ELA (K-5)
February 2016: TCRWP Running Record Assessments (K-5)
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As indicated in the school’s 2013-2014 Quality Review report:

The school culture is collaborative, supportive and caring of students' academic and social-emotional needs resulting in an environment that is safe and conducive to high levels of learning. School leaders make it a priority to ensure that the environment is safe and welcoming and stress the importance of personal accountability for behaviors and actions.

The school participates in New York University's Positive Behavioral Intervention Strategies (PBIS), a program with a systems approach to ensure that the school maintains a positive climate. A part of the model is following the program that encourages students to "Listen", "Interact", have "Good Behavior" "Have Respect" and "Tolerance" (L.I.G.H.T).

Through the L.I.G.H.T. program teachers promote self-esteem and self-regulation by celebrating student success and positive behavioral actions. Faculty and staff know each of the students and monitor the social/emotional aspects of youth development ensuring that every student has the opportunity to be successful. Staff closely monitors attendance, behavior and progress. If a student is identified as at risk, the School Achievement Team collaborates with teachers and families to develop an action plan to address the areas of need and monitor the student closely. As a result, students feel supported by the adults in the building.

Data trends :

→ Online Occurrence Reporting System (OORS)

OORS	Level 1	Level 2	Level 3	Level 4	Level 5	Total
2014-2015	0	4	19	20	3	46
2013-2014	13	6	14	32	0	65

→ Superintendent Suspensions

	Level 1	Level 2	Level 3	Level 4	Level 5	Total
2014-2015	0	0	0	0	3	3
2013-2014	0	0	0	1	5	5

→ Principal Suspensions

	Level 1	Level 2	Level 3	Level 4	Level 5	Total
2014-2015	0	0	1	5	0	6
2013-2014	0	0	1	2	0	3

→ Learning Environment Survey

- School survey data shows that 100% of teachers who responded feel that children are safe in all areas of the school outside of their classrooms.
- School survey data shows that 100% of teachers who responded feel that children are safe in their classes.
- School survey data shows that 88% of parents who responded feel that the school appreciates their culture and background.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The Public School 177 School Leadership Team feels a formal goal is not needed in this area for the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research-based instructional programs , professional development, and/or systems and structures needed to impact change N/A	N/A	N/A	N/A
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). N/A	N/A	N/A	N/A
Engaging families and supporting their understanding of Supportive Environment in order to support their children at home			N/A

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

N/A

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

N/A

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As indicated in the school’s 2013-2014 Quality Review report:

Extend the work of teacher teams in systemic planning and analysis of student work toward clearly articulating intended learning and to understand the relationship between pedagogic practice and student outcomes.

All teachers participate in teacher teams that meet across grades or vertically to engage in work that supports the integration of the Common Core Learning Standards into curriculum and instruction. At team meetings, teachers develop lesson plans that align to the standards and create assessments intended to measure student progress toward reaching learning goals. Teachers analyze student work to understand student learning and discuss instructional supports that target specific areas of need. Although the teams use data as a tool to understand student learning there are gaps in the work toward ensuring alignment between the standards that teachers are intending to teach and the assessments they are using to measure progress. By studying the outcomes of students through a thorough assessment of data teachers share best practices that result in improving pedagogic skill, however, the conversations are not yet systemic in how data is analyzed to evaluate the impact of pedagogy on student learning. As a result, the data generated for in-depth analysis of student learning is not always sufficient, and it is not known how teacher practice needs to be modified to improve student outcomes.

Data Analysis

New York State Mathematics: Note that “Growth” used below indicates the movement in percentage from third to fourth grade from 2014 to 2015.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of grades three through five will engage in Mathematics inquiry focused on student mathematical problem solving strategies resulting in 65% of all third-fifth grade students (300 out of 462 students) demonstrating grade level proficiency with solving problems involving four operations as measured by performance based assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>R esearch-based instructional programs , professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Collaborative Inquiry • Implementation of Exemplars aligned to the Go! Mathematics curriculum • Vertical Teacher Team/Instructional Leads Formation • Data Analysis of tasks and Exemplars (formative and summative assessments) in order to drive instruction 	<p>Upper grade teachers</p> <p>Students Grades K-5</p> <p>Selected Teachers representing all grade levels and departments</p> <p>Upper grade teachers</p>	<p>November '15-June '16</p> <p>November '15-June '16</p> <p>October '15-June '16</p> <p>November '15-June '16</p>	<p>Instructional Lead Teachers, Administrators</p> <p>Classroom Teachers, Administrators</p> <p>Administrators</p> <p>Instructional Leads, Administrators</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Title III Afterschool Program • Push in support to reduce class size focusing on lowest achieving students, i.e., “the bottom third” in mathematics 	<p>All ENL Students Grades 1-5</p> <p>Targeted students in grades two and four</p>	<p>October '15-June '16</p> <p>November '15-June '16</p>	<p>ENL Teachers, Administrators</p> <p>Push In/AIS Teachers/Administrator</p>

Strategies to promote teacher-parent collaborations to improve student achievement <ul style="list-style-type: none"> • Monthly Parent Newsletters • School Website • Parent Engagement Tuesday Workshops (5x across the year) • Parent Engagement Tuesday parent meetings • Parent Workshops facilitated by Parent Coordinator (5x across the year) • First Friday's – parents visiting classrooms monthly to engage with their children as they are learning 	Families	September '15-June '16	Lead Teachers, Administrators
	Families		Teachers, Administrators
	Parents	October '15-June '16	Teachers, Administrators
	1:1 with Parents	November '15-May '16	Teachers, Administrators
	Parents	October '15-June '16	Parent Coordinator, Administrators
	Parents	October '15-June '16	Teachers, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February 2016 – Performance-based assessment (task)
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As indicated in the school’s 2013-2014 Quality Review:

School leaders and faculty have high expectations and communicate effectively with parents so that there are multiple opportunities for families to be active partners in improving student outcomes.

School leaders regularly meet with faculty to articulate the school goals and communicate expectations for professionalism and instruction for the school year that aligns to the Danielson Framework for Teaching. It is made clear that the school is a place of respect for all and where students must be made to feel that they are the priority and are valued and respected. In addition, teachers understand that instruction is to be student centered with scaffolds and differentiation so that all students have access to the curricula. Ongoing professional development supports teachers in reaching the expectations of instruction and professional practice. Grade teams meet to collaborate on developing curricula that support the expectations of instruction, with a focus on developing cognitively challenging questioning that lead to high-level discussions. The principal and assistant principals reinforce the expectations with staff through emails, weekly notices and conversations. This results in a common understanding and shared belief in expectations for professionalism, instructional practice, communication, and an atmosphere of mutual respect, trust and accountability between faculty and administrators.

Data Trends

→ **Framework for Teaching**

Danielson Domain 3	Ineffective	Developing	Effective	Highly Effective
Components				
Questioning and Discussion Techniques (3b)	0%	21%	73%	6%
Engaging in Learning (3c)	1%	34%	55%	10%
Using Assessment in Instruction (3d)	0%	17%	77%	6%

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers' effective use of formative assessment practices in order to strategically target and plan for their students' next pedagogical steps in writing will result in 75% of all English as a new language students, grades kindergarten – grade five, (224 out of 299 students) demonstrating high level 2 or greater performance as measured by on-demand performance assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>R esearch-based instructional programs , professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Cycles of observation utilizing the Danielson Framework for Teaching with a major focus on (3d): using assessment in instruction • Professional learning support aligned to feedback provided to teachers resulting from observations • Full implementation of the Teachers College units of study in writing grades K-5 • Data analysis of all on-demand assessments aligned to the Teachers College units of study • Homogeneously grouped ENL children, grades K-5 in order to target proficiency with English language acquisition • Co-teaching model to deliver Part 154.2 services • Expanded contract with Teachers College for Professional Learning to include: 15 on-site Professional Learning days for teachers of grades K-2; 15 on-site Professional Learning days for teachers of grades 3-5; 80 calendar days for Instructional Lead Teachers (K-5) at Teachers College; 3 on-site Professional Learning Days for PreK Teachers; 3 on-site Data Analysis days 	<p>All teachers observed through Advance</p> <p>All teachers observed through Advance</p> <p>All teachers grades K-5 including ENL teachers</p> <p>All teachers</p> <p>All ENL students, Grades K-5</p> <p>All ENL students, GRADES K-5</p> <p>All teachers</p> <p>All teachers</p>	<p>October '15-May '16</p> <p>October '15-June '16</p> <p>September '15-June '16</p> <p>October '15-June '16</p> <p>September '15-June '16</p> <p>September '15-June '16</p> <p>October '15-June '16</p> <p>November '15-June '16</p>	<p>Administrators</p> <p>Instructional Leads, Administrators, TC Staff Developers</p> <p>Teachers, Administrators</p> <p>Instructional Leads, TC Staff Developers, Administrators</p> <p>ENL Teachers, Classroom Teachers, Administrators</p> <p>ENL Teachers, Classroom Teachers, Administrators</p> <p>Instructional Leads, TC Staff Developers, Administrators</p> <p>Instructional Leads, Administrators</p>

for Instructional Lead Teachers (K-5) and monthly Professional Learning for the Principal at TC			
<ul style="list-style-type: none"> • Collaborative Inquiry focused on formative assessment practices 			
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) <ul style="list-style-type: none"> • Title III Afterschool Program • Push in support to reduce class size focusing on lowest achieving students, i.e., “the bottom third” 	All ENL students, grades 1-5 All targeted students	October ’15-June ’16 November ’15-June ’16	ENL Teachers, Administrators Push in / AIS teachers. Administrators
Strategies to promote parent leadership and engagement as a key lever for school improvement			
<ul style="list-style-type: none"> • Monthly Parent Newsletters • School Website • Parent Engagement Tuesday Workshops (5x across the year) • Parent Engagement Tuesday parent meetings • Parent Workshops facilitated by Parent Coordinator (5x across the year) • Publishing celebrations in all K-grade 5 classrooms • First Friday’s – parents visiting classrooms monthly to engage with their children as they are learning 	Families Families Parents 1:1 with Parents Parents Parents Parents	September ’15-June ’16 October ’15-June ’16 November ’15-May ’16 October ’15-June ’16 October ’15-June ’16 October ’15-June ’16 October ’15-June ’16	Lead Teachers, Administrators Teachers, Administrators Teachers, Administrators Teachers, Administrators Parent Coordinator, Administrators Teachers, Administrators Teachers, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Expanded contract with Teachers College, Columbia University • Funding for an additional out-of-classroom teacher in order to provide push-in support to reduce class size in targeted trade level classrooms, specifically, grades two and four • Formation of homogeneous ENL classes for collaborative team teaching for Part 154.2 services 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February 2016: On demand assessment analysis

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As indicated on the school’s 2013-2014 Quality Review report:

School leadership and teachers effectively communicate high academic expectations and a path to college and career readiness with all students and families. The principal, assistant principals and teachers present at Parent-Teacher Association meetings and workshops to inform parents of school goals and to develop their understanding of the Common Core Learning standards. The development of personal behaviors that align to the skills necessary for college and career readiness are supported within academic expectations and the L.I.G.H.T. program. All students have age appropriate responsibilities and teachers stress independence, organization, time management and encourage students to ask questions and express their views across all subject areas. The L.I.G.H.T. program stresses the character traits that the school values and believes leads to success. These include respect for all, being a caring and compassionate member of the community, self-accountability as well as collective accountability and standing up for oneself and others against unfairness. Parents receive regular progress reports that specifically detail student outcomes and provide explicit next steps for students to reach or exceed standards. There is clarity around academic and social expectations leading to student understanding of what is expected and a true partnership between the school and families to achieve those expectations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The Public School 177 School Leadership Team feels a formal goal is not needed in this area for the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change</p>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)</p>			
<p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Students will be evaluated for AIS services based on multiple criteria:</p> <p>Reading Levels</p> <p>Baseline Assessments</p> <p>Classroom Observation</p> <p>Teacher Recommendation</p> <p>Not meeting grade level standards</p> <p>Recommendations from PPT Team</p> <p>Performance levels on NYS assessments</p> <p>Identified as “bottom third” performing on the NYS assessments</p>	<p><u>Team Teaching Model (K-5)</u> – team teaching model that includes scaffolding,</p> <p>Demonstration lessons and multiple points of entry.</p> <p>Service providers articulate with classroom teachers, assess student progress and review goals and objectives set for each student</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><u>Saturday Academy for English Language Arts</u> –This program provides intensive differentiated instruction to build the skills required to become proficient on the NYS ELA Assessment.</p>	<p>Students identified in need of AIS</p> <p>receive services in a small group</p> <p>setting within the regular education classroom</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>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>After school– twice per week for a duration of two hours</p> <p>11 Saturdays for three hours each week (33 hours)</p> <p>During the school day</p>

		<p><u>Wilson Intervention for At-Risk Student for Grades 2 and 3</u> research based approach is</p> <p>grounded in phonics and based in Orton</p> <p>Gillingham principles. Uses a multisensory approach to teaching students how to read</p>		
Mathematics	<p>Students will be evaluated for AIS services based on multiple criteria:</p> <p>Baseline Assessments</p> <p>Classroom Observation</p> <p>Go Math End of Unit Assessments</p> <p>Teacher Recommendation</p> <p>Not meeting grade level standards</p> <p>Recommendations from PPT Team</p> <p>Performance levels on NYS assessments</p> <p>Identified as “bottom third” performing on the NYS assessments</p>	<p>Go Math - Students will receive intensive math instruction during a 90 math block every day which included guided practice, remediation and RTI with Soar to Success.</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.</p> <p><u>Mathematics for the State Test Saturday Academy</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>11 Saturday’s for 3 hours each week (33 hours)</p>
Science	<p>Students will be evaluated for AIS services based on multiple criteria:</p>	<p>Differentiated Instruction</p> <p>Targeted small group work</p>	<p>Whole Group</p> <p>Small Group</p> <p>One-to-One</p>	<p>During the school day</p>

	<p>Formal Assessment from HMH Science Program</p> <p>Informal Assessment</p> <p>Reading Level</p>	<p>Hands-on science experiments</p> <p>Science notebooks are utilized to support writing that is aligned to CCLS with targeted nonfiction</p>		
Social Studies	<p>Students will be evaluated for AIS services based on multiple criteria:</p> <p>Formal Assessment from HMH Science Program</p> <p>Informal Assessment</p> <p>Reading Level</p>	<p>Differentiated Instruction</p> <p>Targeted small group work</p> <p>Project-based learning</p>	<p>Whole Group</p> <p>Small Group</p> <p>One-to-One</p>	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<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</p>	<p>Counseling sessions</p> <p>Social skills group</p>	<p>One-to-One</p> <p>Small group</p>	During the school day

	determined by the suggestions of the PPT committee and providing guidance based on the mandates of the student's IEP .			
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 6. The secretary will work closely with our Borough Field Support HR point person to ensure that non-HGT meet all required documentation and assessment guidelines. 7. The Principal and Assistant Principals ensures that the teaching assignment matches the teacher's license area.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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.
- The success of all professional development has to be assessed by how effectively it impacts student achievement

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. 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

Part 4: SWP Schools Only

4a. 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.).

The transition plan implemented to assist preschool children from early childhood programs to the elementary programs begins by immersing them in a unit of study in June to prepare them for Kindergarten. This unit includes lessons that help them process their feelings about leaving pre-k and moving on. To kindergarten. Students learn about the similarities and the differences between Pre-K and Kindergarten. 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.

The school social worker, family worker, teachers, paraprofessionals and assistant principals work as a collaborative team to assist in the transition from the students and their families. The workshops facilitated by the family worker and social worker with topics relevant to transitioning, with a focus on the social-emotional aspects. Teachers meet with parents during Parent Engagement Tuesdays in order to collaborate and formulate action plans for children who may face struggles.

4b. 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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$ 647,701	X	14, 20, 23, 31
Title II, Part A	Federal	\$ 34,819	X	14, 20, 23, 31
Title III, Part A	Federal	\$ 35,444	X	14, 20, 23, 31
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	\$5,040,540	X	14, 20, 23, 31

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

Public School 177

346 Avenue P

Ann Marie

Principal Sal

Maria

Assistant Principals

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, and 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 2015 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)
- 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 Borough Field Support Center 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 09/08/15 and will be in effect for the period of 9/15-6/16. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/15.

Ann Marie Lettieri Baker

Principal

September 8, 2015

School-Parent Compact (SPC) Template

Public School 177

346 Avenue P

Brooklyn, New York 11204

(718) 375-9306

Ann Marie

Principal Sal

Maria

Assistant Principals

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:

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.

*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
- *Work in partnership with school staff
- *Encourage reading and thinking
- *Help their children to develop their unique talents
- *
- *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;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 20 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- share responsibility for the improved academic achievement of my child.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

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

Signatures:

School Parent(s) Student

Date Date Date

(Please note that signatures are not required)

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Ann Marie Lettieri Baker	Assistant Principal DiTrapaniCosentino&Gusenfitter
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Elena Schmidt/ ENL Coordinator	School Counselor Heather Shelton
Teacher/Subject Area Meredith P Weber/ENL teacher	Parent Luisa DeSilvio
Teacher/Subject Area Alyse Strugatz/Writing	Parent Coordinator Susana Caleca
Related-Service Provider Goldie Grunfeld/Speech	Borough Field Support Center Staff Member
Superintendent Isabel Demola	Other (Name and Title) Patricia Aesh/ ENL teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	917	Total number of ELLs	303	ELLs as share of total student population (%)	33.04%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	303	Newcomers (ELLs receiving service 0-3 years)	288	ELL Students with Disabilities	55
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	288	1	50	15	0	5				303
Total	288	1	50	15	0	5	0	0	0	303

Number of ELLs who have an alternate placement paraprofessional: 5

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	10	14	11	7	8								69
Chinese	11	9	11	2	4	3								40
Russian	11	7	8	5	11	6								48
Bengali		1												1
Urdu	3	2	5	4	2	3								19
Arabic	1		1	2										4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0													0
Albanian	0	1			0									1
Other	13	18	20	36	21	13								121
TOTAL	58	48	59	60	45	33	0	303						

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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	26	12	17	8	11	8								82
Emerging (Low Intermediate)	10	3	10	7	10	3								43
Transitioning (High Intermediate)	11	2	7	4	11	4								39
Expanding (Advanced)	11	31	25	41	13	18								139
Commanding (Proficient)	57	31	5	11	1	12								117
Total	115	79	64	71	46	45	0	420						

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA

GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		32	13	20	22	17								104

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	33	1			34
4	24	8	2		34
5	21	1	1		23
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	29		9		3				41
4	0		15		4		1		20
5	18		10						28
6									0
7									0
8									0
NYSAA	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4		12		20		1		37
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At PS 177 the TCRWP is in use throughout all grades. The analysis of data, including the NYSESLAT, reveals the linguistic strengths and deficiencies of each ELL. It is due to these results, that we modify our lessons and teaching strategies accordingly. The TCRWP assessment is done twice a year along with informal ongoing assessments such as informal reading assessments, teacher observations, running records, conference notes, and unit assessments. All students, including ELLs, are assessed using the same tools. From this data, teachers are able to drive instructional focus, determine which reading strategies each child needs to work on, determine their independent and guided reading levels, and plan literacy lessons. Also, teachers are able to effectively differentiate instruction for each student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our data patterns across proficiency levels of the NYSITELL and NYSESLAT reveal that most of our students do better on listening/speaking components, than reading/writing components.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We have utilized our Title III program to meet the Annual Measurable Achievement Objectives. The Title III Program at PS 177 for the school year 2014-2015 focused on our ELL students in grades 2, 3, & 4. There were 2 classes on each grade consisting of one Entering class and one combined Transitioning and Expanding class. School data indicated 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/information 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. We are in the process of planning our Title III after school program for the 2015-2016 school year.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4a. According to data from the NYS ELA, Math, and Science Tests, ELLs score higher levels in Math and Science as compared to ELA. Advanced and Intermediate ELLs generally outperform newcomer and beginner students, especially on English Language tests. ENL teachers will continue to concentrate on providing all ELLs with the assistance they need in their content areas as well as literacy and language development. Additionally, classroom teachers will employ various ENL strategies, such as using gestures, visuals (pictures, videos, illustrated vocabulary charts) to support ELLs in their content area learning. They will also differentiate their instruction using methods such as graphic organizers, small group reinforcement, and group work in order to help make content comprehensible to ELLs. There is a school-wide focus on best practices for ELLs both in the mainstream classroom and content areas as well as the ENL classroom.

When analyzing students' scores on the state exams, it is important to note newcomer ELLs performance on native language test vs. English tests. Newcomer students who are literate and comfortable with academic vocabulary in their native language are administered the exam in their first language (when available). Students have the choice to have the tests side-by-side and answer in the native language or in English. Students who choose to answer in English still have the support of the native language when needed. Generally, beginner and intermediate students are offered the native language tests, as advanced students generally are stronger in their academic English than in their native language. The results of the native language test administration vary greatly. Performance on any exam, including native language exams, depends on many factors that go beyond language, such as previous schooling in a student's home country, the educational and literacy levels of their parents, and literacy in their first language. Teachers will continue to support all ELLs, including newcomers, in their language, literacy, and content area learning, as well as to provide native language support to children when appropriate, in order to prepare students for success in school. Additionally, in order to prepare newcomers for taking the exam in the native language, children are given opportunities to practice using the bilingual glossaries and dictionaries (printed from the DOE website) throughout the school year in their classrooms and at home.

4b. Our school leadership and teachers are using the results of the ENL 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 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 up performance 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 ENL program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

PS 177 uses data to guide instruction for ELLs within the Response to Intervention framework. Classroom teachers use various assessments to collect data on student performance in literacy and math. Teachers utilize the TCRWP, teacher created assessments, observations, and reading and writing conferences to assess students' literacy skills and progress. Based on the results of these assessments, students are provided with various literacy academic intervention services, such as individual and small group work with the teacher within the classroom. Teachers also use various classroom math assessments in order to evaluate children's math skills. We use the math assessments provided in Go Math program, teacher created math skills assessments, and math problem solving exemplars. Students also work 1 on 1 with the teacher or in small groups with classmates with similar needs during the school day hour. Children who were in the newcomer and beginner ENL support focused on beginning literacy and language skills.

Additionally, newcomer and beginner English Language Learners, as well as all ELLs who are literate in their first language, are offered native language support to assist them in math and science. We provide children with the bilingual dictionaries in order to provide them with terminology in their native language in the content areas.

Lastly, children who score proficient on the NYSESLAT and are now former ELLs are provided with 90 minutes a week as they transition to a general education classroom with the support of the ENL teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers are always aware of child's second language development, and the effect that development should have on their instructional decisions. ENL teachers group students for ENL classes by grade and by level. In this way, students are grouped together with children that have similar language and literacy needs. Teachers group students for small group instruction by reading level and proficiency level in order to provide support that is appropriate to their level. In the ENL classroom, a child's second language development is always taken into consideration in instructional decisions. ENL teachers ensure that their curriculum provides scaffolding to ELLs by creates comprehensible input, builds vocabulary and language and utilizes differentiated techniques. Teachers assess students literacy and language progress through various assessments throughout the year.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Although we do not offer a dual language program in our school, in the future, if needed, we will open up a dual language program.

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

The ENL 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 TCRWP, 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 made, 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 ENL (English as a New 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, French) and are always made available to conduct an interview with a parent of the newly admitted student. An 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. Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. To address those languages not represented, the Translation and Interpretation Unit of the NYC Department of Education is utilized. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. 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 NYSITELL 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 ENL program is completed within the first 10 days of the student’s enrollment into PS 177. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ENLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment during the same 10-day testing window. With all newcomers to our school, the ENL teachers provide written documentation on the HLIS of all findings, including the date and cut score achieved on the NYSITELL 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 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At P.S. 177 we take identification of students with interrupted/inconsistent formal education (SIFE) seriously. Students who are SIFE as well as ELLs attended schools in the United States for less than twelve months and who, upon initial enrollment in our school are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. In 30 school days from initial enrollment we make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption in their formal schooling, we proceed with the SIFE Identification Process. The SIFE Identification Process includes to administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to ELL Policy and Reference Guide, ELL Identification section).

At P.S. 177 we service ELLs with IEPs. We have an IEP team that consists of a teacher- Ms. Gifford, The Director of Special Education- Ms. DaSilva, an administrator-Mr. DiTrapani and the parent of the student involved in the case in place that determines a student's eligibility for special education services and the language in which special education programs and services are delivered. We provide translation services for the parent if need by one of our staff members who is fluent in the language. ELLs who are also students with disabilities (SWD) receive accommodations that apply to both ELLs and SWDs. ELLs with disabilities receive the required level of ELL services. They are placed in the appropriate program within 20 days of the meeting.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL staff is very diligent in the distribution of entitlement letters and in the return of the Parent Survey and Program Selection Forms. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the parent notification letters (in the parents' preferred language), which are: Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter. 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 ENL 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 ENL teacher to discuss the Parent Survey and Program Selection Forms. The ENL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms. After evaluating the Parent Survey and Program Selection Forms, PS 177 honors parents' choice. A review of the Parent Survey and Program Selection forms 2014-15 school year reflects, the Freestanding ENL Program as the preferred first choice among the programs available. The Parent Surveys of the 2014-2015 school year indicate that 307 out of 314 parents selected Freestanding ESL Program as the program of choice. We will be holding our next parent meeting on September 28, 2015 to determine the Parent Choice of the 2015-2016 school year. At the time of a pupil's enrollment in PS 177 for the first time and after reviewing HLIS he/she is given the NYSITELL, 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 how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section).

At P.S. 177 our parents are informed that they have the right to appeal ENL status within 45 days of enrollment. After their child is identified as an ELL, an entitlement letter along with the appeal process sent to the parents. The appeal process is also explained at the orientation meeting held within the first 10 days of school. Parents are informed and receive information in their preferred language as indicated on the Home Language Survey.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL program choices available. At the orientation, parents or guardians have the opportunity to receive materials about the various ENL 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 ENL 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 ENL teachers: Mrs. Schmidt, Mrs. Bibko, Mrs. Aesh, Mrs. Weber, Ms. Li, Georgiou and bilingual paraprofessionals. After the initial greetings and introductions from the Principal and Assistant Principals Mr. DiTrapani, Mr. Cosentino and Ms. Gusenfitter, the parents are divided by their home language into separate groups, and then are taken to different rooms with an ENL teacher and an interpreter. Each room is equipped with Smartboard. Parents have an opportunity to watch the video which explains Transitional Bilingual Education (TBE) program, Dual Language program, and Freestanding ENL 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL 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 for the 2014-2015 school year was 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 ENL 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 ENL teacher to discuss the Parent Survey and Program Selection Forms. The ENL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In our school we have 100% complete and return Parent Survey and Program Selection forms because we have a procedure in place. The ENL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms. The ENL teacher meets with parents at dismissal, during parent engagement, class meetings, parent teacher conferences, PTA meetings and orientation.

9. Describe how your school ensures that placement parent notification letters are distributed. To ensure that parent are notificated of their child's placement into an ENL program, the letters are sent home with the child. These notification letters are signed by the parents and returned to the ENL teacher. These letters are kept in a binder in the main office of the school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ENL documentation for each child is stored in the child's cumulative folder. Copies of each document is stored in a binder in the main office.

11. 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 (Entering, Emerging, Transitioning, Expanding and Commanding) of ELLs. Our ENL teachers work hard throughout the school year to prepare their students for each component (reading, writing, speaking, and listening) of the NYSESLAT. Students in grades 3-5 take ELL Predictive Assesment two times a year, after which we analyze the results and teach to their dificiencies. For students in K-2, we came up with our own assessment, that we give three times a year. It contains the four skills of ENL (reading, writing, speaking, listening) in order to diagnose their weaknesses. Our data drives our instruction because we are better able to meet our childrens' needs. NYSESLAT scores identify who should continue to receive ELL services. NYSESLAT is administered by our ENL certified teachers. NYSESLAT materials are kept in a secure facility. ENL teachers, who are involved in administrating the NYSESLAT, have a meeting prior to the official testing window to discuss the procedures and directions for the NYSESLAT. Each ENL teacher is responsible for his/her assigned grade to create a testing schedule, as well as making sure that each ELL takes and completes the NYSESLAT. An RLER report in ATS is run to make sure that all eligible students take the NYSESLAT. Upon the school wide completion of the NYSESLAT, all ENL 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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

To ensure that all eligible ELLs receive the continued entitlement and transitional support parent notification letters we run the RLAT report in ATS. All letters are distributed to the students to be signed and returned. Upon collection of returned signed letters, these letters are kept in student's CUM folders. A copy is made of each letter and stored in the ENL binder in the main office. An ENL teacher is responsible for each grade to collect and ensure 100% of letters are signed and returned.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend over the past few years indicates that the Freestanding ENL Program has been the program of choice of our parents, with 314 out of 314 or 100% selecting this program in 2014-2015, 279 out of 276 or 99% selecting this program in 2013-2014, 275 out of 278 or 99% selecting this program in 2012-2013. The program model offered at PS 177 is aligned with parent requests. It is the model of Freestanding ENL. 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - 1a. The program model in PS 177 is Freestanding ENL model. At PS 177 we offer a co teaching program. 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 NYSITELL results. These classes were formed on every grade level to accommodate our beginner/intermediate ELL population. An ENL teacher co teaches during reading/writing blocks with the general education teacher in that class. There is an emphasis on literacy employing ENL 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. Scuffolding techniques are actively used. Students are engaged in lessons and participate fully. All four modalities of listening, speaking, reading, and writing are incorporated into ENL lessons. Our ENL 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.
 - b. TBE program. *If applicable.*

Although PS177 does not have a transitional biliginual education program at this time, if needed, we will open a bilingual program.
 - c. DL program. *If applicable.*

Although PS177 does not have a dual language program at this time, if needed, we will open a dual language program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 2. There are six NYS certified ENL teachers (Mrs.Schmidt, who's also fluent in Russian, Mrs.Bibko, Mrs.Weber, Mrs.Aesh,Ms.Li, (who's also fluent in Chinese) and Ms. Georgiou servicing the ENL population. Entering and Emerging level language learners receive 360 minutes of English as a Second Language instruction per week. Transitional and Expanding level language learners receive 180 minutes of ENL instruction per week. Commanding level language learners receive 90 minutes of ENL instruction per week. All four modalities of listening, speaking, reading, and writing are incorporated into ENL lessons. Our ENL 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 ENL program using a co teaching models. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154.2 guideline s. Each ENL 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 ENL program. Students at the Enteringand Emerging levels of language proficiency receive 360 minutes of ENL instruction per week. Students at the Transitional and Expanding levels of language proficiency receive 180 minutes of ENL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. Commanding level of language proficiency receive 90 minutes of ENL instruction per week. Each of the six ENL teachers service an individual grade. Explicit ENL and ELA instructional minutes are delivered as per CR Part 154.2 because we carefully schedule each grade level's ENL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Entering and Emerging levels of language proficiency receive their ENL instruction, 1 unit of study as stand-alone and 1 unit of study integrated ENL/ELA. Students at the Transitional and Expanding levels of language proficiency receive their ENL instruction in 1 unit of study integrated ENL/ELA and 1 unit of stand-alone ENL, so they still receive 180 minutes of ELA instruction with their classroom teachers. Commanding levels of language proficiency receive their integrated ENL instruction for .5 unit, so they still receive 180 minutes of ELA instruction with their classroom teachers.
3. Describe how core content is delivered in each program model. 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 ENL strategies into their teaching. Scuffolding, modeling, and extended time are examples of strategies employed in content area teaching. ENL 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, ENL 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 ENL 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 ENLs to academic language.

The materials used in our programs vary. We have an ENL 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. ENL and classroom teachers articulate weekly and plan their lessons together in order to effectively achieve student learning. In the ENL program, subject areas and themes are suggested by the work being done in the students' mainstream class. The ENL program is aligned with the classroom curriculum therefore maximizing student learning and language development. The collaboration between the classroom and ENL teachers helps to facilitate language acquisition for ENLs. This communication also opens the doors for teacher/teacher support.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At PS177 all identified ELLs are given an opportunity to be evaluated in their home language. If an eligible student's home 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. ELL students may use English and alternate language editions simultaneously on the state wide tests. Our testing coordinator orders tests for eligible ELLs in their home 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 home language, as per directions of the given test (ex. Science test). The bilingual staff member will translate the home 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 send 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 ENL 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 ENL program, or if they still need ENL services in the next school year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- 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 ENL 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 ENL teachers work with SIFE students to systematically build foundational language skills.

We have targeted intervention programs for ENLs in ELA and math.

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 NYSESLAT, in order to assess their English ability. If they are eligible for ENL 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 154.2. 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 The Targeted Phonics 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 ENLs 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 ENLs 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 ENL periods, general classroom literacy periods.
- 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 ENLs.
- 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- In accordance with the new English Language Learners Policy and Reference Guide, a student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. It allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. It must be done within 45 days of enrollment. Between 6 and 12 months, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.
8. 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 ENL 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. 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 teaching through a variety of staff development in order to accelerate English language development.
9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL co teaches 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 ENL

Chart 5.1 program that are identified as SWD. Some of these students are in Special Education bridge class K-2 and 3-4. The rest of our ENL-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 ENL periods, and specialized modifications.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart 5.2 STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

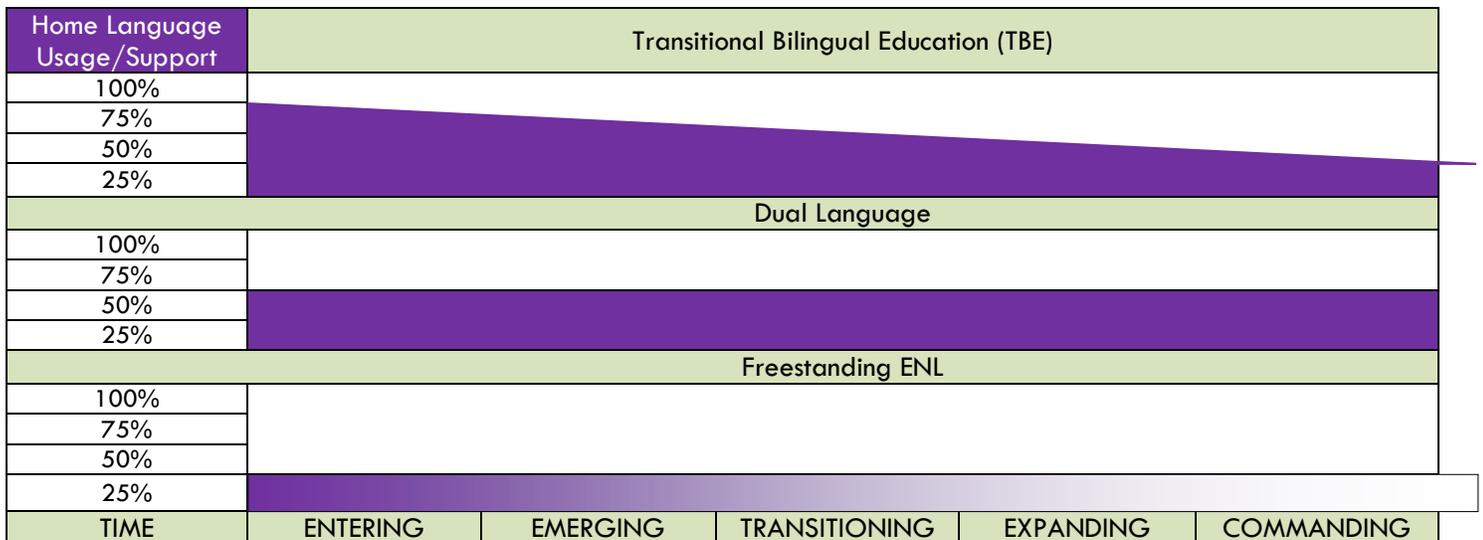


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 2014-2015 DRA and this years TCWRP results for grades K-5 and statewide ELA and Mathematics exams for upper grades, supplementary support services are provided for students. ELLs in need are included for all support services. After school, ENL students are invited to participate in ELA and Math Test Preparation for the statewide exams. Our ENL students attended the Title III after school program, based on their proficiency level.
11. 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 Teacher's College Reading & Writing Workshop. This program is designed to engage our students through visuals, relevant topics and meaningful activities. Teacher's College Reading & Writing Workshop 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, Teacher's College Reading & Writing Workshop 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. 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. he program has instruction, strategies and assessments based on the students' level; Entering, Emerging, Transitional, Exoanding and Commanding. 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.
12. What new programs or improvements will be considered for the upcoming school year?

The current program we are using at P.S. 177 for our English enriched classes is Teacher's College Reading & Writing Workshop. We are no longer using On Our Way to English.
13. What programs/services for ELLs will be discontinued and why?

On Our Way to English reading program was discontinued at PS177 because it was not alligned with Common Core Standards.
14. 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 ENLs to participate in the Title III after-school program, which provides supplemental language, literacy and math instruction.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, "Reading Units of Study Trade", "Reading Units in Study of Opinion, Information and Narrative Writing", "Wilson Foundations" kit, "Building Vocabulary Foundtions" grades 1-5."Targeted Phonics" for Kindergarten, "Coach ELA & Math" workbooks, 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ENL program, home 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 home language while developing English language skills.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We were able to start administering the NYSITELL to our newly enrolled students in the beginning of June of 2015 before the beginning of the school year. Therefore based on the hand-scored NYSITELL and official, Spring 2015 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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Although PS177 does not have a dual language program at this time if necessary we will open a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The professional development plan for all ENL personnel at the school includes professional development workshops offered through the Office of ENLs. 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, ENL data, and languages other than English. ENL 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 ENLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs are offered an opportunity to attend workshops organized by Teacher's College on a monthly basis. These workshops focused on the Reader's Workshop and Writing Workshop in an ENL classroom. In addition throughout the year, classroom teachers and ENL teachers with administrators meet every Monday for in-house professional development to discuss the implementation of the Common Core, the Danielson's rubric, and Universal Design for Learning. During these sessions, how to make the Common Core Standards accessible to English Language Learners is always discussed, particularly in the context of Response to Intervention and the Universal Design for Learning.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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 ENL 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 ENL teachers, guidance counselor, the Pupil Personel 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. As per CR Part 154.2, we have worked to ensure that all of our teaching staff has the required 15% of hours of ELL training for all staff and 10 hours for special education teachers. The ENL Coordinator, in conjunction with the ENL Specialist from our network, will provide a series of workshops for general education teachers who have ELL 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 ELL students. The ENL 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

On a weekly basis appointments are made by ENL teachers with parents of ELLs to discuss goals of the ENL program. Also discussed is a child's language development progress and needs in all content areas. ENL teachers explain a child's progress in regards to their proficiency level on the NTSITELL and NYSESLAT. To ensure that the parent understanding, an interpreter is provided. If an interpreter is not available, the DOE Translation and Interpretation Unit is utilized.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We provide translators for the dominant languages of our school population. Parent engagement records are kept in the form of a log, which indicates who we met with, when and topic discussed. At the end of each month, a teacher submits their log to the main office to be filed and kept on record. The teacher also keeps a copy for own records.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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, on open school day, P.T.A. meetings, classroom orientations, and other school events. Parent meetings of the ENLs are conducted on weekly basis throughout the school year during parent engage to discuss individual academic and social progress.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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. Our school partners with Marks JCH of Bensonhurst and the BCA after school tutorial. These programs help our students in all areas of study and assist with homework. 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.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

We plan and implement a large variety of parental involvement activities to address the needs of our parents. ENL teachers organize monthly homework workshops for students and parents. It is essential for our newcomers to learn the homework policy and what is expected at PS177. This helps them to be on the right path to success. In addition to the Parent Orientation Meetings for ENL 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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

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

D. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Mrs. Shoshana Singer	Assistant Principal DiTrapaniCosentino&Gusenfitter
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Elena Schmidt/ ENL Coordinator	School Counselor Heather Shelton
Teacher/Subject Area Tara Bibko/ENL teacher	Parent Luisa DeSilvio
Teacher/Subject Area Alyse Strugatz/Writing	Parent Coordinator Susana Caleca
Related-Service Provider Goldie Grunfeld/Speech	Borough Field Support Center Staff Member
Superintendent Isabel Demola	Other (Name and Title) Jessica Romano/Literacy Math

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	926	Total number of ELLs	314	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	314	Newcomers (ELLs receiving service 0-3 years)	281	ELL Students with Disabilities	54
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	281	3	36	33	0	18				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	25	14	16	15	13	9								0
Chinese	12	13	10	3	4	3								0
Russian	14	8	3	8	6	4								0
Bengali														0
Urdu	6	5	4		4	4								0
Arabic	2		1		1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian	1		1		1									0
Other	20	19	27	12	14	11								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		9	11	21	5	5								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

9. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At PS 177 the DRA2 (Developmental Reading Assessment) is in use throughout all grades. The analysis of data, including the NYSESLAT, reveals the linguistic strengths and deficiencies of each ELL. It is due to these results, that we modify our lessons and teaching strategies accordingly. The DRA assessment is done twice a year along with informal ongoing assessments such as informal reading assessments, teacher observations, running records, conference notes, and unit assessments. All students, including ELLs, are assessed using the same tools. From this data, teachers are able to drive instructional focus, determine which reading strategies each child needs to work on, determine their independent and guided reading levels, and plan literacy lessons. Also, teachers are able to effectively differentiate instruction for each student.
 10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our data patterns across proficiency levels of the NYSITELL and NYSESLAT reveal that most of our students do better on listening/speaking components, than reading/writing components.
 11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 N/A
 12. For each program, answer the following:
 - d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4a. According to data from the NYS ELA, Math, and Science Tests, ELLs score higher levels in Math and Science as compared to ELA. Advanced and Intermediate ELLs generally outperform newcomer and beginner students, especially on English Language tests. ENL teachers will continue to concentrate on providing all ELLs with the assistance they need in their content areas as well as literacy and language development. Additionally, classroom teachers will employ various ENL strategies, such as using gestures, visuals (pictures, videos, illustrated vocabulary charts) to support ELLs in their content area learning. They will also differentiate their instruction using methods such

as graphic organizers, small group reinforcement, and group work in order to help make content comprehensible to ELLs. There is a school-wide focus on best practices for ELLs both in the mainstream classroom and content areas as well as the ENL classroom.

When analyzing students' scores on the state exams, it is important to note newcomer ELLs performance on native language test vs. English tests. Newcomer students who are literate and comfortable with academic vocabulary in their native language are administered the exam in their first language (when available). Students have the choice to have the tests side-by-side and answer in the native language or in English. Students who choose to answer in English still have the support of the native language when needed. Generally, beginner and intermediate students are offered the native language tests, as advanced students generally are stronger in their academic English than in their native language. The results of the native language test administration vary greatly. Performance on any exam, including native language exams, depends on many factors that go beyond language, such as previous schooling in a students' home country, the educational and literacy levels of their parents, and literacy in their first language. Teachers will continue to support all ELLs, including newcomers, in their language, literacy, and content area learning, as well as to provide native language support to children when appropriate, in order to prepare students for success in school. Additionally, in order to prepare newcomers for taking the exam in the native language, children are given opportunities to practice using the bilingual glossaries and dictionaries (printed from the DOE website) throughout the school year in their classrooms and at home.

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 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 up performance 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 ENL program.

13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

PS 177 uses data to guide instruction for ELLs within the Response to Intervention framework. Classroom teachers use various assessments to collect data on student performance in literacy and math. Teachers utilize the DRA2, running records, teacher created assessments, observations, and reading and writing conferences to assess students' literacy skills and progress. Based on the results of these assessments, students are provided with various literacy academic intervention services, such as individual and small group work with the teacher within the classroom. Teachers also use various classroom math assessments in order to evaluate children's math skills. We use the math assessments provided in Go Math program, teacher created math skills assessments, and math problem solving exemplars. Students also work 1 on 1 with the teacher or in small groups with classmates with similar needs during the school day hour. Children who were in the newcomer and beginner ESL support focused on beginning literacy and language skills.

Additionally, newcomer and beginner English Language Learners, as well as all ELLs who are literate in their first language, are offered native language support to assist them in math and science. We provide children with the bilingual dictionaries in order to provide them with terminology in their native language in the content areas.

Lastly, children who score proficient on the NYSESLAT and are now former ELLs are provided with 90 minutes a week as they transition to a general education classroom with the support of the ENL teacher.

14. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers are always aware of child's second language development, and the effect that development should have on their instructional decisions. ENL teachers group students for ENL classes by grade and by level. In this way, students are grouped together with children that have similar language and literacy needs. Teachers group students for small group instruction by reading level and proficiency level in order to provide support that is appropriate to their level. In the ENL classroom, a child's second language development is always taken into consideration in instructional decisions. ENL teachers ensure that their curriculum provides scaffolding to ELLs by creates comprehensible input, builds vocabulary and language and utilizes differentiated techniques. Teachers assess students literacy and language progress through various assessments throughout the year.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

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

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

The ENL 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 made, 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.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL (English as a New 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, French) and are always made available to conduct an interview with a parent of the newly admitted student. An 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. Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. To address those languages not represented, the Translation and Interpretation Unit of the NYC Department of Education is utilized. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. 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 NYSITELL 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. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment during the same 10-day testing window. With all newcomers to our school, the ENL teachers provide written documentation on the HLIS of all findings, including the date and cut score achieved on the NYSITELL 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 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.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At P.S. 177 we take identification of students with interrupted/inconsistent formal education (SIFE) seriously. Students who are SIFE as well as ELLs attended schools in the United States for less than twelve months and who, upon initial enrollment in our school are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. In 30 school days from initial enrollment we make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption in their formal schooling, we proceed with the SIFE Identification Process. The SIFE Identification Process includes to administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At P.S. 177 we service ELLs with IEPs. We have an IEP team in place that determines a student’s eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply to both ELLs and SWDs. ELLs with disabilities receive the required level of ELL services.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL staff is very diligent in the distribution of entitlement letters and in the return of the Parent Survey and Program Selection Forms. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the parent notification letters (in the parents' preferred language), which are: Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter. 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 ENL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms. After evaluating the Parent Survey and Program Selection Forms, PS 177 honors parents' choice. A review of the Parent Survey and Program Selection forms 2014-15 school year reflects, the Freestanding ENL Program as the preferred first choice among the programs available. The Parent Surveys indicate that 307 out of 314 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 NYSITELL, and based upon his/her scoring below a state designated level of proficiency such pupil is placed into a program designed for ELLs

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At P.S. 177 our parents are informed that they have the right to appeal ELL status within 45 days of enrollment. After their child is identified as an ELL, an entitlement letter along with the appeal process sent to the parents. The appeal process is also explained at the orientation meeting held within the first 10 days of school. Parents are informed and receive information in their preferred language as indicated on the Home Language Survey.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL teachers: Mrs. Schmidt, Mrs. Bibko, Mrs. Aesh, Mrs. Weber, Ms. Li and bilingual paraprofessionals. After the initial greetings and introductions from the Principal and Assistant Principals Mr. DiTrapani, Mr. Cosentino and Ms. Gusenfitter, 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 Smartboard. Parents have an opportunity to watch the video which explains Transitional Bilingual Education (TBE) program, Dual Language program, and Freestanding ENL 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.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In our school we have 100% complete and return Parent Survey and Program Selection forms because we have a procedure in place. The ENL teacher assigned to a particular grade is responsible for completion and return of Parent Survey and Program Selection forms. The ENL teacher meets with parents at dismissal, during parent engagement, class meetings, parent teacher conferences, PTA meetings and orientation.
22. Describe how your school ensures that placement parent notification letters are distributed.

To ensure that parent are notificated of their child's placement into an ELL program, the letters are sent home with the child. These notification letters are signed by the parents and returned to the ENL teacher. These letters are kept in a binder in the main office of the school.

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is stored in the child's cumulative folder. Copies of each document is stored in a binder in the main office.
24. 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 (Entering, Emerging, Transitioning, Expanding and Commanding) of ELLs. Our ENL teachers work hard throughout the school year to prepare their students for each component (reading, writing, speaking, and listening) of the NYSESLAT. Students in grades 3-5 take ELL Predictive Assesment two times a year, after which we analyze the results and teach to their dificiencies. For students in K-2, we came up with our own assessment, that we give three times a year. It contains the four skills of ENL (reading, writing, speaking, listening) in order to diagnose their weaknesses. Our data drives our instruction because we are better able to meet our childrens' needs. NYSESLAT scores identify who should continue to receive ELL services. NYSESLAT is administered by our ENL certified teachers. NYSESLAT materials are kept in a secure facility. ENL teachers, who are involved in administrating the NYSESLAT, have a meeting prior to the official testing window to discuss the procedures and directions for the NYSESLAT. Each ENL teacher is responsible for his/her assigned grade to create a testing schedule, as well as making sure that each ELL takes and completes the NYSESLAT. An RLER report in ATS is run to make sure that all eligible students take the NYSESLAT. Upon the school wide complition of the NYSESLAT, all ENL 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

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
To ensure that all eligible ELLs receive the continued entitlement and transitional support parent notification letters we run the RLAT report in ATS. All letters are distributed to the students to be signed and returned. Upon collection of returned signed letters, these letters are kept in student's CUM folders. A copy is made of each letter and stored in the ENL binder in the main office. An ENL teacher is responsible for each grade to collect and ensure 100% of letters are signed and returned.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend over the past few years indicates that the Freestanding ENL Program has been the program of choice of our parents, with 314 out of 314 or 100% selecting this program in 2014-2015, 279 out of 276 or 99% selecting this program in 2013-2014, 275 out of 278 or 99% selecting this program in 2012-2013. The program model offered at PS 177 is aligned with parent requests. It is the model of Freestanding ENL. Our school creates a rigorous learning environment that focuses on academic achievement, language and social development, and cross-cultural support.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- d. Freestanding ENL program.
 - 1 a. The program model in PS 177 is Freestanding ENL. The ENL 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 NYSITELL results. These classes were formed on every grade level to accommodate our beginner/intermediate ELL population. An ENL 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 ENL 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. Scuffolding techniques are actively used. Students are engaged in lessons and participate fully. All four modalities of listening, speaking, reading, and writing are incorporated into ENL lessons. Our ENL 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.
 - e. TBE program. *If applicable.*
PS177 does not have a transitional biliginual education program at this time.
 - f. DL program. *If applicable.*
PS177 does not have a dual language program at this time.
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - 2. There are five NYS certified ENL teachers (Mrs.Schmidt, who's also fluent in Russian, Mrs.Bibko, Mrs.Weber, Mrs.Aesh,Ms.Li, who's also fluent in Chinese) servicing the ENL population. Entering and Emerging level language learners receive 360 minutes of English as a Second Language instruction per week. Transitional and Expanding level language learners receive 180 minutes of ENL instruction per week. Commanding level language learners receive 90 minutes of ENL instruction per week. All four modalities of listening, speaking, reading, and writing are incorporated into ENL lessons. Our ENL 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 ENL program using a push-in models. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154.2 guideline s. Each ENL 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 ENL program. Students at the Enteringand Emerging levels of language proficiency receive 360 minutes of ENL instruction per week. Students at the Transitional and Expanding levels of language proficiency receive 180 minutes of ENL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. Commanding level of language proficiency receive 90 minutes of ENL instruction per week. Kindergarten push-in program is delivered by one ENL teacher. First grade push-in model is delivered by one ENL teachers. Grades two, three, four and five are served by four ENL teachers. Explicit ENL and ELA instructional minutes are delivered as per CR Part 154.2 because we carefully schedule each grade level's ENL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Entering and Emerging levels of language proficiency receive their ENL instruction, 1 unit of study as stand-alone and 1 unit of study integrated ENL/ELA. Students at the Transitional and Expanding levels of language proficiency receive their ENL instruction in 1 unit of study integrated ENL/ELA and 1 unit of stand-alone ENL, so they still receive 180 minutes of ELA instruction with their classroom teachers. Commanding levels of language proficiency receive their integrated ENL instruction for .5 unit, so they still receive 180 minutes of ELA instruction with their classroom teachers.
23. Describe how core content is delivered in each program model. 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 ENL strategies into their teaching. Scaffolding, modeling, and extended time are examples of strategies employed in content area teaching. ENL 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, ENL 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 have an ENL 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. ENL and classroom teachers articulate weekly and plan their lessons together in order to effectively achieve student learning. In the ENL program, subject areas and themes are suggested by the work being done in the students' mainstream class. The ENL program is aligned with the classroom curriculum therefore maximizing student learning and language development. The collaboration between the classroom and ENL teachers helps to facilitate language acquisition for ELLs. This communication also opens the doors for teacher/teacher support.

24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At PS177 all identified ELLs are given an opportunity to be evaluated in their home language. If an eligible student's home 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. ELL students may use English and alternate language editions simultaneously on the state wide tests. Our testing coordinator orders tests for eligible ELLs in their home 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 home language, as per directions of the given test (ex. Science test). The bilingual staff member will translate the home language responses for the science teacher who scores the test.

25. 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 ENL 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 ENL program, or if they still need ELL services in the next school year.

26. How do you differentiate instruction for each of the following ELL subgroups?

f. SIFE

g. Newcomer

h. Developing

i. Long Term

j. Former ELLs up to two years after exiting ELL status

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 ENL 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 ENL teachers work with SIFE students to systematically build foundational language skills.

We have targeted intervention programs for ELLs in ELA and math.

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 NYSESLAT, in order to assess their English ability. If they are eligible for ENL 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 154.2. 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 ENL periods, general classroom literacy periods.

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.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In accordance with the new English Language Learners Policy and Reference Guide, a student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. It allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. It must be done within 45 days of enrollment. Between 6 and 12 months, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.

28. 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 teaching through a variety of staff development in order to accelerate English language development.

29. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL teacher pushes-in to work with the ELL

Chart

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 ENL program that are identified as SWD. Some of these students are in Special Education bridge class K-2 and 3-4. 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 ENL periods, and specialized modifications.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

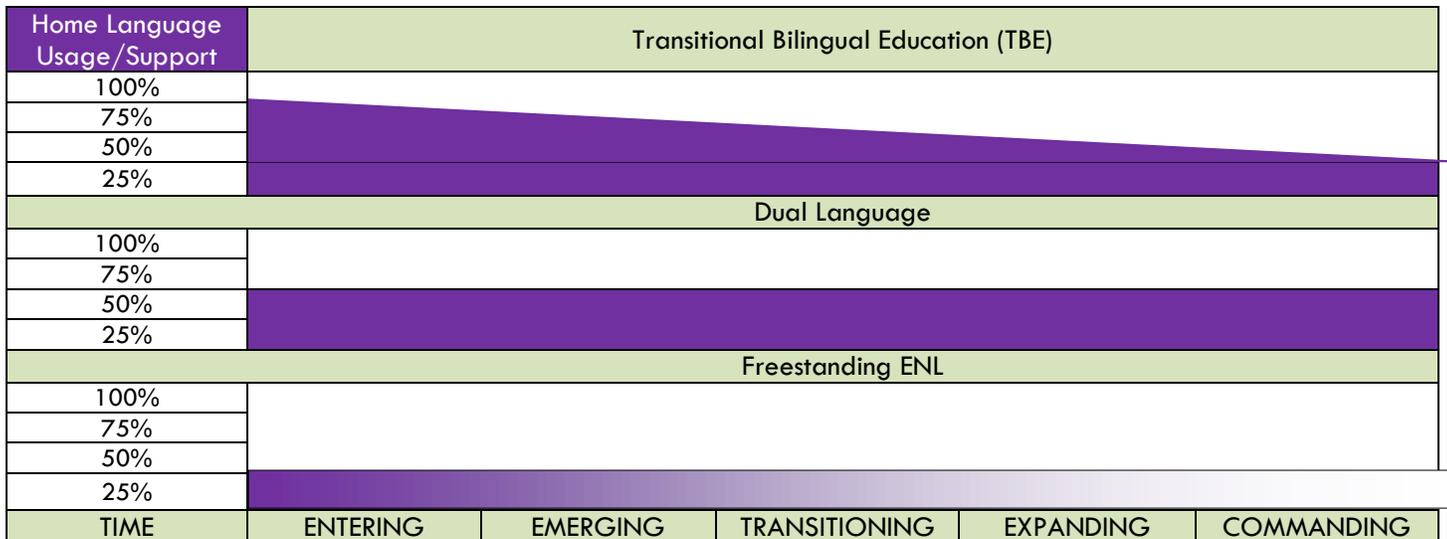


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. 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.
31. 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 Teacher's College Reading & Writing Workshop. This program is designed to engage our students through visuals, relevant topics and meaningful activities. Teacher's College Reading & Writing Workshop 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, Teacher's College Reading & Writing Workshop 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. 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; Entering, Emerging, Transitional, Expanding and Commanding. 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.
32. What new programs or improvements will be considered for the upcoming school year?
- The current program we are using at P.S. 177 for our English enriched classes is Teacher's College Reading & Writing Workshop. We will no longer be using On Our Way to English.
33. What programs/services for ELLs will be discontinued and why?
- On Our Way to English reading program will be discontinued at PS177 because it was not aligned with Common Core Standards.
34. 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.
35. What instructional materials, including technology, are used to support ELLs? Include core 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, "Comprehension Strategies That Work" kit, "Wilson Foundations" kit, "Kaplan Advantage" workbooks, "Spelling", "Grammar" and "Phonics" workbooks by McGraw-Hill, "Coach ELA & Math" 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.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In our ENL program, home 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 home language while developing English language skills.
37. Explain how the school ensures all required services/resources support and 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.
38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- We were able to start administering the NYSITELL to our newly enrolled students in the beginning of June of 2015 before the beginning of the school year. Therefore based on the hand-scored NYSITELL and official, Spring 2015 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.

39. What language electives are offered to ELLs?

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

40. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The professional development plan for all ENL 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.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs are offered an opportunity to attend workshops organized by Teacher's College on a monthly basis. These workshops focused on the Reader's Workshop and Writing Workshop in an ENL classroom. In addition throughout the year, classroom teachers and ENL teachers with administrators meet every Monday for in-house professional development to discuss the implementation of the Common Core, the Danielson's rubric, and Universal Design for Learning. During these sessions, how to make the Common Core Standards accessible to English Language Learners is always discussed, particularly in the context of Response to Intervention and the Universal Design for Learning.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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 ENL 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 ENL teachers, guidance counselor, the Pupil Personel 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.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. As per CR Part 154.2, we have worked to ensure that all of our teaching staff has the required 15% of hours of ELL training for all staff and 10 hours for special education teachers. The ENL Coordinator, in conjunction with the ENL Specialist from our network, will provide a series of workshops for general education teachers who have ENL 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 ENL students. The ENL 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.

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

On a weekly basis appointments are made by ENL teachers with parents of ELLs to discuss goals of the ENL program. Also discussed is a child's language development progress and needs in all content areas. ENL teachers explain a child's progress in regards to their proficiency level on the NTSITELL and NYSESLAT. To ensure that the parent understanding, an interpreter is provided. If an interpreter is not available, the DOE Translation and Interpretation Unit is utilized.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Parent engage records are kept in the form of a log, which indicates who we met with, when and topic discussed. At the end of each month, a teacher submits their log to the main office to be filed and kept on record. The teacher also keeps a copy for own records.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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, on open school day, P.T.A. meetings, classroom orientations, and other school events. Parent meetings of the ELLs are conducted on weekly basis throughout the school year during parent engage to discuss individual academic and social progress.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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.

11. How do you evaluate the needs of the parents?

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.

12. How do your parental involvement activities address the needs of the parents?

We plan and implement a large variety of parental involvement activities to address the needs of our parents. ENL teachers organize monthly homework workshops for students and parents. It is essential for our newcomers to learn the homework policy and what is expected at PS177. This helps them to be on the right path to success. 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.

H. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K177** School Name: **Marlboro**
Superintendent: **Isabel DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 also distributed the Language Preference Survey created by the NYCDOE to every child's parent (grades Pre-K to 5) to ensure that parents are provided with information in a language they can understand. Surveys were distributed to children and returned to the child's teacher. Surveys were then collected and the data was compiled. In addition to the surveys, teachers also lend information that they've learned about the language in which parents prefer to communicate through parent interviews, meetings, conversations, etc.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At PS 177, parents' preferred languages for both written and oral communication are:

- Spanish
- Chinese
- Russian
- Albanian
- Urdu
- Uzbek

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 177 provides written translation for the following information (dates are subject to the 2015-2016 calendar):

- NYS Testing Information (March 2016)
- Flyers (as needed)
- PTA Monthly event calendars (September 2015 to June 2016)
- Report Cards (November 2015, March 2016, June 2016)
- School Newsletters (To Be Determined)
- Notices (as needed)
- Academic After-school Program Invitations (To Be Determined)
- Notices about parent involvement activities (To Be Determined)
- School Surveys (January 2016 and April 2016)
- Permission Slips for Field Trips (To Be Determined)
- IEP Meeting Letters (as needed)
- Parent Workshops (To Be Determined)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 177 provides oral translation for the following information and meetings (dates are subject to the 2015-2016 calendar):

- Phone calls home to parents (as needed)
- Parent orientation and ENL program information (September 2015 and June 2016)
- Parent teacher conferences (September 2015, November 2015, March 2016 and May 2016)
- Informational meetings and social gatherings (as needed)
- PTA meetings (monthly)
- IEP conferences (as needed)
- Parent Engagement Tuesdays (weekly)

All of our translation services will be done in-house by our multilingual staff members and parent volunteers.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The translation of these documents will fulfill parents' requests to receive information in the home language and/or English. This will ensure clear communication with parents regarding important issues pertaining to their child's education. In order to acquire timely translation of documents, we utilize bilingual school staff members for translation. We also have select bilingual parent volunteers to translate non-sensitive material. Form letters that have been translated are used from year to year, with updated information in order to ensure their timely distribution. Forms, letters, signs and other information are translated using the Translation and Interpretation unit if the information is not available in a parent's language from the NYCDOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We diligently aim to maximize the educational experience of our ELLs and their parents to help increase their English Language Proficiency. 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 home 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 home language. Every Tuesday is Parent Engagement, our school dismisses students at 2:20pm and teachers are staying until 3:30pm to assist with oral translation for the ELL parents when needed. Our multilingual staff members and parent volunteers are always eager to help.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Training will be provided by the Language Access Coordinator to train all staff members on how to use translation services and the over-the-phone interpretation service. The Language Access Coordinator and other ENL personnel will utilize the Language Access Kit provided by the Translation and Interpretation Unit to help address language barriers within the school. Each staff member will be provided with the Language ID Guide and information card as a reference on how to access an over the phone interpreter. At the first faculty conference the Administration will review the procedures and emphasize the importance of translating important documents to be sent home. The Language Preference Survey collected were organized by class and by grade. We compiled the data and created class lists with the language of preference of each child's parents listed next to the child's name. Each teacher received their class list with language preferences as well as the original surveys. A set of class lists was also distributed to other school staff that have frequent contact with parents, including the ENL teachers, administrators, school aids, guidance counselor, SBST team, resource room teacher, and to the main office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 home languages will be sent to inform non-English parents of oral and written translation services available. Important documents are translated and sent home with children at the beginning of the year and in a timely fashion throughout the rest of the school year. Announcements in parents' home languages will be made at PTA meetings and workshops, regarding oral and written translation services available.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will gather feedback from parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Learning Environment Survey. Our school will create and distribute a parent survey to gather feedback from parents on the quality and availability of services. Ongoing communication with ELL families during Parent Engagement Tuesdays will be used to gather input from parents and provide an opportunity for parents to voice suggestions.