



PS 177Q ROBIN SUE WARD SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75Q177

**ADDRESS: 5637 188TH STREET, FRESH MEADOWS, NEW YORK
11365**

TELEPHONE: 718 357- 4650

FAX: 718 357-3507

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 177Queens **SCHOOL NAME:** Robin Sue Ward School for Exceptional Children

SCHOOL ADDRESS: 5637 188th Street, Fresh Meadows, New York 11365

SCHOOL TELEPHONE: 718 357-4650 **FAX:** 718 357-3507

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolyn Breuers

PRINCIPAL: Kathleen Posa

UFT CHAPTER LEADER: Shernice Blackman

PARENTS' ASSOCIATION PRESIDENT: Carolyn Breuers

STUDENT REPRESENTATIVE:
(Required for high schools) Xavier Waite

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26/75 **CHILDREN FIRST NETWORK (CFN):** 752

NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Kathleen Posa	*Principal or Designee	
Shernice Blackman	*UFT Chapter Chairperson or Designee	
Carolyn Breuers	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Xavier Waite Jeremy Brownbill	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Corinthia Campbell	Member/	
Fran Spitaleri	Member/	
Sharon Muncan	Member/	
Regina Oldenburg	Member/	
Steve Spitaleri	Member/	
George Chackery	Member/	
Anna Koskinas	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 177Queens is a self contained special education school that currently educates students from 5-21 years of age with various disabilities. Our school is an organization composed of sixty four classes in total and four off sites which are 177@295, 177@87, 177@139 and 177@190. Our 295 site is composed of seven classes and our 87, 139, and 190 sites are students who participate in inclusion with general education classes.

Our school provides our students with a wide variety of activities and our curriculums provide our students with the opportunity to become as independent and productive as they can possibly be. We encourage parent/guardian participation in our student's education and we will assist our families with any assistance they may need with their child at home. Workshops are a big component of our school and we have parent support groups as well as sibling support groups for all of our families as well as families from other schools. Families from dual language homes are also provided translation services and workshops to support them with assistance at home and in the community if needed.

Our mission statement consists of various components that we feel are necessary when educating our students as well as our staff and parents/guardians. "We C.A.R.E." is our mission statement that continues to play a major part in our school on a daily basis. C is for communication both for our students and our parents/guardians as well. Through consistent communication we insure success for our students as well as hopefully conquering some of the frustration our students may face on an ongoing basis. A is for applauding the fantastic work of our students, parents/guardians and staff which is done on a daily basis. Praise is needed for all and allows us to reinforce the great things that occur for all. R is for continued and ongoing research and inquiry which allows us to reach for high expectations for each and every individual student. E is for the educating of all involved in our school. We feel education is important for all who touch our students as well as allowing us to educate them to the highest degree possible.

This year, a major goal for our young classes is to establish rigorous literacy goals as we prepare our young students for academic skills. Various reading programs are established at 177 such as Edmark, Headsprout, Attainment (Early Literacy Skill Builders) and S.M.I.L.E. which have proven to be excellent programs. This year, we will also be adding Foundations for some of our students who are not responding to the other programs. We will be providing rigorous professional development in the area of Balanced Literacy throughout all our classes this year from both our District 75 coaches as well as consulting with Teachers and Writers Collaborative who will be working both in our classes as well as providing workshops to our teachers on our professional development days.

This year, we will continue with the development of Professional Teaching Standards and encourage all our staff to continue with their self assessment goals as well as continuing to explore their classroom environments and engage their students in learning with the highest of expectations for each individual. In order to grow, teachers are encouraged to take part in professional development opportunities as much as possible either through District 75 or other educational avenues.

Our middle school and high school students play a huge role in our school. As our students become older, we want our students to participate in work site activities both in school and in the community. Students learn skills that will hopefully increase their independence and prepare them for future opportunities when they leave our school. It is our goal to insure that all students are given the most opportunities so that they can be productive members of the community as well as establishing goals for themselves in the area of life long goals and what they would like to do with their lives as well as what they enjoy doing.

This year, Councilman Koo has given a Reso A grant to our school in the amount of one hundred thousand dollars. Councilman Koo has visited our school several times and because of this grant we will be able to place a Smart Board in each one of our classrooms. The addition of Smart Boards to the classroom motivates all our students and their participation in classroom lessons is greatly increased. The large screen also enables our students to see what otherwise would have been in a much smaller view and enables their perceptual abilities to be increased as well.

This year, we will continue to support our parents through the Parent/Guardian Support Group as well as the PTA. We encourage all of our parents/guardians to partake in these groups which enable them to become advocates for their children as well as know what they can do at home to reinforce their child's education and behavioral needs. We also hope to have new family fun activities this year to encourage our families to partake in the school's activities.

Last year, 177 produced its first fundraiser show for the community as well as our staff. One of our occupational therapists enlisted a talented group of community theatre players and they were able to put on a variety show which raised over nine thousand dollars for our school. The show was so successful that they will be investing more of their time and have decided to come back and do a show again for our school. From the money that was raised from the show, we were able to purchase a new piano for the auditorium as well as expanding our computer equipment and purchasing several games and activities for our students such as Wii's and X Boxes. These all add to the behavioral reinforcements that they we utilize with our students.

We also had Goldman Sachs and their Ambassadors for Good Will and Community Volunteerism come to our school to work with our students and make over our garden. These workers spent a whole day working with our teachers and students, and reformed our garden as well as learning what our school was all about. They too, have signed on for another year of volunteering at our school. They truly had an inspiring day and we look forward to having them come again this year.

Forming continued alliances in the community is always a good vehicle to assist our students and our school. It allows us the opportunity to show the community what are students our able to accomplish as well as assisting us in expanding our educational and transitional opportunities for each one of them.

Our journey as professionals continues to be one of the most important aspects of working at PS177. We encourage all to learn and expand our knowledge especially our paraprofessionals who may one day wish to become teachers. As professionals, we too must grow in order to give our students the best possible education they so deserve.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7
	* 8	● 9	● 10	● 11	● 12	* Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	1				TBD		
Kindergarten	3	19	2						
Grade 1	1	41	2	Student Stability: % of Enrollment					
Grade 2	0	11	2	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	15	1			96.0	TBD		
Grade 4	1	3	1						
Grade 5	2	4	2	Poverty Rate: % of Enrollment					
Grade 6	1	6	4	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	5	6	6		49.7	0.0	0.0		
Grade 8	4	4	5						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	1	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	TBD		
Grade 12	0	40	0						
Ungraded	415	331	464	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	432	481	490		1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	432	481	490						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	2	TBD
Number all others	0	0	0	Superintendent Suspensions	2	3	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	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	33	17	31	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	19	17	85	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	106	112	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	86	100	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	81	80	TBD
	19	17	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.1	100.0	TBD
American Indian or Alaska Native	1.2	1.0	1.2	Percent more than two years teaching in this school	68.9	63.4	TBD
Black or African American	40.7	38.5	38.2	Percent more than five years teaching anywhere	65.1	63.4	TBD
Hispanic or Latino	23.4	21.8	23.1				
Asian or Native Hawaiian/Other Pacific Isl.	13.0	13.9	12.7	Percent Masters Degree or higher	90.0	91.0	TBD
White	21.8	24.7	24.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.2	97.6	TBD
Multi-racial	0	0	0				
Male	76.6	75.9	74.9				

DEMOGRAPHICS							
Female	23.4	24.1	25.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	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**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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							

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.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	✓
<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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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?
-

PS177 Queens continues to educate students from 5-21 years of age. This year, our total school population is currently 518 students. Our main site constitutes the majority of our students, while our 295 site has 59 students and our inclusion sites educate 31 students. In our inclusion sites, 2/3 of the students are standardized assessment and follow the general education curriculum. It is the job of our inclusion teachers to modify and prepare our students for their tests and to look at data to find where our students are in need of most improvement. At our inclusion sites, periodic assessments such as Scantron and Acuity enable us to find the deficits and increase our students testing scores. All other students at PS177 are alternate assessment and they produce portfolios at various ages to meet the demands of alternate grade indicators. These portfolios are graded and last year over 90% of our students who participated scored level fours in the areas of math, ELA, and at various grade levels in science and social studies as well. Level four is the highest score that students can obtain which continues to be increased each year from the previous year's scores.

This year, we have over twenty worksites of which are students participate in throughout the community. Applebee's, (several sites) CVS, AC Moore along with local community stores allows our students, who are sixteen and over to participate in activities that increase their work and independent skills. Our students are given stipends from VESID and the school budget also increases the stipend budget when the VESID allocation has been fulfilled. Students must be sixteen in order to partake in the stipend fund and they must meet the criteria to be able to work in the community. For students who have not yet been able to work in the community, school worksites provide ample practice for them to acquire skills that will lead to further independence.

Social Skills has become a major goal for our school this year. We have found that many of our students who have the ability to communicate have never truly been exposed to an appropriate curriculum that enables them to increase their social skills and act appropriately in certain situations. This year, our 12:1:1 classes will be participating in a certain curriculum founded by Jed Baker and will practice a minimum of once a week on social skills lessons. Our positive behavior support cluster teacher is also participating in this endeavor and is reinforcing our students as well when she sees them on a weekly basis. We hope to see a decrease in inappropriate behaviors and less visits to our Dean. Data is being taken and hopefully the results of the addition of the social skills curriculum will be a positive one for

many of our students. We will also be instituting a social skills group for eight of our older students with Mr. Michael J. Carley who will be leading the group. Mr. Carley comes to us from the GRASP association (Global and Regional Aspergers Syndrome Partnership) which provides resources for parents and young adults on the Autism Spectrum. Mr. Carley, an adult with Aspergers will speak to our students on their learning styles as well as preparing them for their future.

Rutgers University will also be providing consulting services to our school that will enable our teachers to learn different behavioral techniques when working with their students. Our consultant will work on one goal for each teacher enabling them to focus on the most immediate and pressing behavioral issues facing them in their classrooms.

Sensory integration activities and exercises and the addition of GRTL (Getting Ready to Learn) program continue to play a very important role for many of our students. Sensory activities and the Getting Ready to Learn Program allows our students to curb their impulses and enables them to become more attentive to the daily tasks on hand. This year, we have instituted at least one twenty minute period a day for our students to be involved in some sort of sensory activity. This is also part of this year's goals for the school and some teachers are advocating for at least two periods of sensory activities for their students because of the effect they have seen on their students and their behaviors. All sensory activities will also be data driven as we begin to look at how are students behaviors are affected and if the number of behavioral incidences during the course of a day are somewhat reduced. We continue to track behavior, attendance and home habits with the GRTL program and work closely with District 75 and Anne Buckley Reen, occupational therapist, as they begin to have this program standardized working closely with New York University in seeing the program validated. Many schools are participating in this venture and the outcome will be promising for all students who will participate in this program.

This year, working with our PTA, Parent Support Group and Title 111, we are making a conscience effort to have more of our parents/guardians participate in school activities and their child's education. Family fun activities are planned for the year where all families are invited to attend and participate in something special. Workshops are being planned for our ELL families as well as having interpreters present at all workshops and PTA meetings throughout the year. Our ELL families have also requested that any workshops or trainings be given during the week rather than the weekends which we have done in previous years. Because of this, we feel that it would be beneficial to join the ELL's and PTA together and reach more families in the process. We will have activities for our students while their parents are receiving training from groups such as Birch and Transition from our District 75 coach and outside agencies. Continued education for our parents/guardians enables them to be productive partners in their child's education.

Balanced Literacy will be a key component for many of our youngest students. Our focus will be on pre emerging writing and reading skills and what is needed for each youngster to progress to the next level. We are also focusing on leveled libraries in our classrooms especially for our younger students. It is our hope to see even greater progress reached on each student's assessments at the end of the school year because of the intense assistance being placed on literacy in the classroom. Through the assistance of the District 75 coach and outside agencies such as Teachers and Writers Collaborative, our students as well as teachers will increase their abilities in learning and teaching literacy skills.

We continue to look at the many different ways that we can differentiate instruction for all of our students. Our younger teachers need added training in professional development to increase their skills in differentiation as well as the methodology utilized by our school for our students with autism. We also utilize outside consultants to increase and strengthen our

teachers educational development which sometimes needs a revisit even for our most seasoned teachers.

Our teachers often have difficulty in understanding our students behaviors and for this part we are adding social skills development as part of our curriculum. Very often inappropriate behaviors occur in our students because they are frustrated and our teachers are not aware of what our students are feeling. Social skills curriculum will establish better skills both for our students as well as our teachers. We are also fostering a special group of adolescents whose problems sometimes arise because they were never taught what is the right way to handle a situation. We have a consultant who comes in once a month to assist these students with their problems and hopefully have an impact on their lives and behavioral issues. This consultant, Mr. Michael Carley, will also present to our staff and our parents as to how to relate and manage the behaviors of some of our adolescent students with autism. All parties involved require additional training as to alleviate some of our students inappropriate behaviors.

All students, as well as staff, need continue training on social skills that will benefit our population. Appropriate curriculums will assist in having some of these issues resolved. It is also imperative that our staff continue to increase their ability and knowledge into knowing why our students often react and that they should not be judged without first understanding as to why they have become upset and acted in this manner. We, as professionals, need to change our attitudes as to why our students sometimes react to different situations or transitions which will only assist in our students reaching new gains in their independence and becoming productive members of their community.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and *implications* from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

1. **PS177 will initiate social skills curriculum with ten classes of 12:1:1 ratio beginning in October 2010, with a decrease of inappropriate behavior by ten percent as evidenced by behavioral data sheets initiated by school and in conjunction with SWIS data. Many behavioral issues presented by our students is due to the fact that they lack the necessary skills to avoid problems with their peers as well as authority figures. The teaching of social skills will enable our students to handle conflict in more appropriate ways.**
2. **PS177 will increase parent and staff participation in school by 10% over last year as evidenced by sign in sheets at workshops, PTA meetings and different school functions through June 2011. Parent participation has not increased over the last several years. We would like more parent input as to what types of workshops they would like to be presented with.**
3. **Sensory integration activities will be placed on all classroom schedules with a 6:1:1 & 12:1:4 ratio for twenty minute intervals daily during the 2010-2011 school year. A five percent decrease in behavioral outbursts as evidenced by school behavioral data sheets will be utilized. It is without a doubt that many tantrums or inappropriate behaviors can be reduced by giving our students to self regulate their behaviors which sometimes can be achieved through the use of sensory activities.**
4. **To increase student achievement in Balanced literacy program for all K-2 classes as well as providing intensive training to teachers as evidenced by an increase of student scores of at least 5% on ABLLS and ECLAS Assessment tools as well as classroom data lists by June 2011.**
5. **By June 2011, 95% of all students aged 21 who are graduating, will be placed with an agency or facility to meet their needs as they age out of the DOE. It is extremely important to our school that are students are placed in the community with agencies that can provide the same sort of curriculum and resources that they have been given by our school. Parents/guardians are encouraged to take tours with our transition coordinator as they begin to plan for their children and their future experiences.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Parent & Staff Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1)PS 177 will increase parent and staff participation in school by 10% over last year as evidenced by sign in sheets at workshops, PTA meetings and different school functions through June 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1) Parent coordinator, PTA, SLT will meet to discuss strategies for increased participation in August 2010. 2) August 2010, initiate conferences & workshops for parent participation. 3) “Welcome Back” breakfast for parents in September 2010 in conjunction with the PTA, SLT and our parent coordinator. 4) September 2010 Principal will, budget for workshops & per session activities for staff to provide workshops. 5) September 2010 , Principal will initiate telephone messaging program alerting parents, staff to upcoming events, emergency items etc. Translation will also be provided. 6) February 2011, initiate first “family fun’ night at PS 177 in collaboration with parent coordinator and PTA. 7) March 2011, Tech coordinator will set up computers for learning surveys for parents & staff. Encourage participation during Open School Week. 8) June 2011, Carnival & Field Day event with parent participation through the SLT. 9) June 2011, we should have a 10% increase in participation of “Learning Survey”</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>1) Professional Development workshops for parents code ZIHO in the amount of \$5,000.00 2) Food & Entertainment code ZIGS in the amount of \$6,000.00 3) Post agenda’s monthly and utilize phone alert system. 4) Per session OTPS Code Z1GZ in the amount of \$3000.00 5) An additional 6,000.00 in State Misc 4 Grant will be utilized to provide added workshops to our parents and guardians.</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>1) September 2011, all agendas, events, and meetings will be confirmed. 2) Upcoming events calendar sent home and phoned in to all parents throughout the year. 3) June 2011, learning surveys will show increased participation of staff by 100% 4) June 2011, parent participation at school level activities will show increased as evidenced by sign in sheets.</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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Sensory Integration

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Sensory Integration activities will be placed on all classroom schedules with a 6:1:1 & 12:1:4 ratio for 20 minute intervals daily during the 2010-2011 school year. A five percent decrease in behavioral outbursts as evidenced by school behavioral data sheets will be utilized.</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) By September 2011, teachers in 6:1:1 & 12:1:4 classes will decide on what type of sensory activity that they will initiate in their classrooms. 2) By October 2010, all 6:1:1 classes as well as 12:1:4 classes will block out at least one twenty minute interval where some type of sensory activity will be utilized. 3) Baseline behavioral sheets will be used during September & October. 4) November 2010, All classes will participate in sensory activities and plot data on sheets initiated by the data inquiry team this past year. 5) September 2010, Dean will also take data on behavioral occurrences that they must intervene with. This will continue throughout the 2010-2011 school year. 6) October 2010, OT's will provide professional development and collaboration in classrooms assisting with sensory activities chosen by classroom teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1) All classroom teachers of 6:1:1 and 12:1:4 classes will participate. 2) OTPS code ZIGQ in the amount of \$10,000 will provide funding for added sensory equipment to all carts within 177 main & 177 @295. 3) OT's & PT's will provide added workshops on Election Day to all teachers. 4) OT's & PT's will receive per session money OTPS code GF795 in the amount of \$3000-- for providing workshops to parents and educating them on activities that they may find useful at home.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1) By February 2011, data will be collected to see what the impact will be on these sensory activities and what benefits may be seen. Teacher checklists will be utilized to compare from September to February. 2) By June 2011, Dean and classroom teachers will hopefully see a 50% decrease in behavioral outbursts. 3) February 2011, Data sheets will also be given to parents to see if these activities have any impact on when the students are home.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement in Balanced literacy program for all K-2 classes as well as providing intensive training to teachers as evidenced by an increase of student scores of at least 5% on ABLLS and ECLAS assessment tools as well as classroom data lists by June 2011.</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) September 2010, all homeroom teachers (K-2) as well as cluster “literacy” teachers will review “ Balanced Literacy” workshops and units provided by District 75. 2) September & October 2010, teachers will assess students using ABLLS and ECLAS. 3) November 2010, teachers will write IEP goals according to Assessment results. 4) November 2010, District 75 literacy coach as well as school coach will provide ongoing development in these homerooms. 5) October 2010, school will buy library books for classroom libraries from suggestions of district 75 coach and the school coach. 6) All K-2 classes will have leveled libraries in their room as well as specific times on classroom schedules for guided reading, read aloud etc. 7) Additional classroom teachers will participate in S.M.I.L.E training when presented by District 75. 8) Professional development will be given during Election Day supporting balanced literacy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1) Professional Development OTPS code ZIGT in the amount of \$8,000– will support teachers in receiving training in “Balanced Literacy” 2) \$ 5000 from instructional money will be allocated for added support in K-2 classrooms for leveled libraries. 3) Non Contractual services will support teachers and writers for professional development on Election Day in the amount of \$4000.00. 4) Additional money will be allocated for added support in K-2 classrooms for Balanced Literacy in the amount of \$4000.00 OTPS code –0857 for additional materials.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1) By October 2010, all students will have been assessed and goals for each student will be established. 2) By February 2011, teachers will assess mastery on IEP’s for their students. Goals on IEP’s should be modified if necessary for improvement. 3) November 2010, added PD will be given on Election Day for “Balanced Literacy” 4) By December 2010, all K-2 classrooms will have leveled libraries in their classroom. 5) By January 2011, all classroom schedules will reflect Balanced Literacy activities. 6) By May 2011, assessments will be given again and charted to see if 5% gains have been accomplished by ABLLS and ECLAS.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Transition

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 95% of all students aged 21 who are graduating, will be placed with an agency or facility to meet their needs as they age out of the DOE.</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) Students aged 20-21 years of age will prepare for articulation out of 177Q. Parents/guardians will be invited to visit and tour all facilities prior to making a decision on where they will be going. 2) All students aged 16-21 years of age will have a vocational portfolio addressing what they have accomplished and what they like to do. Resumes and VOC 1 assessment will be included. 3) All students IEP's aged 12-21 will reflect SSP #13 concerning transition and future activities where our students will eventually be age 21. 4) Students will write their own resumes according to their ability as well as assessment data that they have completed. 5) Transition & guidance counselors will provide ongoing support to teachers, parents and students concerning transitional goals and activities. 6) Parents will be provided workshop along with guidance through PTA, SLT and Transition Coordinator as well as the parent support group grant. 7) Student stipends will be allocated from the school budget for all students aged 16 and over once VATEA funds are fully utilized. 8) VESID will be invited to school to give support to transition coordinator and students about future placement. 9) Transition coordinator will participate with other District 75 schools as well as Francis Lewis HS in formulating a transition fair for all our parents who wish to attend.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1) Transition coordinator will reach out to all parents/guardians of students ranging in age from 20-21 years of age. 2) Parent support group, PTA and SLT will provide workshop for parents on transition. Per session money for transition coordinator will be allocated for workshop & transition fair in the amount of \$500.00 from instructional money. 3) \$10000.00 in student stipends will be allocated from school budget from instructional money. 4) Food & refreshments for workshops in the amount of \$500.00 will be allocated from OTPS code –ZIGS

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1) By February 2011, all parents/guardians will have toured future facilities and hopefully determine placement for our students. 2) By October 2010, all vocational assessments will be completed for all students aged 12 and up. 3) By March 2011, workshops will be given to parents/guardians regarding transition, guardianship etc. 4) By April 2011, Transition Fair will be given for all parents/guardians. 5) By June 2011, 95% of all students articulating out of the DOE will be placed in an agency.
--	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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			N/A	N/A		N/A	N/A	N/A
1	8	8	N/A	N/A				
2	12	12	N/A	N/A				
3	35	35	N/A	N/A				
4	25	25	25	25				
5	12	12	12	12				
6	24	24	24	24				
7	27	27	27	27	1			
8	14	14	14	14	1			
9	61	61	61	61	1			
10	54	54	54	54	1			
11	29	29	29	29	1			
12	200	200	200	200				

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. 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:	<p>Various reading programs given on individual or small group instruction during the school day which involve these programs: Headsprout, Edmark, Foundations, SRA, Early Literacy Skill Builders, Meville to Weville, Wilson along with Merrill Linguistics. Attainment is also utilized for our older students as well as News -2-You and Caught Reading. Teachers access students to find which reading program is best for each child. Students are grouped with similar students and work for each child is differentiated to their level. One to one tutoring is offered to students who are in most need and this is provided during our teacher’s professional periods. District 75 coach is assisting teachers with the leveling of classroom libraries along with professional development on balanced literacy. Teachers and Writers Collaborative, a professional agency, consults with certain classrooms and brings in hands on activities for expanding writing activities in our classrooms. Students are encouraged to be creative and at the end of the ten week session, our students have put together a book of culminating activities that they have worked on. All reading programs are delivered during the school day and instruction is provided for least one period per day. Students are often tutored on a one to one basis during administrative periods to increase the student's skills, if they are not developing as the rest of their group.</p> <p>Headsprout Reading Program is an animated program given through the computer. We have recently added the comprehension program to our school as well. This program is also followed up at home, if the parent wishes.</p> <p>Edmark, Foundations and Early Literacy Skill builders are reading programs that are used by many of our students with autism. They are data based programs and have good results with some of our students. Starting these programs at a young age enables us to forecast even greater progress for our students as they age up.</p> <p>Meville to Weville is a program that is utilized by our younger 12:1:4 population and also enables us to utilize assistive technology with the program.</p> <p>Caught Reading is utilized by mainly our 12:1:1 students which brings stories to our students on appropriate age levels.</p> <p>Life Skills Readers are utilized by our older population which enables them to prepare for increased independence as they utilize the community for work and recreational purposes.</p>

<p>Mathematics:</p>	<p>The following activities and programs are utilized by our classrooms to instruct in mathematics as well as increase functional math skills: Everyday Math curriculum is modified to meet the needs of many of our early learners. We also provide math curriculum through technology in utilizing Attainment software to increase functional math skills such as money and telling time. Lessons are geared to individual and small group learning with similar functioning levels. We are also utilizing Equal Math for our students at our 295 site and that too will be modified where necessary to meet the needs of our students. Hands on manipulatives are often utilized to assist with our math lessons. Scantron is also utilized by our inclusion sites as well as some older 12:1:1 students who are alternate assessment. Students at our inclusion sites receive one to one tutoring at the end of the day to enhance the lessons taught previously as well as modify instruction where necessary. Teachers also reinforce math skills by the use of specific math websites such as “Brain Pop” which is invested in through the school budget. Students also receive training in utilizing math skills through jobs in the school as well as in the community. They are encouraged to work on the cash register in our school culinary as well as develop skills to give change and identify money. As students progress, they will take these skills into the community where they can generalize what they have previously learned. This year, we hope to open a school store, where once again math skills will play an integral part in our students formulating new math skills.</p>
<p>Science:</p>	<p>Students receive science in their homeroom classrooms as well as an added class from our science cluster teacher. Our science cluster teacher gives added “hands on” instruction through the use of our Science Mobile lab and lessons are modified to the age and capabilities of each class. Microscopes, sensors and software are also included in their science lessons as well as holding class in the immediate community where research is done on the immediate environment and the community that surrounds the school. Students are encouraged to question and hypothesize their findings and they truly enjoy the hands on experience as they explore new things.</p>
<p>Social Studies:</p>	<p>Social Studies lessons are taught both in the classroom setting as well as in the community setting. Programs such as Weekly Reader, Time for Kids, and News -2-You add additional resources for our students to utilize in their classroom. Our community also offers a wide variety of experiences for our students in their worksite environments and permits our students to know how to act appropriate while in the community setting. Field trips are also planned where students will receive added opportunities to experience what is being taught in their classroom. Multi-cultural activities are encouraged in all our classrooms and students are taught a wide array of different customs found in many cultures. The following books are also utilized by our classes to expand their Social Studies curriculums in their classrooms: The World of Work - teaches our students about different jobs and the skills needed to attain them</p>

	<p>Community Workers- teaches our young students about people in our community and how they assist us.</p> <p>National Geographic online allows our teachers to expand their learning of cultures as well view the country, terrain and the customs that they are learning about.</p> <p>American History - Part 1 and Part 2 teaches our students the growth of America from the beginning to the Civil War and the Civil War up to current times.</p> <p>Maps in our World- Exposes our students to the reading of maps in our community as well as the world.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Students who do not receive regular counseling and appear to be in “crisis” may have the ability to meet with a guidance counselor and discuss their problems. Many times, teachers may also ask a guidance counselor to meet with a student to see if parents should be notified about certain behaviors that may be manifesting at school.</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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-12 **Number of Students to be Served:** 24 **LEP** _____ **Non-LEP** _____

Number of Teachers 2 ESL **Other Staff (Specify)** 4 Paraprofessionals; 1 Administrator; 1 Speech Teacher; 1 Teacher of Technology

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

DESCRIPTION OF THE LANGUAGE INSTRUCTION PROGRAM

There are a total of 502 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 2010-2011 school year, 33 English Language Learners were identified as entitled for the Free Standing ESL Program at P177Q. The home languages for our ELLs include: 18 whose home language is Spanish, 5 Bengali, 1 Cantonese, 1 Haitian Creole, 4 Korean, 1 Malayalam, 1 Portuguese, 1 Polish, and 1 Tamil.

Alternate Grade Level Indicators (AGLI) 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 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 students are at the level III & IV, respectively. 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. _

Overall student test passing performance is as follows:

English Language Arts	3
Mathematics	3
Science	3
Social Studies	3

The NYSESLAT data revealed 30 of our ELLs are at the beginning level of English Language Proficiency, 3 are at the Intermediate level, and there are no students in the advanced level of English Language Acquisition. We also use the Brigance Assessments for our adolescent 6:1:1, 12:1:1 and 8:1:1 student population. However, the ABLLS Assessment Instrument is used for our elementary aged students with Autism. 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. The teachers' data collecting process begins with the Brigance Assessment or the ABLLS assessment, to IEP goals and end with appropriate lesson plan development to best meet the needs of the 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. ESL methodologies include: Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices and learning in Pictorial Symbolic Representation. Additional ESL strategies include visual and graphic organizers, multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

DESCRIPTION OF THE TITLE III AFTER SCHOOL PROGRAM

P177Q has planned a Title III plan for English Language Learners (ELL's). This is a comprehensive plan that adheres to CR Part 154 guidelines for Title III. All 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, some who are verbal and others who are non-verbal. All students require a highly functional curriculum to address their individual needs. The supplemental instructional services will serve 24 adolescent students with autism and mild or significant cognitive delays, whose chronological ages range from 14 to 21. The program will focus on increasing English Language acquisition and communication skills among our adolescent ELL student population. In order to reach our ELL students and families, we will provide our ELLs with six workshops on "Transition and Person Centered Planning." Title III workshops will provide families of ELLs with needed supports, and services for successful transition and Person Centered Planning. Our school will offer opportunities for parents to understand the literacy of Transition and Person Centered Planning. The six exciting workshops planned will prepare participants for the development of a "Toolbox" of methods and resources for understanding the complexities of: Transition and Person Centered Planning. Many creative and innovative activities are planned, such as multiple drama and movement games to help English Language Learners experience success as they develop the necessary social skills for Person Centered Planning. The service providers for the Title III Program are two licensed ESL teachers, one Speech Therapist and a Teacher of Technology. Additional training and professional development will be provided by Transition Specialists and by a Learning through an Expanded Arts Program (L.E.A.P) Specialist.

P177Q has proposed a monthly Title III Afterschool Program for six consecutive months. The six workshops will be held, alternately on the first or third Tuesday of every month from January through June. The three hours allotted for each Title III session is from 6-9PM.

The focus of the Title III After School Program is to improve the English Language Acquisition and communication skills among our ELL student population through Literacy and dramatic arts, with an emphasis on Transition and Person Centered Planning.

Supplemental services will be provided for 24 ELLs, whose chronological ages range from 14-21. Students will be grouped as follows: Two 12:1:1 class configurations for students in grades 9 to 12. This program will be implemented as an additional support for our ELL student population. In order to support students native language needs, there will be bi-lingual paraprofessionals who speak the native language of the Title III participants and their parents. Three Spanish speaking paraprofessionals and one Mandarin speaking paraprofessional will provide support to all participants. The program will be divided into two segments. The first segment will consist of parent workshops, and an instructional component and the second segment will consist of activities for both parents and students to work together. **Leap Facilitators will open the first Title III session, by providing a one hour workshop to our ESL teachers, paraprofessionals, and parents, as well as to our students. The overall theme of this workshop will be on how to incorporate creative dramatics and role playing for successful participation in Person Centered Planning. Subsequent workshops will be conducted to give parents and students who are ELLs the necessary tools for: Transitional Support Services and Person Centered Planning. The second segment of each of the Title III Workshops will be comprised of discrete ESL instruction with certified ESL teachers for all of our student participants and their parents. This segment will be supported by LEAP Facilitators, who will support the ESL teachers in utilizing creative dramatics and role playing vignettes to Person Centered Planning. Additional support will be provided by the four bi-lingual speaking paraprofessionals. Two of whom will be working with the two 12:1:1 groups, one of whom is a 1:1 para, and the fourth of whom will continue to provide support for parents comprehension needs during the**

workshop segment. Additionally, the speech therapist will utilize augmentative devices and other visuals to provide participants with active engagement. Finally, the Teacher of Technology will incorporate the Smart Board into all instructional activities. The first segment of the additional five Title III parent workshops planned will be facilitated by Transition Specialists. These workshops will be conducted to give the parents of ELLs important information on Transition Support Services and Person Centered Planning. One of the four bi-lingual paraprofessional (Spanish speaking), will assist parents with translation needs during these workshops. Parents will learn about Service Coordination, Parent Support Services, Guardianship and social skills for successful participation in Person Centered Planning. Participants will also learn creative strategies to help students develop skills in self-advocacy and to participate in Person Centered Planning. The second segment of all Title III Workshops will be comprised of discrete ESL instruction with certified ESL teachers for all of our student participants and their parents. Through the creative arts process, participants will develop short role-playing vignettes demonstrating effective strategies in Person Centered Planning. Additionally, there will be one supervisor of the program as this program is supplemental to our regular daily program, and takes place outside regular school hours. The research which support this program model is grounded in the framework of the Embodied Cognitive Theory. Similarly, the educational and philosophical framework of the Learning Through an Expanded Arts Program (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 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). 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 ESL Teachers, one Speech Therapist, one Teacher of Technology and four paraprofessionals who speak the language of our students and families will be available to provide support to ELLs and their families. The focus of the Title III program will be on improving the English Language acquisition and communication skills of our ELL student population. The teaching focus for this goal will be achieved by teaching participants skills dealing with effective Person Centered Planning. Licensed ESL teachers will utilize printed texts, PECS, augmentative devices, the creative arts, and technology to improve English Language acquisition and communication skills among our ELLs and their families. Title III participants will learn about strategies for successful outcomes with transition planning, and person centered planning. Additionally, through the creative arts process, participants will develop short role-playing vignettes demonstrating Person Centered Planning.

The Title III After School Program will be taught in English and Spanish 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 who will adapt text and materials presented 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 among ELL students and their families. LEAP consultants will provide 5 drama based workshops to reinforce the strategies of effective person centered planning. Facilitators will lead parents in varied role play situations where they can apply workshop concepts. In addition, they will learn theater games to draw them into the workshops, and the basics of improv to develop relevant scenes that they will be able to present at the end of each workshop. There will be a visual arts component at the end of each workshop which will give students an

opportunity to reflect and document their experiences throughout the Title III After School Program. Evaluation procedures will include student made non-fiction books about person centered planning. At the end of the After School Institute, we will evaluate how effective the program was in assisting ELLs and their families. Evaluation procedures will include, surveys, informal teacher made assessments and picture documentation. Students' projects will include PECS non-fiction books on Person Centered Planning and a personal action dictionary on Person Centered Planning.

Parent and Community Involvement

During the second hour of the Title III After School Instructional Program, parents will learn how to use role playing and other creative drama strategies to help prepare their children for active participation in Person Centered Planning. Parents will work along with their children and participate in the many creative and innovative activities planned. Activities planned include multiple drama and movement games to help English Language Learners experience success as they develop social skills and skills for Person Centered Planning.

Parents will actively participate in creating visual supports to assist their children with Person Centered Planning. Additionally, parents will work alongside their children to create non-fiction books on Person Centered Planning. Finally, all participants will be included in short role-playing vignettes demonstrating Person Centered Planning. All families who attend the Title III After School Program will receive their personal book of visual supports for Person Centered Planning.

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 proficient. 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. Finally, metro cards will be provided to those families who require transportation support.

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.

The 177Q's professional development plan offers opportunities for our staff members and parents to receive ongoing professional development.

LEAP facilitators will provide the first one hour of professional development to all staff and students participating in our Title III-"After School Institute." **Parents, teachers, and 4 paraprofessionals will acquire strategies to support students and their families, with transitional support services, strategies for teaching social skills and Person Centered Planning. The first one hour workshop entitled: Creative Arts And Person Centered Planning, will be provided by LEAP facilitators. This opening workshop will provide student participants, their**

parents and teachers with increased understanding of Person Centered Planning, as well as provide participants with hands on participation for engaging students in Person Centered Planning. Subsequent trainings will be provided to parents during the first two hours of the Title III Workshops by: Resources For Children With Special Needs and Birch. Facilitators from these agencies will provide parents with hands-on workshops on Transition Planning, and Person Centered Planning. These trainings will be **scheduled during the first two hours of the After School Institute, for a total of five Professional Development workshops during the After School Institute. While parents participate in Professional Development during the first two hours of the Title III Workshops, 2 ESL Teachers, 1 Speech Provider, and one Teacher of Technology will provide one hour of discrete ESL instruction to ELL students. This segment will also be supported by LEAP facilitators, who will provide students with strategies for incorporating creative drama to Person Centered Planning. Finally, participants will debrief at the end of every session.**

During the first one hour of the Title III Workshop, L.E.A.P facilitators will lead all participants in activities related to Transition and Person Centered Planning. This opening workshop will be attended by all participants: 2 ESL Teachers; 4 Paraprofessionals; 1 Speech, 1 Teacher of Technology, parents and students. The four subsequent parent workshops planned will be conducted to increase awareness, appreciation and understanding of Person Centered Planning. Four of the two hour workshops for parents will be conducted by outside facilitators who specialize in Creative Drama, Transition and Person Centered Planning for ELLs and their families. During the second segment of the program, all parents of students attending the Title III Supplemental Program will be invited to participate in classroom activities with their children. Facilitators of the second segment of the Title III Workshop include: 2 ESL Teachers, 1 Speech Therapist, 1 Teacher of Technology and four paraprofessionals who speak the language of the student participants. PEC books and visual supports to assist parents and students participate and understand Person Centered Planning will be shared and created for families to take home. Participants will also engage in role playing sessions to demonstrate understanding and appreciation of person centered planning. The sixth and final Title III Workshop will be facilitated by 2 ESL licensed teachers, and supported by the speech therapist, 1 Teacher of Technology and 4 paraprofessionals. This final workshop will provide all participants with time to reflect and to review the effectiveness of the strategies introduced for participating in Person Centered Planning.

Section III. Title III Budget

School: P177Q

BEDS Code: _____

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) -	Total: \$6,925.82 \$4,412.28 \$2,206.14 307.40	<u>Instructional Program</u> 1 administrator (2 x 6 x \$52.21)= \$626.52 4 teachers x 6 Tuesdays x 2 hrs. x \$49.89= \$ 2,394.72 4 paraprofessionals x 6 Tuesdays x 2 hours per Tuesday x \$28.98=\$1,391.04 <u>Professional Development Program</u> 1 administrator x 6 x 1 hour Tuesday PD x \$52.21= \$313.26 4 teachers x 6 Tuesdays x 1 hour Tuesday PD x \$49.89= \$1197.36 • 4 Paraprofessionals x 6 Tuesday x 1 hour Tuesday PD x \$28.98=\$695.52 <u>1 secretary x 10 hours x \$30.74 = 307.40</u>
Purchased services -	Total: \$4,125.00 \$1,875.00 \$ 500.00 \$ 500.00 \$1,250.00	1 LEAP Consultant to provide direct instruction and to facilitate students' role playing 1 Transitional Specialist(Person Centered Planning)-Parent Component 1 Transitional Specialist (Guardianship)-Parent Component 1 Visual Support Specialist(Birch)-Parent Component
Supplies and materials .	Total: \$3,057.98 \$400.00 \$700.00 \$399.00 \$ 89.00 \$399.98 \$670.00 \$200.00 \$ 200.00	<u>Instructional Program</u> 2 digital camera 1 Lap Top Attainment-Life Skill Readers Attainment- Conversational Skills Level 1 Ablenet Weekly Reader Program/elementary & high school Extending MeVile to WeVile Secondary Program 2 cases printing paper 2 colored ink cartridges
Travel	Total: \$270.00	<u>Instructional Program</u> 5 Students x 6 instructional sessions x \$4.50(6weeks)= \$135.00 <u>Parental Involvement Program</u> 5 parents x 6 workshops @ 12 round trips x \$4.50(6weeks)= \$135.00

Other	Total: \$621.20	Instructional Program Non-contractual services, food, beverages, paper goods, and supplies. Hot food for 25 students and 25 parents for 5 Tuesday evenings
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 and ATS reports are used to determine the home language of all English language learners in the school. Parents indicate on the blue home contact student emergency card what language they would like used when the school contacts the home. From these documents and survey information, we are able to ascertain when translation and interpretation needs are required. Teachers and other bilingual staff will assist in translation and comprehension of school needs. Finally, 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 P177Q, an informational center 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. Through our Parent Coordinator and staff who speak the language of the parent, our school remains in close contact with new parents of ELLs. However, Necessary translation services are also made available by the N.Y.C Translation and Interpretation Unit.

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.

Throughout the school year, parents of ELLs will be informed in a variety of ways: Through one to one meetings, phone conversations, and informational packets. When it is necessary for notices or documents to be sent home to families in need of language assistance, staff of P177Q will consult the home language surveys as well as the native language surveys, and the native language reports and RSEC report from ATS. The school will then determine what documents need to be translated. If we are unable to translate these documents from the resources of our bilingual staff, 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. When there is no available staff member who speaks certain languages, we will utilize outside contractors to attend these meetings. Per session money from the school's budget is used for hours outside the regular day.

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 have a check box if the parent/guardian will require translation or interpretation services. All parent notices will be translated into the home languages represented in our ELL population when necessary. If this cannot be done in house, the translation service of the Department of Education will be utilized.

- 4.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

N/A

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. 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.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
----------	-------	--	--	--	--	--	--

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

N/A

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

Part A: SURR 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 SURR. 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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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). PS 177 currently does not have any students in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. PS 177 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 in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
 - As a non-geographic, administrative district, students in District 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. District 75 students are eligible to attend any programs that are given through the STH units at the ISC.

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

N/A

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. Q177						
District:	75	DBN:	75Q177	School		307500014177	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	1	0				NR
Kindergarten	19	2	1				
Grade 1	41	2	9	Student Stability - % of Enrollment:			
Grade 2	11	2	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	15	1	1			96.0	94.4
Grade 4	3	1	1	Poverty Rate - % of Enrollment:			
Grade 5	4	2	2	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	6	4	1		49.7	0.0	NA
Grade 7	6	6	6	Students in Temporary Housing - Total Number:			
Grade 8	4	5	7	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		2	3	1
Grade 10	1	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	1	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	40	0	0		1	0	0
Ungraded	331	464	467				
Total	481	490	498				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	481	490	0	Principal Suspensions	1	2	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	3	0
Number all others	0	0	497				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	106	112	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	86	100	0
# receiving ESL services only	17	31	TBD				
# ELLs with IEPs	17	85	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	81	80	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	17	43	% fully licensed & permanently assigned to this school	98.1	100.0	0.0
				% more than 2 years teaching in this school	68.9	63.4	0.0
				% more than 5 years teaching anywhere	65.1	63.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	91.0	0.0
American Indian or Alaska Native	1.0	1.2	1.4	% core classes taught by "highly qualified" teachers	93.2	97.6	0.0
Black or African American	38.5	38.2	39.0				
Hispanic or Latino	21.8	23.1	22.9				
Asian or Native Hawaiian/Other Pacific	13.9	12.7	14.3				
White	24.7	24.5	22.5				
Male	75.9	74.9	76.3				
Female	24.1	25.1	23.7				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 177	School Name Robin Sue Ward
Principal Kathleen Posa		Assistant Principal Michelle Dickerson	
Coach Kathy LaMere		Coach type here	
Teacher/Subject Area Barry Amper-IEP Facilitator		Guidance Counselor Susan Altabet	
Teacher/Subject Area Laura Urban-ESL		Parent Caroline Breuers	
Teacher/Subject Area Donald Brosnan- ESL		Parent Coordinator Veronica D'Angelo	
Related Service Provider type here		Other type here	
Network Leader Stephanie McCaskill		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	502	Total Number of ELLs	88	ELLs as Share of Total Student Population (%)	17.53%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual,

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

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 (HLS) 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 Ms.Laura Urban, the ELL Compliance Liaison to assist in locating potential ELLs. Next, an attempt is made to locate the students' HLS report, followed by IEP's and detailed placement screens, which are reviewed and compared in order to determine eligibility. If the HLS report was not given, then Mr.Brosnan and Ms.Urban, the two licensed ESL teachers will interview the parent of the child to determine the home language and program eligibility. Additionally a translator will be called in for the parent interview. The Parent Survey and Program Selection Form are reviewed to identify parents' choice. Ms.Urban and Mr.Brosnan then clearly articulate to parents all program options. Finally, a determination is made as to 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. If a student whose HLS indicate spanish and does not pass the English LAB-R, then the Spanish LAB-R is administered. The ELL liaisons, Mr.Brosnan and Ms.Urban then shares the results of the LAB-R with our SBST. As we do not have a bilingual program, students whose IEP's recommend bilingual instruction are assigned to a class where there is a bilingual paraprofessional (bilingual in the language of the student). All ELL's are evaluated annually with the NYSESLAT. The two licensed ESL teachers, Mr.Brosnan and Ms.Urban are responsible for coordinating and administering the NYSESLAT. Students who take the NYSESLAT are grouped by IEP ratio and test band which is reflective of students' chronological age. We also utilize our Parent Coordinator in conjunction with our ESL teachers to configure the native languages of parents attending conferences. Translation services have been implemented from in-house bilingual staff, who provide assistance to families as needed. These services have been afforded through our per session activities. We also contact outside agencies that offer translation services in the native language requirements of our parents and students. Overall, daily communication with ELL parents has been translated to best address the needs of our students and parents. Finally, yearly surveys are distributed to parents/guardians of our ELLs. Survey results are analyzed to assess parent needs and future program planning.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	43	Special Education	88
SIFE	4	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	21

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
ESL	<input type="text"/> 43	<input type="text"/> 2	<input type="text"/> 43	<input type="text"/> 24	<input type="text"/> 2	<input type="text"/> 24	<input type="text"/> 21	<input type="text"/> 0	<input type="text"/> 21	<input type="text"/>	88
Total	<input type="text"/>43	<input type="text"/>2	<input type="text"/>43	<input type="text"/>24	<input type="text"/>2	<input type="text"/>24	<input type="text"/>21	<input type="text"/>0	<input type="text"/>21	<input type="text"/>	88

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	N/A																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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): N/A

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				2	1	2	0	1	12	10	2	4	13	47
Chinese		1	1				1		1				2	6
Russian													1	1
Bengali		1	1	0	1	0	1	0	1	0	2	0	0	7
Urdu													1	1
Arabic			1										3	4
Haitian					1			2					1	4
French				0										0
Korean						1			2		2		2	7
Punjabi														0
Polish										2				2
Albanian										3				3
Other							1		1		1	1	2	6
TOTAL	0	2	3	2	3	3	3	3	17	15	7	5	25	88

Part IV: ELL Programming

A. Programming and Scheduling Information

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

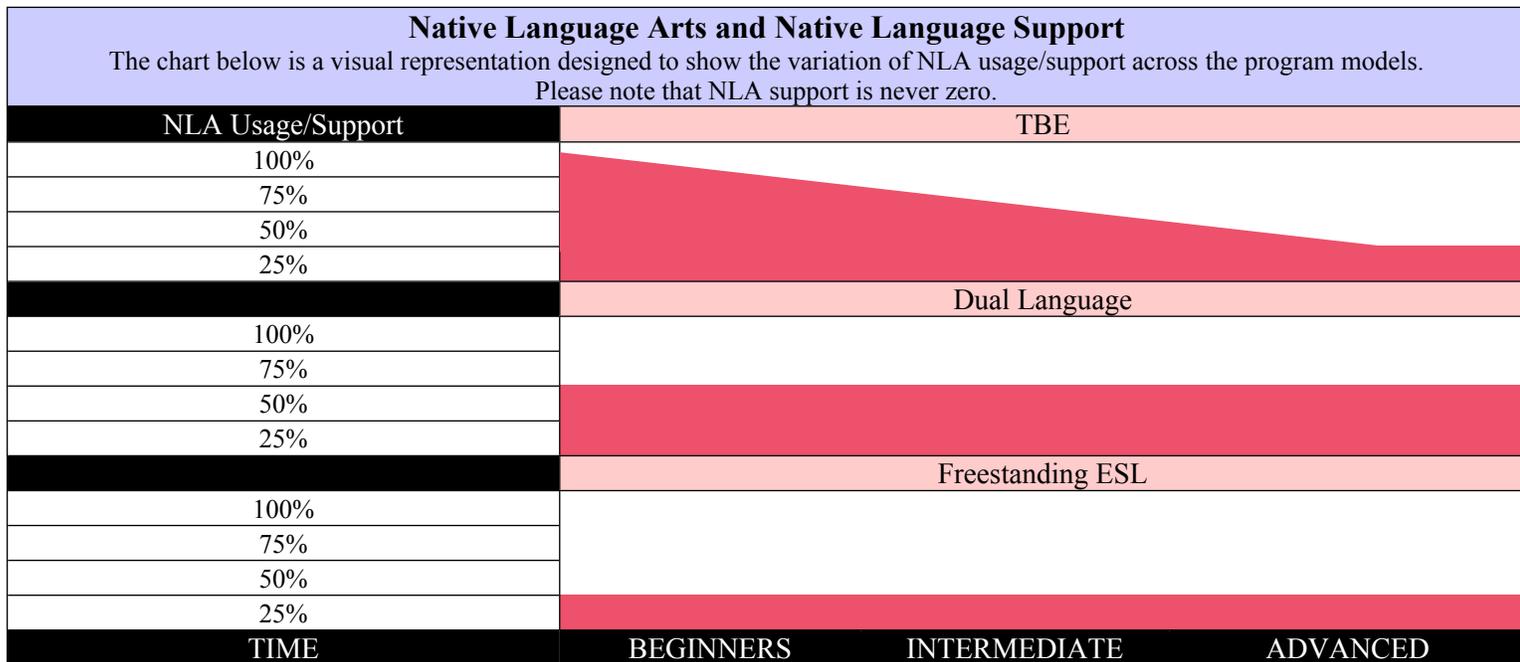
Models of instruction include a free-standing ESL Program with paraprofessionals who speak both English and the native language of students. The ELL population of P177Q consists of students with a wide range of disabilities. 52 ELLs are in grades 9-12, and 36 are in grades K-8 (this number includes both the X-Coded and the students who are entitled). Although most of our ELLs are in self-contained special education classrooms in the main building, some ELLs receive services within their inclusion programs at the off sites. Currently, two licensed ESL teachers provide ESL services through the pull-out and push in models of teaching. Throughout the year, ESL teachers articulate with the content area teachers to help them differentiate instruction and assessment for English language learners in their classes who are at various levels of language development. The number of entitled ELLs includes 32 students who are in the ESL Program and 56 X-Coded students who are serviced as per their IEP. 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 plan is for our ELLs to transition to a functional academic curriculum with ESL supports. ESL students who 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. Applying CR Part 154 to special needs students in Alternate Assessment in grades K-8 is implemented as follows: At the beginning and intermediate levels of instruction, 2 units of study or (360 minutes) per week of ESL services, 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 mandated to receive 3 units of instruction or (540) minutes of instruction per week. Currently our school utilizes the Freestanding ESL Program model. Both the pull-out and push-in models of instruction are utilized to service our ELLs. New admits will be grouped in an ESL environment and will be receiving services within Self-Contained Special-Education classes. To ensure that our ELLs 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 as we do not have a bilingual program. However, when necessary, students receive additional support in their native language from a paraprofessional who speaks the student's native language. 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 student 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. Currently, ELLs are clustered within our self-contained special education classes. This clustering supports push-in ESL instruction, which has been successful at P177Q. Our emphasis on improving students' academic language will involve instruction with rigorous academic content in all areas. The following programs such as: AbleNet Weekly Reader, Equals Math Program, Getting Ready to Learn Program, Headsprout Reading Program, News- 2 You, S. M.I.L.E, and a Social Skills Curriculum support the academic rigor expected for our ELL student population. These programs are utilized in conjunction with the Functional Academic Program(F.A.C.E.S). Additionally, native language books are available in our library and throughout classrooms. At the present time, we have 4 SIFE students. Upon admittance we provide the families of our SIFE Newcomers with an overview of ESL methodologies that help further their child's learning. Because our school consists of self contained special education classes that provide intensive small group instruction, individualized for students' specific academic and social needs, our students also 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 7 newcomers. Our newcomers are usually identified as ELLs from their initial CSE meeting. 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 of our program, we consider the student's language and educational needs. For students whose IEP recommends bilingual instruction, we assign a paraprofessional who speaks the same language (if available) who will guide and nurture our newcomer. The instructional program of P177Q is designed to develop the cognitive skills of Limited English Proficient students. To assist our ELL student population in achieving their language goals, there are many interventions available. 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. We utilize Academic Intervention Services (AIS), The Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Related Communication of Handicapped Children (T.E.A.C.C.H), Whole Language, the use of Graphic Organizers, and Mutli-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 aid the ELL in acquiring proficiency in the English Language. Overall, our entitled and X-Coded students are adolescents, therefore, our Title III Program will provide ELL's and their families with needed supports and services for successful transition and Person Centered Planning. Our school will offer six project based workshops to aid families in understanding the complexities of "Transition and Person Centered Planning." Many creative and innovative activities are planned, such as multiple drama and movement games to help English Language Learners experience success as they develop the necessary social skills for Person Centered Planning. Finally, the parents of long term ELLs are involved in creating our school's action plan through the leadership team, and curriculum team, as well as contributing to the drafting and writing of the school's CEP.

Paste response to questions 1-4 here

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

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



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

The model of instruction at P177Q is that of a 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. ELLs are in grades K-12, and although most of our ELLs are in self-contained special education classrooms in the main building, some ELLs 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 32 students who are in the ESL Program and 56 who are X-Coded and serviced through their IEP. New admits will be grouped in an ESL environment and will be receiving services within self-contained classes as per their IEP. In order to utilize support services, increase social interaction among our ELLs and obtain greater results with language acquisition among our ELLs, the LAP team has combined students who are close in their chronological ages, and have also paired new admits with classmates and paraprofessionals who speak their native language. P177Q's long term plan for our ELLs is to transition our students to a functional monolingual program with limited ESL supports that will best address their academic and functional needs. Our teachers continue to use the AGLIS and FACES curriculums when establishing students goals and planning lessons. However, for the upcoming 2010-2011 school year ESL teachers and content area teachers will begin to examine the New Core Curriculum Standards as it relates to English Language Learners. Collaboration among content area teachers, guidance counselors, speech providers and the ESL teachers is ongoing. Additionally, targeted intervention programs such as the Getting Ready to Learn Program (GRTL), Headsprout Reading Program, S.M.I.L.E, Star Reporter, MeVille to WeVille, Ablenet Weekly Reader, News 2 You and the Equals Math Programs are available to support our students' learning and development. For the upcoming 2010-2011 school year, Sensory Integration Block Time will be added to all classes, as well as the continued expansion of the Getting Ready to Learn Program(GRTL). Approximately 30% of our classrooms are equipped with Smartboard Technology and 100% of our classrooms are equipped with computer internet access. In addition to providing our ELLs with rigorous academic programs, ELLs are encouraged to participate in less structured activities such as extra-curricular activities, which include: Team Sports, Student Council, Band and Chorus. Ensuring equal access to extra-curricular and academic programs helps our ELLs to acquire proficiency in the English Language. Students who have tested out will be supported for two years with ESL services. The additional support will help the student adjust to their new program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here DUAL LANGUAGE PROGRAMS (N/A):

D. Professional Development and Support for School Staff

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

ESL teachers meet with related providers and other teachers to best address students' needs and goals. During the school year, from September through June, P177Q's professional development plan will include all stakeholders of our school community. The professional development menu for the 2010-2011 school year begins in September with an orientation on mandated services for our ELL students. Present at all our orientation meetings are: The school Principal, Assistant Principal, Guidance counselors, related providers, teachers, paraprofessionals, secretaries, and parent coordinators. The orientation meeting is followed by the Election Day Professional Development which includes issues pertaining to the education of the ELLs. These include: Jose P. training, the availability of the Spanish Brigrance Assessment Tool Kit, alternate assessment methods for ELLs, the use of technology in ESL education and the adaptation of multicultural materials for the education of ELLs with cognitive, emotional and or physical challenges. Teachers and paraprofessionals who serve ELLs in P177Q, will be supported through coaching services provided by the school-based certified ESL teachers, as well as the district coaches. Teachers of ESL, monolingual and bilingual paraprofessionals will be expected to attend district, city and statewide conferences on best practices for the education of ELLs. During the school year 2010-2011, we will continue with weekly cohort group meetings. Cohort meetings will be scheduled during teachers' commom prep periods, at least once a week. The purpose of cohort group meetings is to foster collaboration among classroom, coverage, and related service providers.

For the 2010-2011 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 Lerner such as: ESL strategies across content areas, and scaffolding strategies for the instruction of ELLs. Topics will include but are not limited to: (1) Differentiated instruction and ELLs, (2) Second Language Literacy Instruction/How do ELLs learn to read (3) The impact of cultural issues on the learning of ELLs, and (4) preparation strategies for the Spring NYSESLAT assessment. Finally, all staff will be encouraged to attend district and city wide conferences pertaining to ELLs.

E. Parental Involvement

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

Through the school's PTA, Parent Coordinator and Guidance Department, P177Q will offer parents/guardians of ELLs ongoing information and training in different aspects of their children's education. All training and information will be sent in the parents' native language. In conjunction with the PTA, we will provide translators at meetings as well as brief surveys to assess the needs of the parents of ELLs. Our PTA hosts a parent support group entitled, "Serving Families of 'Special Needs' Children with Development Disabilities" that meet bi-monthly. Additionally, throughout the year, our School Guidance Department hosts and leads parents and sibling support groups. These support groups are referred to as: "Parents helping Parents" and "For Sibs only," which meets monthly. These meetings are usually partnered with other agencies or Community Based Organizations to provide information and services to ELL parents. Topics include: Instructional strategies for children with Autism and other developmental disabilities, behavior management for students with Autism and other developmental disabilities, transition, guardianship, special needs trusts, speech, immigration and many other areas pertaining to needs of our ELL students and parents/guardians. TitleIII funds will provide additional training and support for students/parents/guardians of our ELL population. TitleIII Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	1	2	1	1	3	3	10	11	4	5	23	66
Intermediate(I)	0	0	1	0	2	2	0	0	4	3	2	0	2	16
Advanced (A)	0	0	1	0	0	0	0	0	0	1	1	0	0	3
Total	0	2	3	2	3	3	3	3	14	15	7	5	25	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	1	1	1	0	2	2	2	8	4	5	23
	I	0	0	1	1	0	1	1	0	8	5	3	0	2
	A	0	0	1	0	2	1	0	1	7	1	0	0	0
	P	0	0	0	0	0	1	0	0	0	1	0	0	0
READING/ WRITING	B	0	2	2	2	1	1	3	3	11	12	6	5	25
	I	0	0	0	0	2	2	0	0	6	2	1	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	1	0	0	0	0	0	0	0	1	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	1		1		2
8					0
NYSAA Bilingual Spe Ed			6	28	34

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			1				1		2
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed	1				5		28		34

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed					2		12		14

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed			1		4		9		14

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	N/A		
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	6		6	
NYSAA Mathematics	6		5	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies	6		6	
NYSAA Science	6		5	

Native Language Tests

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

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

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

The New York State Alternate Assessment (NYSSAA) is a datafolio style assessment in which students with severe physical, behavioral and cognitive challenges 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 out in the NYSAA Blueprints. Currently all instructional programs address these areas of learning for NYSSAA 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 levels 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 analysis is inconclusive because out of the 30 students who took the NYSESLAT in the Spring of 2010, only 13 scores were recorded. However, the data analyzed revealed that most of our students are at the beginning level of English language acquisition and 3 out of the 13 are at the elementary grade level are at the intermediate level. Additionally, NYSESLAT assessment data analysis indicates that all ELLs in the secondary grades are at the beginning levels of English language 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 NYSSAA and NYSESLAT

development of a behavioral program for children on the Autism spectrum. In addition to analyzing NYSESLAT data, teachers will assess the progress of ELL students by analyzing students' gains in assessments with the Brigance Inventory and ABLLS assessment instrument, as well as by class work performance.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		