



**PS177QUEENS
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75Q177

**ADDRESS: 56 37 188TH STREET, FRESH MEADOWS, NY
TELEPHONE: 718 357-4650
FAX: 718 357-3507**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75Q177 **SCHOOL NAME:** Robin Sue Ward School

SCHOOL ADDRESS: 56 37 188th Street, Fresh Meadows, NY

SCHOOL TELEPHONE: 718 357-4650 **FAX:** 718 357-3705

SCHOOL CONTACT PERSON: Kathleen Posa **EMAIL ADDRESS:** kposa@schools.nyc.gov.

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Kathleen Posa

UFT CHAPTER LEADER: Shernice Blackman

PARENTS' ASSOCIATION PRESIDENT: Carol Breuers

STUDENT REPRESENTATIVE:
(Required for high schools) Joshua Cherry

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** Autism

SSO NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Kathleen Posa	*Principal or Designee	
Shernice Blackman	*UFT Chapter Chairperson or Designee	
Carol Breuers	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Joshua Cherry Taylor McKenzie	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cindy Campbell	Member/Staff	
Anna Koskinas	Member/Staff	
George Chakery	Member/Staff	
Francine Spitaleri	Member/Parent	
Sharon Muncan	Member/Parent	
Regina Oldenburg	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 177Queens is a self contained special education school which educates students from 5-21 years of age. We currently have one main site along with four additional sites, three of which are our inclusion sites. Our fairly new site at PS/IS 295 in Queens Village has seven additional classrooms to the fifty two classes that we have at our main site. This year, our main site will have thirty two classes designated to our students with autism and the remaining classes will be dedicated to an 8:1:1 and 12:1:1 ratios for alternate assessment students. Our younger students begin working in classes that include ABA instruction along with TEACCH methodology. Communication is key for all our students and communication systems for our non-verbal students begins at a very early age. Our school mission statement encumbers many areas which we feel is key to success as a school which is "We C.A.R.E." These areas of C.A.R.E. reflects C- communication is essential for all our students, staff and families, A – represents applause for all efforts that are made on our students behalf, R-is for research not only on the part of our staff but for all who contribute to finding new methods for assisting our students and E- stands for educate for all who are included in our community. PS 177 takes pride in fostering consistent and open communication with all facets associated with our program.

This past year, we had begun increased collaboration in our classrooms with teachers and the related service providers assigned to classrooms. By doing this, our related service providers, i.e. speech, occupational therapy and physical therapy have enabled our teachers to work on joint goals for our students and collaborate on what is best for the students. We also initiated a sensory room which will assist in many of the areas that are students are in great need of. We also hope to see a lessening of inappropriate behavior because of the sensory room and the many calming techniques it will provide for some of our students. This year, we will increase the "Getting Ready to Learn" program to many of our classrooms which was initiated and piloted last year with only two classrooms. This program has proven to be effective in enabling our students to cope better with their day to day activities as well as increasing their attendance in school. Simple movement and quiet techniques at the beginning of each day will be stressed throughout the school each morning. Having our students relaxed and less anxious provides a powerful beginning for each and everyone to learn and prepare for the coming day.

177 continues to have an active PTA and parent support group for all our families and foster placements. We encourage parent/guardian participation as much as possible and try and make workshops available different times so that we may have greater participation. We also have a sibling group for many of our families where they can participate in outings and workshops without any pressure. Our parent coordinator along with our guidance counselors assist parents in finding agencies and case managers who will aid our parents/guardians in finding respite, doctors, and after school programs.

Professional development for all staff and parents/guardians is always an important component for all of us. We encourage staff to participate in different workshops to further their knowledge and District 75 is always well prepared with a full array of workshops and learning activities for all of our staff. We also encourage our parents to attend the many activities that are presented to them so that they can become acquainted with what our students are learning and how they can reinforce these concepts at

home. This year, we will also be encouraging our teachers to begin their own “self assessment goals” and what they will need to accomplish them. The administration will be there to assist them in helping them to accomplish their goals as well as moving them in the right direction. The Professional Teaching Standards continue to be a major goal for our school as a formative assessment tool for our teachers. We are assured of having our students reach their maximum potential through the implementation of professional development in The Professional Teaching Standards and in doing so our teachers will develop more effective lessons and goal setting for their students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P S 177 Q			
District:	75	DBN #:	75Q177	School BEDS Code #: 307500014177

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		91.4/90.9				
Kindergarten	1	3	19						
Grade 1	19	1	41	Student Stability: % of Enrollment					
Grade 2	3	0	11	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	7	1	3		87.0		96.0		
Grade 4	2	1	3						
Grade 5	3	2	4	Poverty Rate: % of Enrollment					
Grade 6	1	1	6	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	6	5	6		57.2	49.7	0.0		
Grade 8	7	4	4						
Grade 9	4	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	1	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	2	0	0		1	2	3		
Grade 12	19	0	40						
Ungraded	307	415	331	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	381	432	481		3	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	381	432	481						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	6	1	2		
Number all others	0	0	0	Superintendent Suspensions	4	2	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	45	33	17	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	42	19	17	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	83	106	112
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	86	100
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	n/a	81	80
	12	19	17				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.1	100.0
American Indian or Alaska Native	1.0	1.2	1.0	Percent more than two years teaching in this school	88.0	68.9	63.4
Black or African American	42.5	40.7	38.5	Percent more than five years teaching anywhere	78.3	65.1	63.4
Hispanic or Latino	24.9	23.4	21.8				
Asian or Native Hawaiian/Other Pacific Isl.	12.1	13.0	13.9	Percent Masters Degree or higher	95.0	90.0	91.0
White	19.4	21.8	24.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	93.2	97.6
Multi-racial							
Male	76.9	76.6	75.9				
Female	23.1	23.4	24.1				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	V
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

PS 177 continues to educate students from 5-21 years of age with varying disabilities such as autism, developmental disabilities and emotional disturbance. We continue to grow each year with two new classes being added into organization as of September 2009. As an organization, we continue to educate our students with all curriculums that are made available to us.

Our elementary students from 5-12 years of age will use The Assessment of Basic Language and Learning Skills (ABLIS) as their assessment tool this coming school year. ABLIS was piloted this past year and we have found it to be extremely beneficial when assessing our students in a 6:1:1 class. Our 8:1:1 and 12:1:1 populations will continue to assess using Brigance as their formative assessments. Teachers continue to use Alternate Grade Level Indicators (AGLIS) and Functional Academic Curriculum for Exceptional Students, (FACES) when educating their students. Programs such as Meville to Weville, Headsprout reading program, and content math programs are used as well. Resources and adapted materials are also utilized using equipment and augmentative communication devices allowing us to differentiate curriculum for all of our students.

Our middle school population begins to focus on functional academics as well as vocational training for "Getting Prepared to Work" is an important component of their curriculum. Doing work throughout the school enables our students to gain responsibility as well as prepare them for community worksites.

Our high school population of alternate assessment students continues to receive training in job opportunities and responsibilities. We have increased our jobsites by 30% this past year, and next year we will increase our student stipend allowances from the school's galaxy budget. This past year, we were also able to have ten students travel trained to and from school. We hope to increase this number next year due to the overwhelming positive results that has come from this program. Our parents are thrilled by the fact that our students are becoming career and independent bound through these programs.

Our students at our inclusion sites (PS87, PS139 and IS190) continue to make exemplary gains on their standardized tests and one student this year will be going into general education. All of our eighth grade students have articulated on to high school for next year and we are expecting two more kindergarten students for our inclusion class at PS139.

Last year, we received a Reso A grant for \$175,000 which enabled us to receive an all new computer lab as well as installing fifteen smart boards throughout our main site as well as having two installed at our 295 site. We have formed cooperative cohorts in order for all classes to share this new equipment. As of July 2009, we were also informed that we will be receiving an additional \$50,000 Reso A grant for the 2009-2010 school year. This money will allow us to make technology equipment even more available to our students and their classes.

This past year, we have also spent \$8,000 of our school's budget on aac devices throughout the school. This has given our students greater opportunities to express their needs as well as enhancing their social skills and appropriate communication techniques. This continues to be a strong commitment on our part to make sure every student is given every opportunity to express themselves.

We continue to realize the importance of LRE's for all of our students and continue to make changes as our students' progress. Our 8:1:1 classes will be increased by two for this school year because of the gains made by some of our students. We have also been able to convert one 8:1:1 class to 12:1:1 for the 2009-2010 school year. One student from our 8:1:1 class will be moving on to our inclusion site at PS87 due to his tremendous progress over the last two years. He will be in the third grade class. Other LRE opportunities for our students are as follows: One student will be going to a CTT class in a community school

Two students have had their ratios changed from 6:1:1 to 12:1:1 community schools

One student 12:1:4 has been changed to 12:1:1 community

One student 12:1:4 has been changed to 6:1:1

One student 6:1:1 has been changed to 12:1:1 District 75 community school

This past year, we have had two distinct data teams. First Team A was formulated to see how the predicative Scantron could be utilized to increase reading skills with some of our alternate assessment students. These students were reading on a second grade level and made significant gains in their vocabulary skills and reading comprehension due to Scantron and another reading program that we purchased to assist in reinforcing techniques that the students learned. Our second data inquiry Team B's goals were to improve practical money skills by increased scores in Brigance assessment along with 80% accuracy in attainment testing as well as teacher observations and teacher made rubrics. All students in the focus group enjoyed working on the computer to improve their money skills. Our students were also given the opportunities to practice their learned skills on a cash register at the school store and our culinary for one month at a time. 75% of our students showed an increase in Brigance assessment as of May 2009, and the team's rubric showed increased skills in practical money skills especially in regards to prompt levels for the areas assessed. All staff received a complete summary of our data teams' results and we will increase the number of classes working on these skills for next year.

Parent involvement has increased slightly from last year. Our parent coordinator and PTA president continue to work collaboratively in finding different avenues and opportunities for parents to participate in at 177. This year, we sponsored our first Transition Fair and this will now become an annual event. Agencies from all over Queens assisted parents/guardians on programs that they may be interested in for their child. Our parent coordinator arranged a parent field trip to the Metropolitan Museum of Art which was well attended with over thirty parents attending. More events such as this will also be focused on for the next school year.

The 2009-2010 school year will once again expand our organization to two more kindergarten classes. One class will be at our 295 site and the other will be in residence at our main site. New teachers will once again be hired and we will insure that these newly hired teachers as well as our own staff will receive training and mentoring from our school as well as from coaches and workshop opportunities from District 75. 177 will also allocate money to receive services from agencies such as Rutgers University, Teachers and Writers Collaborative, Birch and artists in residence, along with direct learning for the Miller Method from Dr. Miller in Boston through VCO conferences. We have also provided our ELL students and their families the opportunity to attend Title III workshops this year

MAY 2009

on four Saturdays. The LEAP foundation explored different avenues where parents and students could learn and collaborate together. Although attendance was not as high as we hoped, the parents who attended were extremely pleased with the information they received at these workshops.

The GRTL (Getting Ready To Learn) program was initiated at PS177 this past year through a District 75 initiative. This program proved so successful that we intend to expand this to a minimum of ten more classes this year. This program teaches our students certain movement techniques and quiet relaxation stress reducers enabling them to cope better through the day. For classes that do not participate in this program, we are planning on having at least twenty minutes in the beginning of the day of quiet activities for all our classes to participate in. CD's with soft sounds and music will be distributed the first day of school to all classes. They can use these cd's as a beginning step in allowing our students the time to debrief and relax before tackling the activities of the day.

In preparing for the 2009-2010 school year, we have reviewed the recommendations from our Quality Review and we intend to have all teachers as well as administration initiate and state one professional goal for the next school year. We will share these goals and monitor them throughout the year to determine if we are reaching our goal. This tool will also be important as we expand the PTS (Professional Teaching Standards) to encompass two goals of this program.

Although we are a self contained special education school, we do afford our students and parents the opportunities to many different programs and challenges in their educational needs. Space as always continues to be a problem and an extension of the building would be a tremendous asset. Creativity for adjusting to our space issues is a must and we are looking at this problem through scheduling. We now have our own 177 CTT classes where our teachers are sharing responsibilities in the teaching of two classes. Our related service providers have also collaborated more with classes by servicing students in groups of six once a week. By doing this, the whole classroom team and teacher are able to participate and see what exactly the related service provider is trying to accomplish. This also allows the classroom team to reinforce these activities when the related service provider is not present. IEP's have just begun to reflect these modifications and will hopefully be expanded in greater detail this next school year. Resistance at first from both parents and related service providers continues to be a set back for greater collaboration opportunities.

Our sensory room has been completed except for the addition of an air conditioner. Our occupational therapists have utilized this room for individual sessions and we have also designed a data sheet to be used this year by our dean of students, to see if the sensory room has made a positive impact on students with physical aggression and outbursts, as well as a decrease in attendance in the dean's room. This will be monitored closely through the SWIS system which shows us the frequencies of behavioral visits to the dean.

This school year, we need to focus on professional development for all our new teachers. Mentors have and continue to be a major support for our teachers but further instruction will be utilized to enhance their teaching skills. Outside consultants and training sessions will need to be implemented in order for our new teachers to be fully acquainted with our student population. More of our school budget will be designated for this purpose.

As we begin the 2009-2010 school year, we look forward to a year full of educational gains and mastery of goals for our students, staff, administrators and our parents. We will continue to strive to make our students' lives richer as we prepare them for the future and the many opportunities that will hopefully be afforded to them.

One thing we do need as our student population continues to grow is the need for more space. We would like to offer more specialized "shops" to our students as they become young adults. We would also like to expand areas of severe congestion especially with our related service providers. Although

a big component is collaboration, there are still times where space is needed to provide small group or individual lessons.

This year, we would also like to make a concerted effort to bring more parent participation into our school. We will be working closely with the PTA and SLT to develop new opportunities and workshops which may entice family and guardian participation. We need our parents to reinforce what we are doing as well as getting their ideas and suggestions on how best to meet our students needs. A strengthened communication between home and school is essential and will only be a benefit for our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- 1) By June 2010, we will increase Transition Services for our students in the following areas:
Travel training – 10 students last year were travel trained. This year, we want a minimum of three students trained by the end of the school year through the assistance of District 75 travel training program.
Resume Portfolios – 100% of students aged sixteen and older will begin resume portfolios which will articulate with them until their final year within the DOE.
Transition Fair - We will produce our second annual Transition Fair by February, 2010. Two more agencies will be added on to our agenda from last year.
Student Stipends – will increase 25% from last year's ten thousand dollar budget.
Worksite Acquisition – By June 2010, we will have twenty community worksites as compared to last year's total of fifteen

- 2) By expanding the use of the Professional Teaching Standards with the addition of one more goal, 100% of our teachers will initiate a self assessment goal that will be monitored during pre and post teacher observations as well as a follow up conference in June 2010 as to what the next steps will be for future development.
By June 2010, 100% of all new teachers will receive professional development in TEACCH methodology as well as receiving additional training from Rutgers University consultants in the area of applied behavioral analysis.

- 3) PS 177 will facilitate the increased use of technology as a collaborative and communicative tool whereby in June 2010, 100% of our teaching staff will be trained in the use of ARIS and utilize the system in their weekly cohort meetings as an inquiry based tool.

- 4) By June 2010, we will continue to expand LRE opportunities for all our students which will also include the collaboration and modification of related and support services as evidenced by a ten percent reduction in services where applicable. We will also increase one class of 6:1:1 ratio to 8:1:1 ratio for the 2010 – 2011 school year as evidenced by student performance on their mastery of IEP goals in June 2010.

- 5) The school will utilize movement and sensory integration methods as a means of improving academic and positive behavioral outcomes for all of our students by June 2010 as evidenced by a ten percent decrease in behavioral outbursts through data given by our crisis intervention teacher along with classroom teacher's anecdotes.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Vocational/Careers

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) By June 2010, we will increase Transition Services for our students in the following areas: Travel training – 10 students last year were travel trained. This year, we want a minimum of three students trained by the end of the school year through the assistance of District 75 travel training program. Resume Portfolios – 100% of students aged sixteen and older will begin resume portfolios which will articulate with them until their final year within the DOE. Transition Fair - We will produce our second annual Transition Fair by February, 2010. Two more agencies will be added on to our agenda from last year. Student Stipends – will increase 25% from last year’s ten thousand dollar budget. Worksite Acquisition – By June 2010, we will have twenty community worksites as compared to last year’s total of fifteen</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) In November 2009, teachers along with transition coordinator and career/cluster teachers will work together to compose individual portfolios and resumes for all our students sixteen and older. These will continue with the student until they articulate out of the DOE. Training will be given as to what should be included in these portfolios. 2) Transition goals on students IEP’s will be written according to the new District 75 Transition SOPM. We will also utilize the “Next” program to assess where our students are in the areas of independence and where they need to go. This will be completed during individual iep conferences for each student twelve and older. 3) Transition coordinator will begin to canvas agencies to participate in our second annual</p>

	<p>transition fair. This should begin in November 2009.</p> <p>4) By June 2010, we will have spent 50% more on student stipends than last year, which was ten thousand dollars.</p> <p>5) Last year, ten students were travel trained and remain independent. During the 2009-2010 school year, we will increase our numbers to fifteen students. This will be done in conjunction with the District 75 travel trainer team as well as having them assist to determine what students are capable of participating as well as canvassing parents asking them for approval for travel training</p> <p>6) By December 2009, a Level 1 Vocational Assessment will be completed for all students who are twelve and older. These assessments will be completed as much as possible during parent – teacher conferences in November 2009.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1) Transition coordinator along with career development teachers will utilize the District 75 SOPM for transition and utilize it with the 2009-2010 school year. 2) From the school's Galaxy budget an allocation of \$15,000 will be utilized for student stipends this school year. 3) By November 2009, agencies will be contacted to set up a formal date for our Transition Fair in 2/2010. Two new workshops on guardianship and social security will also be added to the agenda.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2010, we will have initiated vocational student resumes or portfolios for one hundred percent of all students who are sixteen years of age and older. By November 2010, all teachers will have received their binders for all students aged sixteen and older. They will begin to have specific student work placed in binder regarding the student's biographical information as well as pertinent information regarding their worksites and vocational skills. Students will also address their preferences as to what they like about their job sites and what they hope to learn while at their job site.</p> <p>By February 2010, we will have produced our second annual Transition Fair.</p> <p>By June 2010, we will have spent 50% more on student stipends than last year, which was ten thousand dollars.</p> <p>By June 2010, we will have increased the total number of students travel trained from ten to fifteen.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Professional Teaching Standards/Professional Development**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By expanding the use of the Professional Teaching Standards with the addition of one more goal, 100% of our teachers will initiate a self assessment goal that will be monitored during pre and post teacher observations as well as a follow up conference in June 2010 as to what the next steps will be for future development.</p> <p style="padding-left: 40px;">By June 2010, 100% of all new teachers will receive professional development in TEACCH methodology as well as receiving additional training from Rutgers University consultants in the area of applied behavioral analysis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1) Teachers will receive assistance from administrative teaching staff as well as District 75 mentor on the Professional Teaching Standards as well as producing self assessment goals that will enhance them professionally. 2) Teachers will receive individual binders where they will have the standards and complete their individual assessment goals. A budget of two hundred dollars has been allocated for supplies. 3) Schedules will be posted as to when teachers will meet with their assigned administrator to discuss their goals and how we can assist with mastering their goals. 4) New and tenured teachers will be given the opportunity to attend professional development conferences that will assist them in reaching their goals as a professional. 5) All new teachers will receive a “buddy teacher” as well as a mentor to assist them in

	<p>acclimating to our organization as well as developing as a teaching professional.</p> <p>6) Turn key cohort meetings will be established where teachers can share what they have learned at their conferences as well as receive opportunities to seek assistance from their peers.</p> <p>7) Schedules will be developed for inter-visitation visits between our sites as well as other District 75 schools. Sharing sessions will be scheduled after the visit as well as feed back on their visit and what they have seen and shared.</p> <p>8) Per-diem money will be allocated for these visits where necessary.</p> <p>9) Professional development money will be allocated in our galaxy budget. By October 2010, teachers will be informed to canvas professional development opportunities that they may wish to attend. Administration will give approval for all professional development as requests are made.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>.1) Agendas and schedules will be published for all to view. 2) Feedback forms will be shared through all sites and teachers. 3) Teachers will keep a running record of benchmark activities in their professional binders on how they are reaching their self assessment goals. 4) Teachers will model appropriate skills that they have been exposed to during professional development. Teacher observations will be reflective of the professional development activities they have received and how it has affected their classroom environment and teaching methods.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By October 2009, all teachers will have identified a minimum of one self assessment goal for themselves as a professional, utilizing the Professional Teaching Standards. By October 2009, teachers will have received training from District 75 coaches on the Professional Teaching standards. By January 2010, all teachers will have met with an administrator to discuss their progress in reaching their goals. A three year plan will be defined. By October 2009, all new teachers will be assigned a “buddy” teacher as well as a mentor to assist with their professional development. By October 2009, a directory of professional development will be accessible for perusal by all teachers and staff.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Technology**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>PS 177 will facilitate the increased use of technology as a collaborative and communicative tool whereby in June 2010, 100% of our teaching staff will be trained in the use of ARIS and utilize the system in their weekly cohort meetings as an inquiry based tool.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • For the past two years, teachers have participated in weekly cohort meetings where they received important training and were given opportunities for collaboration with their peers. In order to incorporate the importance of technology as a professional tool, cohort groups will be able to meet virtually on ARIS. Each cohort group will be moderated by a member of the school's administrative team in order to ensure participation, productivity and encourage teacher use. • The school's technology coordinator along with District 75 will support and provide ongoing ARIS training to our school staff. • An ARIS group will also be developed for teachers whose students are participating in NYSAA as a means by which teachers can share assessment strategies and provide professional support to their peers. • SETTS teachers at our inclusion sites will be provided with ongoing opportunities for collaboration through the use of ARIS. Weekly topics for discussions and training will be provided to the teachers via online means. • P177's administrative team will be given moderator privileges to post important messages, including the principal's weekly newsletter "Posa's Points" for all school staff.

	<ul style="list-style-type: none"> • Technology coordinator in conjunction with computer teacher will produce a glossary of websites for all teachers to utilize on their Smartboards for instructional use.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Consistent monitoring and sign ins of cohort groups by an administrator. • Agendas and sign in sheets at training. • Schedules and agendas of all cohort meetings • Increased use of Smartboards during observations and walkthroughs • New installations of Smartboards through a new ResoA grant in the amount of \$50,000 • A final presentation of the website glossary to the staff which can be expanded. •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By November 2009, teacher cohort teams will sign onto ARIS on a weekly basis to obtain information and collaborate with other members of their group. • By October 2009, teachers will receive additional ARIS training from District 75 specialist. • By January 2010, staff members will be signing on to ARIS on a weekly basis to receive a copy of the principal's weekly. • By March 2010, a thesaurus/glossary for Smart board use will be completed that will designate and identify appropriate websites for instructional teaching. Teachers' comments about the merit of these programs and how the students benefited will also be posted.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): LRE's

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will continue to expand LRE opportunities for all our students which will also include the collaboration and modification of related and support services as evidenced by a ten percent reduction in services where applicable. We will also increase one class of 6:1:1 ratio to 8:1:1 ratio for the 2010 – 2011 school year as evidenced by student performance on their mastery of IEP goals in June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers and administrators will identify students that may be able to sustain a larger class ratio as well as be able to strengthen their social skill abilities. • Administration will have related service providers look at their specific caseloads and evaluate students they feel have mastered their support service. They will also be asked to identify students who they feel have not been able to benefit from their services. A concerted effort from the providers as well as administrators will be formulated to speak to parents/guardians about these issues as well as reflecting the modifications or deletions on the student's IEP. • Parents/guardians of our inclusion parents will be informed as to the curriculum their students are receiving as well as the importance of social skills for them to succeed. Having students pulled out of their rooms for so many services can sometimes impede their social growth. Special meetings for our inclusion parents/guardians will be set up to keep our parents informed as well as how they can assist in having their children succeed socially. • Council meetings with our 295 annex will address the need for mainstreaming activities

	<p>for some of our students and how we can assist in collaborating with our general education counterparts. We will hopefully begin to discuss future plans for an inclusion site to be opened with 295 and District 75 support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Our 8:1:1 classes will be expanded by a minimum of one class. • Reduced caseloads as well as the number of services that have been modified will be looked at • Students who have participated in mainstreaming activities may be recommended for a least restrictive environment for the next school year • Agendas as well as attendance sheets for meetings with inclusion parents/guardians will be implemented
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By November 2009, we will begin to look at students who may be appropriate for larger group classes. Shared instruction will take place in a larger setting. • By January 2010, administration will look at anecdotes of students who receive one to one crisis paraprofessionals. Where applicable recommendations will be made to either decertify or provide a ratio of one paraprofessional for two students. • By October 2009, we will provide an informational seminar to parents of our inclusion students about modifying related services so that our students will remain in their general education classes without losing valuable classroom time. • By November 2009, we will once again formalize a plan with the administrative team at PS295 to provide mainstreaming activities for at least three of our students. • By January 2010, we will discuss the possibility of opening an inclusion class at 295 with the principal and her team.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Movement/Sensory Integration**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school will utilize movement and sensory integration methods as a means of improving academic and positive behavioral outcomes for all of our students by June 2010 as evidenced by a ten percent decrease in behavioral outbursts through data given by our crisis intervention teacher along with classroom teacher’s anecdotes.</p>
	<ul style="list-style-type: none"> • An allocation from our Galaxy budget will be utilized to support the purchase of three sensory carts for PS177 Main building as well as one for our 295 annex. • Our OT’s will be asked to present professional development on Election Day. They will stress the importance of behavior versus sensory and how it impacts on what direction to follow with the student. • Our GRTL teacher trainers will present training to teachers in our main building who have volunteered to participate. Per diem substitutes will be utilized for covering of classes so that teachers may be trained. On Election Day, our teacher trainers will provide training to our 295 site where they will begin to participate in the program as well. • Our Dean will begin to monitor the effects of the sensory room using data driven sheets to see if any improvement is noted. Our SWIS behavior program will also be utilized to see if we see any significant behavior improvements. • By June 2010, data from ABLLS and Brigance assessments will be analyzed to see if any significant academic gains have been made due to these programs. • By June 2010, attendance data will be compared to the previous year’s attendance rate to see if there has been any significant change.

	<ul style="list-style-type: none"> • By June 2010, all data collected from the SWIS program, sensory room charting as well as the GRTL program will be analyzed and graphed to see if improvements are noted with individual students. It will be presented to teachers on Brooklyn Queens Day.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • A total of three thousand dollars (one thousand for each cart) will be allocated to our budget to support sensory carts and equipment • Per diem budget of eight hundred dollars will be allocated for teacher subs while GRTL training is being given. • Election Day will provide professional development opportunities for training in sensory integration as well as GRTL program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By December 2009, ten teachers in our organization will be trained in the GRTL program as well as initiate the program in their classrooms. • By December 2009, our OT department will deliver workshops to all our teachers on specific techniques they can utilize to assist our students with coping skills. • By November 2009, we will initiate twenty minutes each morning at the completion of breakfast whereby our school will be in the silent mode. Some classes will practice specific techniques or exercises while others will listen to soothing music and have silent reading exercises. • By February 2010, our sensory carts will be fully stocked and be able to be utilized at our main site as well as at our 295 site. • By November 2009, charting will begin to monitor the positive or negative effects of the sensory room on individual students. • By November 2009, our OT's will present a workshop on sensory integration, what equipment to use and when as well as what is considered behavioral rather than sensory.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	14	14	N/A	N/A				
1	22	22	N/A	N/A				
2	38	38	N/A	N/A				
3	18	18	N/A	N/A				
4	20	20	20	20				
5	14	14	14	14				
6	28	28	28	28				
7	36	36	36	36				
8	57	57	57	57				
9	44	44	44	44				
10	49	49	49	49				
11	48	48	48	48				
12	105	105	105	105				

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

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

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Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	The following programs are utilized by our school in our ELA programs: Early Literacy Skilled Building, Meville/Weville, Headsprout reading and comprehension program, Edmark, Star Reporter, Weekly reader along with News-2-you. Teachers are also utilizing Scantron for older alternate assessment students as well as Attainment functional reading activities as well as Wilson and Caught reading. We also include "Teachers and Writers" professional development in our classrooms as well as for our own staff development. Small group instruction with differentiated instruction is stressed in all our classrooms. Students also receive one to one tutoring when necessary. Life Skills Reading Curriculum is also utilized for our upper grade students. All of these services are given within the school day and many receive these services during the teacher's professional period. Students who receive one to one tutoring will receive during teacher's period and much of the reading activities are given in small group instruction during their literacy/ela periods.
Mathematics:	For mathematics the following strategies and intervention services are utilized: Scantron(remediation activities) along with Attainment software, and this year we are adding Equal math from AbleNet. Everyday Math Builders are also utilized along with functional math programs from Attainment such as Menu math and Grocery shopping. Once again, differentiated instruction is utilized and one to one tutoring is given at assigned times. Students receive additional assistance during teacher's assigned professional periods. Websites are also utilized such as "Brain Pop" which enhance and reinforce the students while using our Smartboards. Paraprofessionals will also reinforce student's needs in one to one and small group instruction under the direction of the classroom teacher.
Science:	Our students receive hands on curriculum from our recently acquired Science Mobile Lab Cart. All students receive science instruction modified to their needs and age equivalent appropriateness. The Follet science curriculum is followed and students receive training on microscopes, sensors and science probes as well as software to enhance their lessons. This year, we have added a cluster position of a science teacher where she gives small group instruction to classes and students with an emphasis on hands on and experimental learning. Students also receive science instruction in their classrooms and very often receive additional services during their recess periods under the direction of their paraprofessionals.

Social Studies:	<p>Social studies curriculum is adapted for many of our alternate assessment students. Rosen social studies curriculum is utilized as well as Weekly Reader, News 2 You and Time magazine. We also continue to foster community activities for our youngsters which entails jobsites and community outings to foster independence. Culinary arts, horticulture and vocational training are all linked to our social studies curriculum. Career education is also stressed and students who are sixteen and older prepare resumes of their work so that it may follow them into their future. All activities are differentiated according to the student's needs and small group instruction is given by both the teacher and paraprofessionals during the school day. Jobsite instruction is given on a one to one and very small group instruction and this is presented by our transition coordinator and classroom teacher at the job site. There are also times when paraprofessionals will give individual instruction while accompanying one student to a given worksite. Worksite activities are also followed up when students return to school and the teacher will follow up on the day's activities with all the students.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Many of our students receive small group and individual counseling sessions by our guidance counselors. Social skills continue to be a major focus for many of our students, as well as behavioral issues that may arise. Students who appear to be in crisis and are not mandated for counseling will receive service if necessary. Our Parent Support Group enables our parents to seek services and acquaint themselves of opportunities and agencies that may be able to assist them and their child. Our sibling support group also meets with our guidance counselors on a weekly basis to assist them with any problems they have in dealing with family members with disabilities. These support groups are continued throughout the school year and are presented by our guidance department. Parent involvement activities are given in both morning and evening workshops giving all our parents the opportunity to attend. Guidance counselors are also presenting in conjunction with classroom teachers, lessons on social skills during a scheduled period in our high school classrooms. Worksite skills are also stressed during these periods as to reinforce what is expected for responsible job behavior.</p>
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) k-12 Number of Students to be Served: 87 LEP 407 Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our two ESL teachers meet with both our classroom teachers and speech teachers on a bi-weekly schedule and collaborate on how best to address the students needs. Professional development during the year will include activities that pertain to the teaching of ELLS. These will include but are not limited to reading and literacy development as well as math curriculum, and the teaching of ESL through content areas with alternate assessment methods for ells, along with the use of technology in the teaching of ESL and the adaptation of multicultural materials for students with severe disabilities. Our ESL teachers will also receive professional development given by District 75 to enhance their own repertoire and enhance their teaching abilities. Coaches from District 75 will also provide support our ESL teachers with their development in our classrooms. Teachers of monolingual and paraprofessionals will continue to attend cohort and grade conferences where agendas will focus on the teaching of ells in their classrooms. Our ESL teachers will also provide ongoing support to our classroom teams when necessary. Additionally, our Title III program will provide professional development to staff participating in the program given by facilitators from the Learning through an Expanded Arts Program (LEAP). This activity will also provide ongoing support to our students and their parents who are ELLS.

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-12 Number of Students to be Served: 30_LEP _____ Non-LEP

Number of Teachers: 4 Other Staff (Specify): 4 Paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Title III - LEAP INTO LEARNING PROGRAM

Language Instruction Program for LEP Students at 177Q

There are a total of 494 students with special needs at P177Q. The ethnic breakdown of our student population is as follows: 1.03% American Indian/Alaskan; 13.81% Asian Pacific Islander; 22.06% Hispanic; 38.14% Black and 24.94% White. 18% of the student populations have been identified as ELLs. During the 2009-2010 school years, 30 English Language Learners were identified as entitled for the Free Standing ESL Program at P177Q.

The home languages for our ELL's include: 19 whose home language is Spanish, 3 Korean, 3 Bengali, 2 Polish, 1 French, 1 Haitian Creole, and 1 Arabic. The New York State Alternate Assessment (NYSAA) is a data folio style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State Learning Standards. Alternate Grade Level Indicators (AGLI) is used to assess students' performance on required components of the Core Curricula for English Language Arts, Mathematics, Science, and Social Studies, as charted on the Blueprints. Currently all instructional programs address these areas of learning for NYSAA-eligible students. Curriculum content,

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materials, and text are simplified to less complex forms, yet remain age appropriate, and are aligned to the same main ideas being addressed by same aged peers at that grade level. The test scores for NYSSA show us that all of our students are at level 3 & 4, respectively.

Overall student test passing performance is as follows:

English Language Arts	3
Mathematics	3
Science	3
Social Studies	3

The NYSESLAT data revealed 28 of our ELLs are at the beginning level of English language proficiency, two are at the intermediate level, and there are 0 students in the advanced level of English Language Acquisition. We also use the Brigance Assessments for our 12:1:1 and 8:1:1. This is a criterion referenced instrument that: identifies performance levels, sets instructional goals, reports progress, and maintains a systematic interpretable history of children's assessment progress. The ABLLS Assessment Instrument is used for our elementary aged students with Autism (6:1:1). The ABLLS is a device for assessing skills in children with language and learning deficits and is most commonly used in the process of the development of a behavioral program for children on the Autism spectrum. Teachers' assessment data begin with the Brigance Assessment or the ABLLS assessment, to IEP goals and end with appropriate lesson plan development to best meet the needs of individual students. The patterns from assessment data indicate that an emphasis on visuals must be utilized as a primary educational teaching methodology, and the ESL teachers have incorporated this with other methodologies.

Supplemental Instructional Program

All of the students receiving ELL services at P177Q are students with special needs. Our student population includes students with autism, students with mild and significant cognitive delays, and some with verbal skills and others who are non-verbal. All students require a highly functional curriculum to address their individual needs. Supplemental instructional services will be provided for 30 ELLs, whose chronological ages ranges from 7 to 21, or grades 2-12. Students will be grouped as follows: Two 12:1:1 class configurations for students in grade 9 to 12, and one 8:1:1 class will provide instruction for ELLs in grade 2-5. For the 2009-2010 school year, a Saturday Instructional Institute will be funded by Title III funds. This program will be implemented as an additional support for our ELL students. The Saturday Instructional Institute will be held consecutively once a month for four months (starting in January). The program will start at 9:00 A.M. and end at 1:00 P.M.

The program will target NYS ESL learning standards 1, 4, and 5 and NYS learning standards in the Arts standards and will focus on increasing English language acquisition and communication skills among our ELL student population. In order to reach our ELL students and families, we will focus on cultural institutions in and around the N.Y.C area. Parents will learn about the many cultural and educational resources in the N.Y.C area. Students will engage in many tactile activities that are picture and game-based to help improve their language and communication skills. The service providers for the Title III Program are two licensed ESL teachers and one Speech Therapist. Additional training and professional development on how to enliven the curriculum by taking advantage of New York's cultural resources will be provided

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by two consultants from the Learning through an Expanded Arts Program (LEAP) organization. Participants will learn about holiday and summer programs, free classes and other events. These activities will improve the English language acquisition and communication skills of our ELL student population.

The educational and philosophical framework of LEAP is grounded in the Embedded, Embodied Cognitive Theory. This theory is based on the research from Jim Greeno, a cognitive scientist and linguist (1999) entitled, *To Know*. Greeno, J. and Goldman, S., *Thinking Practices*, Greeno, J., *Situativity and Symbols: Cognitive Science* 17(1): 49-49 (1983), a games scholar, Constance Steinkuehler (Steinkuehler, Constance. A., "The New Third Place: Massively Multiplayer Online Gaming in American Youth Culture" (to appear in *Tidskrift Journal of Research in Education*). Steinkuehler, Constance. A., "Learning in Massively Multiplayer Online Games" (Proceedings of the Sixth International Conference of the Learning Sciences, 2004, ed. By Y.B. Kafai & others, p. 521-528)., who evolved the theory that conceptual learning can be advanced and made more valuable by integrating it in an activity that has social aspects. Central to this school of thought is the conviction that for learners to understand any concept or process, it is necessary to embody or ground it in terms of a rich context of use (Embodied Cognition: A More Meaningful Ontological Unit, educational abstract). These LEAP concepts seem to parallel some research findings in the area of second language acquisition. For example, the researcher Jim Cummins, in his book entitled "Bilingualism and Special Education: Issues in Assessment and Pedagogy" also talked about the impact of context-embedded versus context reduced communication. Leap facilitators incorporate this school of thought by fully engaging students in learning a concept. Students will be given the opportunity to utilize all five senses and have fun while learning. Two certified ESL teachers will provide direct instruction to students and the LEAP consultant, one Speech Therapist and four paraprofessionals who speak the language of our students and families will facilitate this instruction. The focus of the Title III program will be on improving the English Language acquisition and communication skills of our ELL student population. Licensed ESL teachers will utilize printed texts, pecs, augmentative devices, the arts and technology. The Technology Liaison Teacher will integrate technology, by use of the smart board to all planned activities. Title III participants will learn about the cultural and historical landmarks in and around the New York City. The Technology Liaison will lead LEAP facilitators to utilize the smart board to show participants where to find cultural and educational resources within the New York City area. Additionally, participants will learn about holiday and summer programs, as well as free classes and other events to increase leisure based activities among ELL's and their families.

The Title III Saturday Instructional Institute will be taught in English through ESL methodologies by licensed ESL teachers. The ESL methodologies that will be used include: Language Experience, The Natural Approach, Whole Language, the use of graphic organizers, tactile activities that are picture and game based to help students increase their English language and communication skills. These methodologies will be further supported by a Licensed Speech Therapist and Teacher of Technology who will provide the necessary accommodations and adaptations of materials with augmentative communication devices, Picture Exchange Communication System (PECS) and Smart Board Technology. All of these strategies will be utilized to facilitate and improve language acquisition and communication skills among ELL students and their families. At the end of our Saturday Learning Institute, we will evaluate how effective the program was in assisting ELLs and their families. The LEAP consultants will demonstrate to students how to build a classroom museum. Evaluation procedures will include, surveys, informal teacher made assessments and picture documentation. Students' projects will include student made dioramas, pop-up books and classroom museums of the various cultural institutions in and around New York City. Dioramas will include students' writings, drawings, maps and photographs. Participants will be photographed throughout the Saturday Instructional Program. All completed projects will be photographed and displayed at the end taken of the program. Photographs will be transferred on to cd and at the end of the institute; all parents will be given a copy of the cd, which will show their children participating in the various activities throughout the Saturday Instructional Institute. The final culminating project will include a photo gallery of students' work for all to see.

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Parent and Community Involvement

During the Saturday supplemental instructional program, parents will learn simple games and activities to help prepare their children for visits to the various cultural institutions in the N.Y.C area. Parents will work along with students to create museum exhibits and dioramas of structures throughout the New York City area. Many creative and innovative activities are planned.

Parents will learn about holiday, summer programs, free classes and other events as well as other services provided by cultural institutions. Additionally, parents will learn simple games and activities to help improve their children's English language acquisition and communication skills. Finally parents will work along side their children to create artwork, and dioramas of selected landmarks. All families will be provided with disposable cameras to document their family visits in and around New York City. Additionally, metro cards will be provided to those families who require transportation support. During the 2008-2009 Title III Program, twenty-four families attended and five families requested metro cards.

Notification to parents about the Title III program will be sent by flyers, monthly calendars, newsletters and follow up phone calls through the school's Parent Coordinator. Information will be translated into the native language for families who are limited English speaking. Translation services will be provided by the Translation and Interpretation Unit. On-going parent orientations will be held for our newly admitted students, to inform parents/guardians of our Title III program. At our Title III orientation session, parents/guardians will be informed of C.R. Part 154 programs for ELLs (e.g., bilingual instructional services, ESL) and of the P177Q Saturday Instructional Institute. Parents, teachers, and students will participate in two 1-hour workshop sessions.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

LEAP facilitators will provide professional development to all staff participating in our Title III- "Saturday Instructional Institute." The LEAP consultant will demonstrate how to enliven the curriculum by taking advantage of New York's cultural resources. Two ESL teachers, one Speech Therapist and four paraprofessionals will learn: pre-visit games to prepare students, how to create guides and journals for students to use during visits to the various cultural institutions and follow-up post-visit projects for the classroom. The workshop entitled, "Building a Classroom Museum" will focus on creating exhibits/dioramas and pop-up books that highlight N.Y.C landmarks and cultural resources. . These trainings will be scheduled during the first hour of the Saturday Learning Institute, for a total of four Saturdays of PD. Teachers and parents will learn and collaborate as partners during the first hour of the first two sessions of the Title III Program. Finally, participants will debrief at the end of every session.

Two of four the one-hour Saturday PDs will be conducted by DOE staff and two will be conducted by LEAP consultants. Specifically, LEAP consultants will provide 2 one-hour workshops to our ESL teachers, paraprofessionals, and parents. The overall theme of the 2 one hour workshops will be: Building English Language Skills While Exploring New York City Resources. Workshops will be conducted to help improve their children's/students academic skills and to engage them during visits to a variety of landmarks in and around New York City. The Technology Liaison will utilize the Smart Board to provide participants with virtual tours of selected landmarks. Parents and teachers will learn about holiday and summer programs, and free classes and events

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offered by the many cultural and educational resources throughout New York City. Participants will also learn pre-visit games to prepare students, as well as how to create guides and journals for students to use during visits to the various cultural institutions.

School: P177Q

BEDS Code:

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$6,556.56	<p><u>Instructional Program</u> 20 hours of administration (5 hours per session – 4 hrs + 1 hour to set up and close) x \$52.21= \$1,044.20 4 teachers x 4 Saturdays x 4 hours per Saturday x \$49.89 = \$3,193.96 5 paraprofessionals x 4 Saturdays x 4 hours per Saturday x \$28.98= \$2,318.40</p>
	\$1,586.68	<p><u>Professional Development Program</u> 4 teachers x 4 Saturdays x 1 hour per Saturday x \$49.89 = \$798.24 5 paraprofessionals x 4 Saturdays x 1 hour per Saturday x \$28.98= \$579.60 1 administrator x 4 Saturdays x 1 hour per Saturday x \$52.21 = \$208.84</p>
Purchased services	\$2,250.00	<p><u>Instructional Program</u> 2 Leap Consultants to provide direct instruction and to demonstrate to students how to build classroom museums that highlight N.Y.C Landmarks. \$2,250.00</p>
Direct Instruction	\$750.00	<p><u>Professional Development Program</u> 1 hour Professional Development for parents & staff @ \$375.00 x (2hr) = \$750.</p>
Supplies and materials	Total: \$2,496.76	<p><u>Instructional Program</u> Assistive Technology – Talk2 (\$168.21 x 2) BIGmack communicator (\$97.01 x 2) 1 Laminator Laminating Paper (10pk)</p>
	\$336.42	
	\$194.02	
	\$244.98	
	\$ 17.10	

	\$ 10.00 \$ 25.00 \$ 30.00 \$ 20.00 \$800.00 \$415.36 \$403.88	Construction paper glue, paints Crayons, markers, disposable cameras, cd's Modeling Clay 1 Lap Top Rigby low reader/high interest books 2 colored ink cartridges, computer printing paper
Travel	\$ 360.00	<u>Instructional Program</u> 10 Students x 4 instructional sessions x \$4.50 (round trip) = \$180.00 <u>Parental Involvement Program</u> 10 parents x 4 workshops @ 8 round trips x \$4.50 = \$180.00
Other	\$1,000.00	<u>Instructional Program</u> Non-contractual services, food, beverages, paper goods, and supplies, hot lunches for 30 students and 10 parents for 4 Saturdays
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

Home language surveys for all students who are ELL, along with parents who are limited English are collected and placed in a central location. From these surveys we are able to ascertain when translation and interpretation needs are required. Homeroom teachers are also consulted as to where these services may be needed. Translation services are posted at the front door.

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

Upon entering 177 Queens, a poster is set up for all parents describing to them that translation services are available upon request and to let the administration know if they require it. P.177Q requires translation and interpretation activities for the following languages: Spanish, Chinese, Urdu, Polish and Arabic. This information was taken from the 2007-2008 ELL report.

Part B: Strategies and Activities

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

When it is necessary for notices or documents to be sent home to families in need of language assistance, 177 consults the home language surveys as well as the native language surveys as well as the native language reports and RSEC report from ATS will be utilized. The school will then determine what documents need to be translated. If we are unable to translate these documents from our software, we will send them to the office of translation to have them translate these documents.

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

We usually canvas our staff for interpretation services, especially during parent teacher conferences, parent support groups, etc. Per session money from the school's budget is used for hours outside the regular day. When we have no one on our staff who speaks certain languages, we will utilize outside contractors to attend these meetings.

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

Parent letters and documents regarding translation and interpretation services will be distributed by our parent coordinator. The parent coordinator will then inform teachers and administration when translation services will be required. Notices going home will also leave a check box if the parent/guardian will require translation or interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year _____
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

NOT APPLICABLE TO SCHOOL

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

(APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE))

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURRE Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

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listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. PS 177 is a self contained special education school. Our students are alternate assessment and follow AGLIS (Alternate Grade level Indicators) which is modified according to their age equivalent. They participate in NYSAA in which they demonstrate their performance toward achieving the New York State Standards. Various reading programs and writing programs are utilized in order to expand each student's educational opportunities in reading and writing. All instruction for our students are modified and differentiated according to their ability. Assessments such as Brigance and the Assessment of Basic Language and Learning Skills increase our ability to organize lessons and curricula according to our students abilities. Our special education students learn through different modalities and it is necessary for our staff to differentiate our lessons as well as develop methods to assist our students in reaching their optimum levels.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Most of our students are at the beginning of the English language. Any type of language experience is beneficial to all our students and the ESL program provides added support especially for students who come from two language families. All learning for our ELLS indicates patterns that must emphasize visual supports to support educational teaching methodology. Socialization opportunities is also stressed especially for our high school alternate assessment students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Here again our students receive instruction according to their cognitive abilities. Students are taught through small group instruction and all lessons are differentiated according to their requirements. Functional Academics is stressed for most of our student population and having our students prepared to be as independent as possible is a major goal. Mathematics is utilized for the teaching of money, calendar, banking and job requirements and pay checks. Specialized curriculums are utilized to aid in this advancement.

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1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? All instruction at our school is differentiated and modified according to the student's needs. Through District 75 support and workshops our teachers receive more than adequate training as to their curriculum and how to differentiate their instruction.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. For the most part, all ELA instruction is given in small group instruction. All lessons are modified to meet

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the individual needs of our students and their cognitive abilities as well as providing differentiation throughout. Our goal remains to make our students as independent as possible especially those who will be transitioning out of the educational system and become productive members of the community. All ela instruction is geared to the student's level and at some point functionality becomes the clear goal for our students who are alternate assessment. There is a basic need for our students to excel and become independent as much as possible. Motivational programs as well as professional development and workshops such as Teachers and Writers collaborative assist our teachers in modifying curriculum for our students. Specific reading programs such as Edmark, Wilson, and Headsprout reading are also geared to the many levels of our students.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We utilize a wide variety of curriculum and adaptable materials to meet the needs of all our students. Books are adapted to the needs of all our students and reading programs are compatible to the ability of each child and what is the best tool to teach this student. We have the ability to differentiate programs to meet the needs of each child and individual and small group instruction is followed through for all students.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our instruction for all subjects in our District 75 school utilize many materials as well as relevant software to reinforce what they have learned as well as teach and motivate when learning new concepts. Approximately 95% of our teachers have engaged in Smart Board training and utilize this equipment quite frequently. Students are motivated by this technology and it allows our teachers even greater mobility in differentiating lessons to certain groups of students.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teachers are always creating new and unique ways to motivate our students as well as developing techniques for hands on learning. Quite often mathematics is taught through real life situations and used extensively both inside of school as well as in the outside community. Students are often taught functionality as well as receiving mathematics in a functional curriculum. With the increased use of technology and smart boards our students are receiving up to date programs and websites to reinforce as well as initiate new mathematical concepts. Students who work at jobsites also receive hands on training and very often work with money or measurement concepts working and learning on the job. Students at jobsites are of highschool age and quite often much of their learning is done while on the job. Lessons may be reinforced when back in the classroom and teachers will reinforce concepts that were presented on the job.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We have had no teachers transfer during the last several years. New teachers hired are due to new classes being opened up or for teachers who have just retired.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Through our BEDS survey for PS177, one can ascertain the turnover rate for our school is next to none except for teachers who have retired. All our teachers for the most part are also "highly qualified". Teachers are hired through a hiring committee and input from different areas of our school staff are part of this committee. A lesson is given prior to being hired as well as an in depth interview with the hiring committee. We all try and have a consensus before new teachers are hired.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our ESL teachers are always offered the opportunity to attend professional development that they feel will benefit their teaching abilities. Courses offered in both the Principal's Weekly and District 75 weekly are dispersed to all relevant parties and teachers always have the opportunity to attend. District 75 coaches are always readily available and visit our school quite often to assist our ESL teachers with methodology and assist these teachers with different areas of instruction as well as different methods to utilize.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? School based policy including the LAP are always printed and put in the teacher's lounges as well as the main office for all to read. Title III allows teachers to receive further instruction for themselves as well as their students and encourages family involvement as well. Unfortunately, testing for our alternate assessment ELL students is usually indicated by the increased amount of communication for our students, which is recognized by increased receptive and expressive speech which can be monitored. Tests such as the NYSESLAT show very little progress for our students because of its difficulty.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Most of our ELLs are alternate assessment students who are unable to pass the NYSESLAT test. Our ESL teachers provide a push in and pull out program for our students and they are grouped according to their cognitive and instructional ability. Quite often PECS (picture exchange communication system) are utilized to help expand the language component for our ELL's. Students who are verbal follow a curriculum for expanding the English language to meet their needs in their classrooms. Dual language approach as well as computer software also expands the opportunities for these students. Multi cultural curriculum is also stressed in our classrooms where traditions of different cultures are stressed.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Testing is a major concern not only for ELL students but for all our alternate assessment students. Any information that can be applied to our students and their academic growth is always shared with each teacher that affects the learning for our students. Portfolios and assessments are easily obtainable for all who come in contact with our students. Being a special education school, iep's and portfolios always travel with our students whether it is in our school or another school that the child may transfer to. Our student datafolios as well as assessment and testing information is always given to the appropriate teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. All teachers are encouraged to attend professional development for their teaching as well as being exposed to different methods of teaching students with severe disabilities. Training is given by consultants through our Galaxy budget and District 75 supports our teachers by a wide variety of workshops, mentoring and hands on support through its coaches. IEP training is given extensively at our school level as well as District 75 and goals for our students are instituted as a result of the assessments given to each student whether it be the Brigance or ABLLS assessment. All new teachers receive hands on training at the school level through the administration and school coach and are assigned intervisitation and professional development opportunities by the administration. Our school also focuses on behavioral plans especially for students with severe behavioral issues. These always accompany our students IEP's. Professional development for academic and behavioral workshops are consistently given through District 75 to support our teachers.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

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Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Student behavior and assessments are continually monitored at our school. Behavioral assessments are closely monitored and adjusted if necessary. Behavior committees support all teachers and assist with formulating behavior plans if necessary. Quite often many problems that our students are identified with are a result of sensory issues. We also are piloting and collaborating with programs such as "Getting Ready to Learn" where yoga techniques are stressed for our students. Many teachers are also implementing sensory techniques into their classrooms to help assist our students in coping with their daily stresses. Our school is also in the process of purchasing three sensory carts which the teachers can utilize to assist with techniques in helping our students in becoming less frustrated. Collaboration amongst our occupational therapists as well as our physical therapists has also assisted our classroom teachers in learning new techniques for their students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. All annual reviews prepared at the school level have consistent modifications for our students with disabilities. Students at our main site are all alternate assessment and receive NYSAA (New York State Alternate Assessment) as their testing criteria. The majority of our students have ongoing behavioral plans and the FBA and behavioral plan accompany each child as they articulate to another class or transfer to another school. There may be times when a new student enters our school and the iep's are incomplete and do not have enough information to properly identify the student and the services that he is entitled to. Quite often the student's behavioral plans are missing and the best method of instruction is not properly identified on the student' iep. It then becomes necessary for us to try and retrieve records from the previous school or the CSE. This becomes time consuming and much of the time the information may never be received. It then becomes necessary for our school to begin the process of developing a new behavioral plan which must be preceded by a Functional Behavior Assessment. Parents for the most part can be cooperative but having another educators input from his previous school would be extremely valuable to the teacher in the student's new placement.

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7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? There are times that students enter our schools from a least restrictive environment such as a different ratio or a community school. When the child first attends, we have very limited information on why the child is transferred and what types of behavior we should expect. Sometimes, even parents don't understand why their child is being moved and recommended for a different program and it then becomes necessary for us to try and make the student and his family feel comfortable and know what their rights are.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We feel that CSE's should be trained better as well as making sure that parents rights are always given and that the parents/guardians understand what is being said and that they know what the new program will be for their child.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

P.S. 177 QUEENS LANGUAGE ALLOCATION POLICY 2009-2010

Lap Team/Staff Qualifications:

The LAP Team composition consists of six members. These members hold various positions throughout the school. The team leader is Kathleen Posa, Principal of P177Q. The remainder of the team is Michelle Dickerson, Assistant Principal, Laura Urban (Certified ESL Teacher) Donald Brosnan (Certified ESL Teacher) Barry Amper (IEP Facilitator/Certified Special Education Teacher), Carol Breuers (PTA President) and Veronica D'Angelo (Parent Coordinator). As issues come up pertaining to the ELL population, they are discussed with the team members. All decisions are implemented through the support of Kathleen Posa (Principal) and the LAP team.

Demographics/ELLs per Grade:

There are 494 students total with disabilities at P177Q. The ethnic breakdown of our student population is as follows: 1.03% American Indian/Alaskan; 13.81% Asian Pacific Islander; 22.06% Hispanic; 38.14% Black and 24.94% White. Out of the 494 students, 87 (18%) English language learners were identified at P177Q. The number of ELL's includes 30 students who are in the ESL Program and 57 X-Coded students who are serviced as per their IEP. The home language for our ELLs include: 48 whose home language is Spanish, 8 Bengali, 7 Korean, 3 Cantonese, 2 Chinese, 2 Arabic, 1 French, 3 Haitian Creole, 1 Pashto, 3 Polish, 2 Dari, 1 Japanese, 1 Mandarin, 1 Greek, 1 Hebrew, 1 Urdu, 1 Russian, and 1 student whose home language is Turkish.

The following table shows the breakdown of ELLs by grades:

K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
0	1	3	5	2	0	3	13	15	7	5	10	23

ELL Model:

Models of instruction include free-standing ESL Program with paraprofessionals who speak both English and the native language of students. The ELL population of P177Q consists of students with a wide range of disabilities. 45 ELLs are in grades 9-12, and 42 ELLs are in grades K-8. Although most of our ELLs are in self-contained special education classrooms in the main building, some ELL's receive services within their inclusion programs at the off-sites. Currently, two licensed ESL teachers provide ESL services, primarily through the pull out and push in models of teaching. The number of ELLs includes 30 students who are in the ESL Program and 57 X-Coded students who are serviced as per their IEP. New admits will be grouped in an ESL environment and will be receiving services within the self-contained classes. The LAP team has combined students who are age appropriate in classrooms to utilize support services and proper social interaction to obtain greater results. The ELLs receive the allotted number of units as per CR Part 154 following the NYS ESL, English Language Arts, Science, Math, Social Studies and Technology Standards. P177Q's long-term goal plan is for our ELLs to transition to a functional and academic curriculum with ESL supports. ESL students that have achieved proficiency will proceed to monolingual

programs with limited ESL supports that will best address their academic and functional needs. Both of our ESL teachers are state certified in ESL.

Specific Units CR Part 154

Applying CR Part 154 to special needs students in Alternate Assessment in grades K-8 at the beginning and intermediate levels of instruction 2 units of study or (360 minutes) per week, elementary aged students at the advanced level of English language proficiency receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. Since all of our high school level students are at the beginning level of language acquisition, they are supposed to receive 3 units of instruction or (540) minutes of instruction per week. Currently our school uses the Freestanding ESL program model. Both the pull-out and the push-in models of instruction are utilized to service our ELLs.

To ensure the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as whole language, graphic organizers, language experience, scaffolding methodologies and cooperative learning. All instruction is in English, however As we do not have a bilingual program, students receive additional support in their native language and in English from a paraprofessional who speaks both languages (native language and English). Content area instruction follows NYS standards and standards for the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S). To ensure the students meet the standards and participate in the New York State Alternate Assessment, ESL instruction follows the NYS Grade Level Indicators and the NYS Performance Standards. Teachers, paraprofessionals, and related service providers incorporate the following ESL strategies such as whole language, graphic organizers, language experience, scaffolding methodologies and cooperative learning. The use of technology is also utilized to give students additional supports. Augmentative communication devices, Picture Exchange Communication System (PECS) and TEACCH methodology are utilized daily. The use of these strategies enables ELL students to fully participate in classroom activities, and to extend ELLs students literacy and communication skills across all content areas. Co-planning and co-teaching with the Speech Language Specialist occur daily. Such inter-disciplinary planning provides our ELLs with strategies needed to fully participate in the learning process. Academic supports include but are not limited to the use of visuals, hands on activities and technology. The uses of these strategies enable students at lower levels of language proficiency to fully participate.

Content Performance Data

The New York State Alternate Assessment (NYSSAA) is a data folio style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State Learning Standards. Alternate Grade Level Indicators (AGLIs) are used to assess students' performance on required components of the Core Curricula for English Language Arts, Mathematics, Science, and Social Studies, as charted on the NYSAA Blueprints. Currently all instructional programs address these areas of learning for NYSAA-eligible students. Curriculum content, materials, and text are simplified to less complex forms, yet remain age appropriate, and are aligned to the same main ideas being addressed by same-aged peers at that grade level.

The test scores for NYSAA show us that all of our ELL students are at level 3 & 4 respectively.

Overall student test passing performance is as follows:

English Language Arts	3
Mathematics	3
Science	3

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The NYSESLAT data revealed that most of our students are at the beginning level of English language acquisition and 2 at the elementary grade level are at the intermediate level. Additionally, NYSESLAT assessment analysis data indicates that all ELLs in the secondary grades are at the beginning levels of English proficiency in all four modalities (listening, speaking, reading and writing). The patterns indicate that an emphasis on visuals must be utilized as a primary educational teaching methodology. In addition to NYSSA and NYSELAT assessments students' instructional plans begin with criterion referenced assessments, such as the Brigance Inventory and the ABLLS assessment instrument. The Brigance assessment instrument, identifies performance levels, sets instructional goals, reports progress, and maintains a systematic interpretable history of children's assessment progress. Teachers' assessment data begin with the Brigance Assessment, to IEP goals and end with appropriate lesson plan development to best meet the needs of individual students. Our 8:1:1 and 12:1:1 middle and high school aged populations will continue to be assessed using the Brigance as their formative assessments. The ABLLS-R assessment instrument will be used for our elementary-aged ELL students with Autism (6:1:1). The ABLLS-R is a device for assessing skills in children with language and learning deficits and is most commonly used in the process of the development of a behavioral program for children on the Autism spectrum. ABLLS-R stands for Assessment of Basic Language and Learning Skills-Revised. The ABLLS-R has many advantages in guiding the development of a program for a child with language deficits because it is an assessment instrument, curriculum guide and skills tracking system. The ABLLS-R contains a task analysis of the many skills necessary to communicate successfully and to learn from everyday experiences. Teachers continue to use AGLIS and FACES curriculums when instructing their students. Programs such as Headsprout Reading Program, Star Reporter, MeVille to WeVille, Weekly Reader, News 2 You and the Equals Math Program are used as well. Presently, almost all of our classrooms for students with autism incorporate components of the T.E.A.C.C.H model (Treatment and Education of Autistic and related Communication Handicapped Children).. As new teachers and paraprofessionals are hired, we will insure that newly hired teachers as well as our own staff receive training and mentoring from our school as well as from coaches and workshop opportunities from District 75. In addition, to many school-based and district sponsored workshops, training has been and will be provided by agencies such as The Douglas Outreach Center at Rutgers University (ABA), Birch and artists in residence, Teacher and Writers Collaborative, along with direct learning for the Miller Method from Dr. Miller in Boston through VCO conferences. The information learned at these training sessions is often turn-keyed to other staff members by the workshop participants.

Implications for Instruction

The instructional program at 177Q is designed to develop the academic language of limited English proficient (LEP) students. NYSESLAT data has affected how we group students. Students are grouped as homogeneously as possible. Students are grouped according to their academic, social and English language ability levels. Our classrooms are supportive and nurturing. Students are encouraged to explore and communicate. The peer group is emphasized and many collaborative learning opportunities are planned throughout the day. Small group lessons are geared to individual student functioning. Continued mini-lessons with many visual, auditory, tactile directions and cues will help address our ELLs individual learning styles. In ELA, the instructional program includes News-2-You, Weekly Reader, and the Headsprout Reading Program, Star Reporter, and the MeVille to WeVille Reading Program. These curricular are specifically designed to address the very special needs of our students. Functionally-based instruction is provided across all course content at P177Q. For all students, content Literacy instruction is supported by multicultural library books. Additional ESL instruction programs such as: Intensive English by Santillana, Basic Grammar in Use by Cambridge, ESL Smart by Bouchard, Functional Academic Curriculum (F.A.C.E.S.). For

the 2009 school year the Equals Math Program will be introduced to expand and generalize English language acquisition.

The aforementioned programs are used in conjunction with technology and individualized modifications, to best meet the needs of our ELLs. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books from all levels that reflect the backgrounds, interests, needs, and strengths of our ELLs. Teachers are encouraged to use student performance data on multiple assessments to plan instruction and to differentiate learning and teaching. NYSESLAT data is analyzed yearly to determine if a student with limited English proficiency continues to be limited English proficient. Student assessment data are used to develop and drive highly individualized instruction. Long term ELLs are in a twelve month school program that supports academic and social learning. Summer school is available for all. P177Q provides supports for ELLs who require an extension of services for more than three years and less than six years. The strategies utilized by 177Q are diverse and implemented according to each student's individual needs.

Parent Program Choice

For students in D75, options for special education ELLs are determined and discussed with parents during the Educational Planning Conference at the CSE level. Once the Home Language Survey (HLIS) is given, the team at CSE makes an appropriate ELL determination. Parents are then given an array of options from which to choose. In the event that CSE has not followed procedural protocols for new ELL admits, the following protocol has been established at our school, for the initial identification of those students who may possibly be ELLs: Our Pupil Accounting Secretary generates the New Admits Report on a monthly basis. This report is then reviewed by the ELL Compliance Liaison to assist in locating potential ELLs. Next, students' IEP and Detailed Placement Screens are reviewed and compared. Once it is determined who the new potential ELLs are, a Home Language Survey is administered to their parents. Based on the HLIS criteria, it is then ascertained whether or not a student is to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, the ELL is deemed eligible to receive services. The ELL liaison then passes this information on to our SBST. As we do not have a bilingual program, students who's IEP recommends bilingual instruction are assigned a bilingual paraprofessional (bilingual in the language of the student). We also utilize our Parent Coordinator in conjunction with our ESL and Speech teachers to configure the native languages of parents attending conferences and to provide assistance when needed. Translation services have been implemented from in house bilingual staff. This program has been afforded through our per session activities. We also contact outside agencies that are conducive to the native language requirements of our parents and students. Daily communication with ELL parents have been will be translated to best address the needs of the students and their parents.

Implications of LAP:

The instructional program of P177Q is designed to develop the cognitive skills of limited English proficient students. In ELA, the language arts instructional component includes the English learning standards for ELA and English as a Second Language (ESL). These standards are used to support students' learning. We believe each child should be given every opportunity to reach their potential. Subsequently, each student is treated as an individual learner. Our supports for ELLs who have received services for more than three years and less than six years, include: a twelve month school program that supports academic and social learning. Academic Intervention Services (AIS), Applied Behavior Analysis (ABA), The Picture Exchange Communication System (PECS), Treatment and Education of Autistic and related Communication Handicapped Children (T.E.A.C.C.H), The Natural Approach, Whole Language, the use of Graphic Organizers, and Multi-Sensory approaches used in conjunction with augmentative communication devices (Dynamo etc.) Additionally, ELLs are encouraged to participate in less focused activities such as extra-curricular activities, which include team sports, Student Council, and the Boys' Club. The

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use of these strategies is helping our ELLs to acquire proficiency in the English language.

The LAP supports the need for all staff to continue to be advocates of all ELL students in the school.

There is a great need for native language classroom paraprofessionals. There is a need for clustering all ESL students that show a similar cognitive, social and behavioral profile. This clustering would support push-in ESL instruction, which has been successful at P177Q. Professional Development during grade conferencing and cohort meetings will continue to better prepare our staff to meet the needs of our ELL learners. Creating unit plans that address our ELL student backgrounds will help scaffold new ideas i.e., school generated "International Dance Festival." The furtherance of students' academic language will be achieved by providing multiple opportunities for our ELLs to receive small group, collaborative instructional activities. Our emphasis on improving students' academic language will involve instructing our students in reading and English language arts programs such as: Headsprout Reading Program, Weekly Reader, and News 2 You. These programs are supported by the Functional Academic Curriculum (F.A.C.E.S).

Plan for SIFE and Newcomers:

At the present time we have 1 SIFE student. Upon admittance we provide the families of our SIFE or Newcomers with an overview of ESL methodologies that help further their Childs' learning. Our school consists of self contained classes that provide intensive small group instruction, individualized for students' specific academic and social needs. Our newcomers and SIFE students receive group or individual counseling based on their individual IEP mandates. Depending on schedule availability, some students or groups have double periods of ESL instruction. Currently we have 10 newcomers. Our newcomers are usually identified as ELLs from their initial CSE meeting. The CSE determines what services will be provided for the student. In the event that CSE has not followed procedural protocols for new ELL admits, our school has established procedures for locating potential ELLs. At the intake for our program, we consider the student's language and educational needs. For students whose IEP recommends bilingual instruction, we assign a paraprofessional that speaks the same language (if available) that will guide and nurture our newcomer.

Content Area Instruction

For all students, content area is as follows: all subjects are taught in English through ESL methodologies by licensed Special Education teachers. The ESL methodologies used include: Language Experience, The Natural Approach, Whole Language, the use of graphic organizers, and Multi-Sensory approaches used in conjunction with augmentative communication devices, Picture Exchange Communication System (PECS), TEACCH methodology, and alternative forms of communication are used in all our classrooms. Augmentative Communication devices, as well as PECS, and communication boards are utilized to improve overall language and communication skills of ELLs. Last year we received a Reso Grant, which enabled us to receive an all new computer lab as well as install fifteen smart boards throughout our main site. The Reso Grant has allowed us to make technology equipment more available to our students. In addition to our classrooms being equipped with highly technological resources, all classrooms with non-verbal students have a communication device to help facilitate learning. The Functional Academic Curriculum for Exceptional Students (F.A.C.E.S) in conjunction

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with AGLIS (NYSAA) is used in all 6:1:1, 8:1:1 classes and it will be recommended to our 12:1:1 classes with appropriate modifications. F.A.C.E.S is a functional curriculum which will assist in the effort to prepare students to function as independently as possible in an inclusive society. A primary purpose of the curriculum is to teach functional age-appropriate skills within integrated school and non-school settings. Another purpose of the curriculum is to provide a framework for classroom teachers to use as they prepare students with disabilities to lead successful and fulfilling lives now and in the future. The GRTL (Getting Ready to Learn) Program was initiated at PS177 this past year through a District 75 Initiative. This program teaches our students certain movement techniques and quiet relaxation stress reducers enabling them to cope better through the day. This program proved so successful that we intend to expand this to a minimum of ten more classes this year. Currently there are at least five ELLs who participate in this program.

Long Term ELL Interventions:

The instructional program of P177Q is designed to develop the cognitive skills of Limited English Proficient Students. In ELA, the language arts instructional component includes the English Language Arts Learning standards (ELA) and the standards for English as a Second Language (ESL). These standards are used to support students' learning. We believe each child should be given every opportunity to reach their potential. Subsequently, each student is treated as an individual at P177Q. To assist our ELL student population achieve their language goals, there are many interventions for our students. Our supports for Ells who have received services for more than three years and less than six years, include: a twelve month school program that supports academic and social learning. Academic Intervention Services (AIS), Applied Behavior Analysis(A.B.A), The Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Related Communication of Handicapped Children (T.E.A.C.C.H), The Natural Approach, Whole Language, The use of Graphic Organizers, and Multi-Sensory approaches used in conjunction with augmentative communication devices (Dynamo etc.) Additionally, ELLs are encouraged to participate in less focused activities such as extra-curricular activities, which include Sport Teams, Student Council and the Boys' Club. The uses of these strategies are helping our ELLs to acquire proficiency in the English language. Finally, the parents of long term ELLs are involved in creating our school's action plan through the leadership team, and curriculum team and take part in writing the CEP. .

Collaborative Planning/Staff Development

ESL teachers meet with related providers and other teachers to best address students' needs and goals. During the school year, P177Q's professional development plan will include issues pertaining to the education of the ELLs. These include the NY State Standards in all content areas; alternate assessment methods for Ell's, the use of technology in ESL education and the adaptation of multicultural materials for the education of ELLs with disabilities. Teachers and paraprofessionals who serve Ell's in P177Q, will be supported through coaching services provided by the school-based certified ESL teacher, as well as the district coaches. Teachers of ESL, monolingual and paraprofessionals will be expected to attend district, city and statewide conferences focusing on the education of ELLs. In September 2009, we will continue with weekly co-hort group meetings. These groups are scheduled during common periods at least once a week for collaboration among classroom, coverage, and related service providers.

For the 2009-2010 school year, P177Q will provide ongoing professional development to all staff including teachers and paraprofessionals

with ELL students in their classrooms. ESL staff will share and turn key ESL techniques through weekly cohort meetings; for example, strategies that support English Language Learners such as: ESL strategies, ESL in the content areas, ESL for Alternate Assessment and Scaffolding Strategies for the Instruction of ELLs. Topics will include but are not limited to (1) Differentiated instruction and ELLs (scheduled for November 2009), (2) Second language Literacy Instruction/How do ELLs learn to read (scheduled for February 2010) or (3) Cultural issues and their impact on learning/ELLs (scheduled for April 2010). Finally all staff will be encouraged to attend district and city wide conferences pertaining to ELLs.

Parent Community Involvement

Through the school's Parent Coordinator, P177Q will offer parents/guardians of ELLs ongoing information in their home language and training in different aspects of their children's education. This includes effective parent participation in school activities, home activities to support learning, assessment, standards, and achievement goals. In conjunction with the PTA, we provide translators at meetings as well as frequently surveying the needs of the parents of ELLs. Our school guidance department hosts and leads parent and sibling supports groups "Parents helping Parents" and "For Sibs Only" -which meets monthly. Our PTA has a parent support group "Serving Families of "Special Needs" Children with Development Disabilities" that meet bi-monthly such as workshops in Autism, behavior management, sexuality, transition, guardianship, special needs trusts, speech, immigration and many other educational topics for the families of ELLs. Title III meeting will support specific workshops for our student/parents/guardians of our ELL population. Four workshops will be implemented during the 2000-2010 school year which will increase curriculum opportunities for both our students and parents/guardians. These workshops will be provided on four Saturdays. Parents will receive transportation/metro cards if needed. Parents will receive flyers in native languages and phone calls will be placed prior to each workshop. Professional development will also be utilized by outside agencies during these workshops. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Parents are informed about what workshops and events are planned by flyers, monthly calendars, newsletters and follow up phone calls. Our Parent Coordinator is networking with other parent coordinators to inform parents of other important events and workshops.

Transition Plan

Students, who have tested out or are not IEP mandated for Bilingual or ESL services, will be supported for two years with ESL services. This additional support will help the student adjust to their new program.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School P177Q
Principal Kathleen Posa	Assistant Principal Michelle Dickerson
Coach Kathy LaMere	Coach N/A
ESL Teacher Laura Urban	Guidance Counselor N/A
Teacher/Subject Area Barry Amper-IEP Facilitator	Parent Carol Breuers
Teacher/Subject Area Donald Brosnan-ESL	Parent Coordinator Veronica D'Angelo
Related Service Provider N/A	SAF Cheryl Watkins
Network Leader Stephanie McCaskill	Other N/A

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	10

C. School Demographics

Total Number of Students in School	494	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	17.61%
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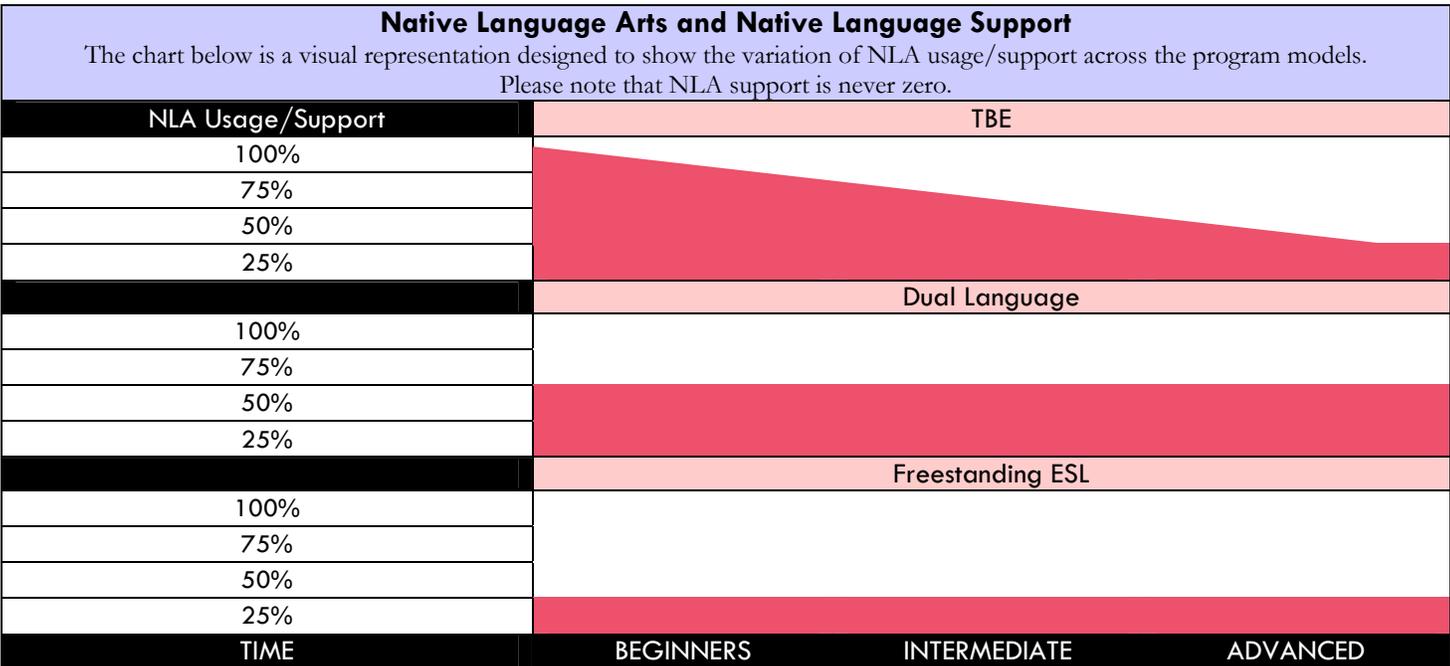
Part II: ELL Identification Process

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

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

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)			1	2			2	4	4	13
Intermediate(I)				1				3	1	5
Advanced (A)										0
Total Tested	0	0	1	3	0	0	2	7	5	18

NYSAA Bilingual Spe Ed									0
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NYS Social Studies

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

ECLAS-2

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Posa	Assistant Principal		10/9/09
Veronica D'Angelo	Parent Coordinator		10/9/09
Laura Urban	ESL Teacher		10/9/09
Carol Breuers	Parent		10/9/09
Donald Brosnan-ESL	Teacher/Subject Area		10/9/09
Barry Amper-Facilitator	Teacher/Subject Area		10/9/09
Kathy LaMere	Coach		10/9/09
N/A	Coach		10/9/09
N/A	Guidance Counselor		
N/A	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		10/9/09
N/A	Other		
N/A	Other		

Signatures

School Principal Date 10/9/09

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

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ESL Teacher Laura Urban	Guidance Counselor N/A
Teacher/Subject Area Donald Brosnan	Parent Carol Breuers
Teacher/Subject Area Barry Amper-IEP Facilitator	Parent Coordinator Veronica D'Angelo
Related Service Provider N/A	SAF Cheryl Watkins
Network Leader Stephanie McCaskill	Other N/A

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

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Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	10

C. School Demographics

Total Number of Students in School	494	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	17.61%
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Part II: ELL Identification Process

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

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- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out	0	2	4	6	12
Total	0	2	4	6	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	12
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	1	4	4		4	4		4	12
Total	4	1	4	4	0	4	4	0	4	12

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0

Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

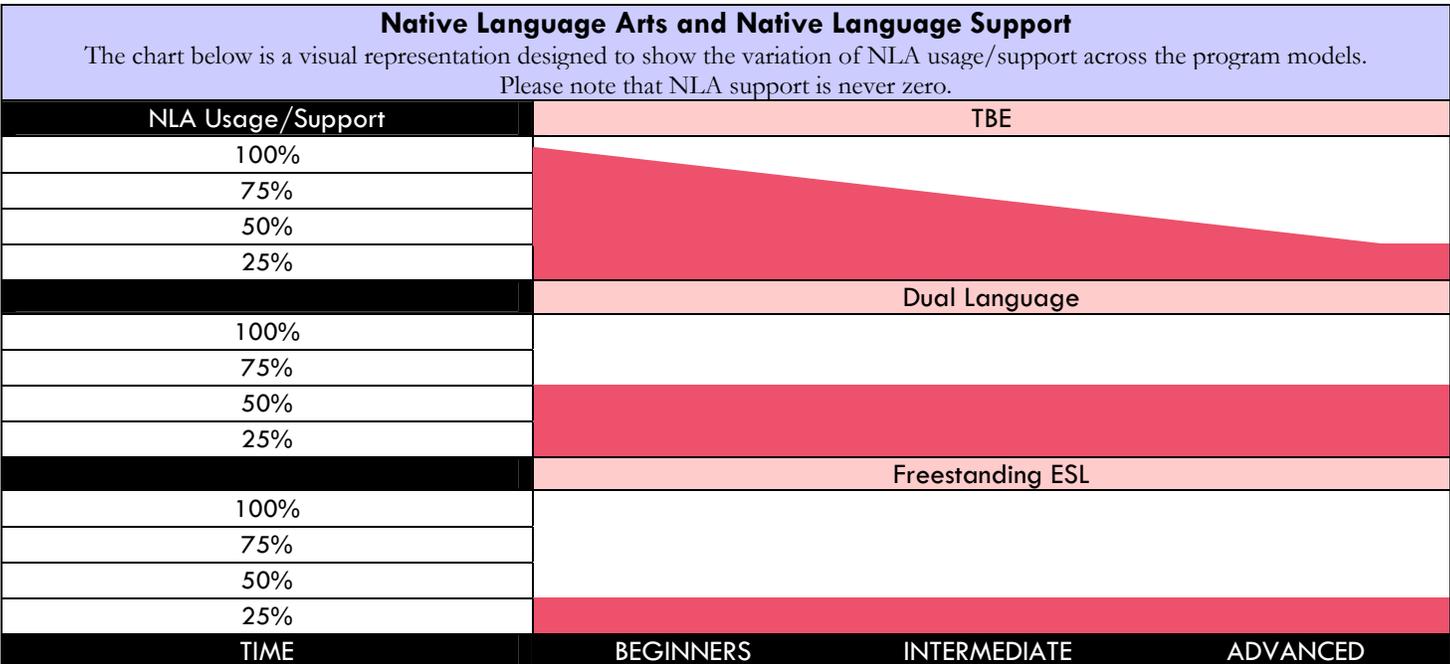
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: ___
Ethnic breakdown of EPs (Number)	
African-American: ___	Asian: ___ Hispanic/Latino: ___
Native American: ___	White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish		1	2	5	8
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic			1		1
Haitian Creole				1	1
French					0
Korean			1		1
Punjabi					0
Polish					0
Albanian					0
Other		1			1

Programming and Scheduling Information					
TOTAL	0	2	4	6	12

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)		2	3	3	8
Intermediate(I)			1	3	4
Advanced (A)					0
Total Tested	0	2	4	6	12

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B		2	3	4
	I			1	2
	A				
READING/WRITING	B		2	4	6
	I				
	A				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	12		12	
NYSAA Mathematics	12		12	
NYSAA Social Studies	12		12	
NYSAA Science	12		12	
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%

Chinese Reading Test	%	%
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B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Dickerson	Assistant Principal		10/9/09
Veronica D'Angelo	Parent Coordinator		10/9/09
Laura Urban	ESL Teacher		10/9/09
Carol Breuers	Parent		10/9/09
Barry Amper-IEP Facilitator	Teacher/Subject Area		10/9/09
Donald Brosnan	Teacher/Subject Area		10/9/09
Kathy LaMere	Coach		10/9/09
N/A	Coach		10/9/09
N/A	Guidance Counselor		10/9/09
	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		10/9/09
	Other		
	Other		

Signatures

School Principal Date 10/9/09

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

