



**PS255Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75Q255**  
**ADDRESS: 158-40 76<sup>TH</sup> ROAD, FLUSHING, NY 11366**  
**TELEPHONE: (718) 380-1247**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 255Q      **SCHOOL NAME:** PARSONS EDUCATIONAL COMPLEX

**SCHOOL ADDRESS:** 158-40 76<sup>TH</sup> ROAD, FLUSHING, NY 11366

**SCHOOL TELEPHONE:** (718) 380-1247      **FAX:** (718) 380-2295

**SCHOOL CONTACT PERSON:** RICHARD MAROWITZ      **EMAIL ADDRESS:** rmarowi@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Richard Marowitz

**PRINCIPAL:** Richard Marowitz

**UFT CHAPTER LEADER:** Evelyn Negron

**PARENTS' ASSOCIATION PRESIDENT:** Christine Schwabenbauer  
Victor Ty

**STUDENT REPRESENTATIVE:** NA  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 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 members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Richard Marowitz	*Principal or Designee	
Evelyn Negron	*UFT Chapter Chairperson Teacher – PS255Q @ P151	
Jeanne Zucker (Half-Time)	Assistant Principal – PS255Q	
Eileen Abrams	Teacher – PS255Q @ J168 Parsons Educational Complex	
Vilma Jones	Teacher – PS255Q @ P7	
Judy Shulman	Teacher – PS255Q @ P154	
Inez Cruz	Teacher – PS255Q @ P151	
Christine Schwabenbauer	PA/PTA Co-President - PS255Q @ J168 Parsons Educational Complex	
Victor Ty	PA/PTA Co-President – PS255Q @ P151	
Elizabeth Racine	Parent – PS 255Q @ J168 Parsons Educational Complex	
Lidia Pellarin	Parent – PS255Q @ P154	
Maxine Boyce	Parent – PS255Q @ P154	
Anna DeBartolo	Parent – PS255Q @ Townsend- Harris	
Francine Kleiss	Parent – PS255Q @ P151	

(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.

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The mission of P.S. 255Q is to have all children achieve their maximum independence. In order to succeed, a varied learning environment is essential for our children to learn and develop their skills. Our school is committed to pursuing educational options and providing "best practices" which support our students and their families. We believe in a strong collaboration between school home and community and this is an integral part of our school success.

P.S. 255Q is located throughout Queens and in eight general education buildings. Our school educates over 400 students with autism ranging in age from four to seventeen in 66 classes. Although the school is located in eight separate buildings, we have developed standardized procedures across all sites, and we provide a seamless environment that integrates literacy, math technology, the arts and a positive behavior support system.

The main site houses our administrative offices and our middle school. The middle school serves students in 6:1:1 and 8:1:1 self-contained classes and one class of students in inclusion. At this unit instruction is focused on functional academics and students are introduced to the world of work by experiencing volunteer jobs both within the school and the community. Our 5 elementary sites provide services for 6:1:1, 8:1:1, and bilingual students in self-contained classes and offer opportunities to engage in mainstreaming activities. One site has an inclusion class. We have two high school programs. One has two self-contained 8:1:1 classes where students are involved in functional living skills and community worksites. Our other high school program (K-12 school) is for inclusive students whose school week consists of shared time between attending general education classes and outside volunteer job experiences. In this setting there are eight children in total and three of the students are in the elementary school.

PS 255Q uses instructional methodologies which are considered best practices for our students. In order to identify student strengths and weaknesses, our teaching staff uses several assessments including The Assessment of Basic Language and Learning Skills (ABLLS), The Brigance and The Syracuse Assessment, Social Skills Checklist, A Reinforcer Inventory MAS and a Behavior Checklist are also used to inform instruction and develop Behavior Support Plans.

Each classroom is set up following the TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) structure. This structure fosters the development of a child's ability to navigate the classroom environment using visual supports and is utilized in conjunction with other methodologies. For example, Applied Behavior Analysis (ABA) employs methodology based on scientific principles of behavior and is used to teach new skills and reduce maladaptive behavior. The Picture Exchange Communication System (PECS), a multi-phase approach, and augmentative devices are utilized to assist non-verbal students and emergent speakers to communicate. Students with challenging behaviors are addressed by utilizing functional behavior assessments to develop individualized Behavior Intervention Plans (BIP).

Supervisors, staff, and parents are continually seeking out programs that will enhance instruction and provide an enriched education for our children. Our School Leadership Team previews new programs and curricula for the school before it is shared with parents and professionals.

PS 255Q has a variety of instructional programs that support student development in academic areas and programs are chosen based on each student's individual learning style. In the area of English Language Arts we utilize the following programs: (Foundations, Words Their Way and SMILE) which focus on a phonetic approach. The Edmark reading program uses a sight word approach and MeVille to WeVille and Star Reporter are literacy based programs which touch on the four components of an English Language Arts program. In math, teachers use a multi-sensory program called Touch Math which focuses on counting, addition, subtraction, multiplication and division. In the area of handwriting, Sensible Pencil and Handwriting without Tears support developing and emerging writers.

PS255Q recognizes the importance of involving the entire school community in a child's education. The supervisors, teaching staff, related service providers, nurses, and parents share a common focus and mission which is to provide our unique children with the best education possible. The school motto is "School, Home and Community" and success is facilitated when the entire community works together as a team.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. Q255							
<b>District:</b>		75	<b>DBN:</b>	75Q255	<b>School BEDS Code:</b>		307500014255		
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K	√	3	√	7	√	11		
	K	√	4		8	√	12		
	1	√	5		9		Ungraded	√	
	2	√	6		10	√			
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		3	6	6					TBD
Kindergarten		6	65	7					
Grade 1		1	39	4	<b>Student Stability - % of Enrollment :</b>				
Grade 2		1	38	3	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		3	7	3				95.0	TBD
Grade 4		3	6	0	<b>Poverty Rate - % of Enrollment :</b>				
Grade 5		3	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 6		1	1	0			59.1	0.0	0.0
Grade 7		4	1	2	<b>Students in Temporary Housing - Total Number :</b>				
Grade 8		1	4	1	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 9		0	1	0			3	4	TBD
Grade 10		0	0	1	<b>Recent Immigrants - Total Number :</b>				
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 12		0	0	0			0	0	0
Ungraded		307	213	377	<b>Special Education Enrollment:</b>				
<b>Total</b>		<b>333</b>	<b>381</b>	<b>404</b>	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							0	0	0
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		330	375	398	Principal Suspensions		0	0	TBD
# in Collaborative Team Teaching (CTT) Classes		3	6	6	Superintendent Suspensions		0	0	TBD
Number all others		0	0	0	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<b>English Language Learners (ELL) Enrollment:</b>					<i>(As of October 31)</i>		0	0	0
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		0	0	0
# in Transitional Bilingual Classes		19	3	15	<b>Number of Staff - Includes all full-time staff:</b>				
# in Dual Lang. Programs		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# receiving ESL services only		38	9	79	Number of Teachers		102	113	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	19	8	117	Number of Administrators and Other Professionals	88	84	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	44	52	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	69.6	62.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	55.9	52.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84.0	79.0	TBD
American Indian or Alaska Native	0.0	1.0	1.0	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	99.2	TBD
Black or African American	14.7	15.0	13.9				
Hispanic or Latino	30.9	34.1	35.9				
Asian or Native Hawaiian/Other Pacific Isl.	23.1	22.0	22.0				
White	31.2	27.8	27.2				
Male	82.0	81.9	82.9				
Female	18.0	18.1	17.1				
<b>2009-10 TITLE I STATUS</b>							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
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:							
	Elementary/Middle Level			Secondary Level			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
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							
<b>Student groups making AYP in each subject</b>							
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>		W	
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data		W	
School Environment:				Quality Statement 2: Plan and Set Goals		W	
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals		W	
School Performance:				Quality Statement 4: Align Capacity Building to Goals		W	
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise		√	
Student Progress:							
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:							
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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P.S. 255Q's school community, along with The School Leadership Team conducted a review of our educational program and all available data concerning student achievement including:

- Quality Review Reports
- Learning Environment Survey
- NYSAA data
- Attendance Data
- School wide Assessments

It was found that the average attendance over a three year period remained consistent at approximately 90%. The school uses the New York State Alternate Assessment (NYSAA) to systematically collect data in core subjects and this provides useful benchmarks against which to measure student progress. The NYSAA data, as reported in NYSTART, has shown an upward trend of Level 3 or above in the areas of ELA and Math for 3 consecutive years. Scores have increased from the 06/07-08/09 school year from 94% to 98% in ELA and Math and from 86% (SS) and 88% (Sci) in 06/07 to 98% (SS) and 95% (Sci) in the 08/09 school year.

During the Quality Review process it was determined that the school successfully established a process in which *it* uses the available data to write appropriate and educationally sound goals for students. School leaders and faculty gather and analyze information on student learning outcomes. All teachers have developed a binder for each student, which contains the IEP and comprehensive range of other assessments. This becomes an essential document in that it tells the story of the student's individual social, communication and academic needs and goals. Significantly it is used to develop future plans insuring that the next steps of student learning are addressed. There is ongoing assessment and data, which drive instruction and insure a rich educational environment.

The Inquiry Team, through a needs assessment, developed strategies to address the language deficits for a cohort of students. An individualized functional communication goal was written for each student and analysis of the data collected over the year revealed that all the students achieved progress.

Although the teaching staff is provided with *ongoing* support from *school based* administrators, professional development *is* a priority for the school. To further enhance professional growth each member of the teaching staff has selected a personal goal of their own choosing from the Professional Teaching Standards and will be collaborating periodically with administrators during the 2010--2011 school year.

Students with autism have three major deficits:

- Communication
- Social Skills
- Behavior challenges

Historically the school has placed an emphasis on managing challenging behaviors and facilitating student communication. However, it was determined that the same emphasis should also be placed on developing social skills for children throughout the school. Therefore, PS 255Q needs to improve the ability of the classroom staff to identify social skills strengths and deficits and improve instruction in this area. Better social skills in the classroom, community and home will benefit our students and enrich their lives.

Last year P.S. 255Q was part of a pilot program named “Get Ready to Learn” supported by District 75. The founder, Ann Buckley-Reem, concluded that the data provided by the teaching staff involved in a pilot showed a decrease in challenging behaviors for students participating in this program. The school team believes that expanding the GRTL program (digging deeper) will reduce targeted behaviors noted on student Behavior Intervention Plans and improve the teaching and learning in the classroom.

To enhance continuity of instruction and to support the sharing of resources, 255Q reached out to community leaders and received new technology to support instruction. The Department of Education has created a system (ARIS) which allows a multi sited school to share best practices in instruction through the community link. It was determined that the school could use the newly acquired technology to develop ELA lessons for students with autism and share them with teachers across 255Q sites. This library of instructional ELA lessons would be available to all of the teaching staff in P.S. 255Q and other schools educating children with autism.

Parent participation is essential to student success. The school motto, “School, Home and Community” illustrates the importance of all stakeholders working together in partnership. Although the Learning Environment Survey indicates we do this well, there continues to be a need for ongoing trainings that address behavioral, social and communication issues. These concerns profoundly affect family life. Trainings and workshops are typically designed to support both new and returning parents and to foster consistency of instruction between school and home.

Space issues continue to be an impediment to instruction in some sites. Classroom space can be inappropriate and related service providers often work in areas not conducive for instruction in their specific discipline. *Since we are in co-located space in all our sites*, it is often a challenge to ensure equal access and equity for our children. At Campus Council meetings we will continue to seek out opportunities to insure (i.e. building councils) and increase communication to foster positive relationships with our general education counterparts.

255Q continues to review its approach to the analysis of IEP driven data to support planning and instruction. Formalizing a school wide system for analysis of this data presents a challenge across all 8 sites due to scheduling constraints and the intensive needs for student management. In addition, identifying curriculum resources that would meet the diverse needs and learning styles of our students is an ongoing objective.

P.S. 255Q will continue to utilize our Family Network Grant from OMRDD, community resources, other grants and the school budget to support the following goals and initiatives identified in this section.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### **Goal 1:**

By June 2011, 100% of students with ASD in 6:1:1 grade level classes will demonstrate a 10% decrease in their prompt level when utilizing their individual communication systems in collaborative classroom based lessons as evidenced by data collection.

\*Communication is the primary deficit area for children with autism. Collaboration between classroom staff and speech and language teachers is essential for student success and the generalization of skills.

### **Goal 2:**

By June 2011, there will be a 5% decrease in inappropriate student behaviors for of students in alternate assessment classes participating in the Get Ready To Learn Program as evidenced by low inference data (teacher observations, data reviews, checklist comparisons from baseline).

\*This goal will help address behavioral challenges that impact teaching and learning.

### **Goal 3:**

By June 2011, students with autism spectrum disorder will increase proficiency/accuracy in listening comprehension skills, demonstrated by 80% accuracy in answering questions for related passages, using individual student communication systems.

\*Through on-going support and professional development, our school will improve the quality of balanced literacy instruction.

### **Goal 4:**

By June 2011, students with ASD (autism spectrum disorder) will demonstrate a minimum of 10% increase in social skills mastered from baseline as evidenced by pre and post test data.

\*Students with ASD display difficulty in acquiring and generalizing social skills. By focusing on social skills, we are trying to improve our students' quality of life.

### **Goal 5:**

By June 2011, 20% of students with ASD will demonstrate an increase in independent responding when participating in ELA lessons using Smartboard Technology as measured by data collection sheets.

\*Students with ASD are highly motivated by lessons using smartboards. Our goal will help students decrease prompting needs.

**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.*

<b>Subject/Area (where relevant):</b>	<b>Goal 1: Communication</b>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 20% (100 students) with ASD in 6:1:1 elementary grade level classes will demonstrate a decrease in the prompt levels needed when utilizing their individual communication systems in collaborative classroom based lessons as evidenced by data collected.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Fall 2010: additional staff will attend District 75 Joint Action Routine training (collaborative classroom based lessons).</p> <p>October-December 2010: Collaborative Team meetings will take place to develop a collaborative classroom based lesson plan that will be used in participating classrooms.</p> <p>November 2010: Implementation of collaborative classroom based lessons and recording of baseline data.</p> <p>November 2, 2010: Professional development provided by District staff will occur at PS 255Q.</p> <p>November-June 2011: Collaborative classroom based lesson plans will be collected and reviewed monthly.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Through partnership with District 75, staff developers will expand the cohort of staff trained in Joint Action Routines. (collaborative classroom based lessons)</p> <p>OTPS funds from Code 0130 will be used to purchase necessary supplies needed to execute each collaborative classroom based lesson.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</p>	<p>Speech therapists will review data sheets and collaborate with classroom teachers to modify individual student communication systems.</p> <p>Bi-monthly speech meetings will be held by Assistant Principal to monitor data and collect feedback.</p>

**Subject/Area (where relevant): Goal 2: Get Ready To Learn (GRTL)**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% decrease in inappropriate student behaviors for 80% of students in alternate assessment classes participating in the Get Ready To Learn Program as evidenced by low inference data (teacher observations, data reviews, checklist comparisons from baseline).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By October 2010: Students will be assessed using the following instruments-reinforcer inventory, challenging behavior checklist, and motivational assessment scale (MAS).</p> <p>Baseline behavior data will be collected.</p> <p>Behavior support plans will be developed and will reflect GRTL strategies.</p> <p>November 2010-June 2011:</p> <ul style="list-style-type: none"> <li>• GRTL routines will be utilized every morning in participating classrooms.</li> <li>• Teachers will record behavioral data using A-B-C Checklist/Duration/Intensity data forms.</li> <li>• Participating students and/or teachers will fill out GRTL Supplemental Data Sheets and/or GRTL Student Data Sheets daily.</li> <li>• Participating teachers will meet weekly in cohort groups to analyze data.</li> <li>• GRTL Teacher Feedback Forms will be completed and used for making instructional decisions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Follow up training fees will be scheduled in 255Q's budget for a total cost of \$900.00.</p> <p>Staff developer Ann Buckley-Reem will make site visits to monitor, assist and support the implementation and expansion of the GRTL program.</p> <p>Common cohort meeting times at units will be arranged to facilitate data analysis and review.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Data sheets from the following sources will be reviewed by GRTL facilitators on a bi-weekly basis. (A-B-C checklist/duration/intensity data, scatter plots, frequency charts)</p> <p>Behavior graphs will reflect a downward trend of 10% in occurrences of targeted behaviors. Data will be reviewed weekly.</p>

<b>Subject/Area (where relevant):</b>	<b>Goal 3: ELA</b>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students with autism spectrum disorder will increase proficiency/accuracy in listening comprehension skills, demonstrated by 80% accuracy in answering questions for related passages, using individual student communication systems.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>July-October 2010: literacy coach will assist with implementation of read alouds in classrooms and help to develop a book list.</p> <p>September 2010: a data sheet measuring listening comprehension skills will be created. Targeted students and staff will be selected. Baseline data will be taken on listening comprehension skills. Teachers' schedules will reflect daily read alouds.</p> <p>District literacy coach will provide support in all of our sites on: 9/21, 9/22, 10/6, 10/12, 10/13, 10/20, 10/26, 10/27, 11/3 and 11/10.</p> <p>October 2010: teachers will choose 1 book from the list and modify it to meet the student's needs.</p> <p>Selected staff will attend balanced literacy workshops provided by District on 9/28, 10/19 and 11/9.</p> <p>November 2010: targeted staff will attend follow up to balanced literacy workshop that took place on 6/10/10.</p> <p>December 2010-May 2011: curriculum committee will meet monthly to review data.</p> <p>Cohort teams will explore elements of balanced literacy during weekly meetings.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>NYSTL funds will be used to purchase read aloud books and leveled libraries.</p> <p>Through partnership with District 75, literacy coach will provide training for teachers.</p> <p>Cohort meeting periods will be used to facilitate development of strategies for read alouds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Data review in March 2011. Probe data sheets measuring listening comprehension skills will show an increase from baseline.</p> <p>By December 2010, teachers will have chosen and modified book 2 of 3 from list of suggested books.</p> <p>By March 2011, teachers will have chosen and modified book 3 of 3 from list suggested books.</p>

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

**Goal 4: Social Skills**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students with ASD (autism spectrum disorder) will demonstrate a minimum of 10% increase in social skills mastered from baseline as evidenced by pre and post test data.</p>
<p><b>Action Plan</b> <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>September 2010: Accurately measure newly acquired skills and the generalization of previously mastered skills, revised data summary sheets will be created.</p> <p>October 2010: Introduce new teachers involved in the expanded pilot program to the social skills checklist.</p> <p>November-December 2010: Social skills checklist will be completed for targeted students.</p> <p>December 2010: Teachers will select a minimum of 2 skills to target for each student based on the information collected from the social skills checklist.</p> <p>January 2011: Teachers will consult the social skills solution manual to choose instructional strategies to teach the targeted skills.</p> <p>January-May 2011: Students' classroom routines will be structured to include student's targeted skills and data will be collected to track student performance.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>OTPS funds will be used for making copies of the checklist for each student involved in the program.</p> <p>Additional manuals will be purchased for each site to accommodate its use by all teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By December 2010, the initial social skills checklist will be completed for targeted students.</p> <p>By December 2010, skill targets for each student will be determined.</p> <p>Data collection will occur a minimum of 2x per week for each student's skill target.</p> <p>Once a month, during cohort meetings, staff and/or administrators will meet to discuss student's progress.</p> <p>Final review of data will be compiled onto data summary sheets.</p> <p>Comparison of pre and post target skill data will be evaluated to determine increases in acquired and generalized skills.</p>

**Subject/Area (where relevant): Goal 5: Technology**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all K-2 students with ASD at P.S. 255Q @P307 will demonstrate an increase in independent responding when participating in ELA lessons using Smartboard Technology. This will be evidenced by a 5% increase from baseline as recorded on data collection sheets.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010: select target students and teachers.</p> <p>October 2010: a list of lessons for Smartboard instruction will be developed.</p> <p>District 75 technology coach will provide support and training on the following dates: 9/30, 10/7, 10/14. 10/21, 10/28, and 11/4.</p> <p>Task analysis data sheets will be created to measure independent responding.</p> <p>Data reviews will be held during cohort meetings.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Cohort meeting times will be used to facilitate Smartboard trainings at individual sites.</p> <p>NYSTL funds for computer software CODE 0199 to support Smartboard Lessons and hardware CODE 0331/0332 will be used to purchase new Smartboards and to install/mount current Smartboards.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Data reviews will be held 2 times per month during cohort meetings.</li> <li>• Task analysis data sheets will be used to tracks student progress.</li> <li>• Final review of data will be compiled onto data summary sheets.</li> </ul>

## **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		0	0	3
1			N/A	N/A	1	0	0	5
2			N/A	N/A	7	0	0	23
3	2		N/A	N/A	9	0	0	7
4	3		0	0	5	0	0	9
5	4		0	0	1	0	0	
6	2		0	0	2	0	0	
7	2	2	0	0	2	0	0	
8			0	0	1	0	0	
9			0	0		0	0	
10			0	0		0	0	
11	1	1	0	0		0	0	
12			0	0		0	0	

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<p><b>ELA:</b></p> <p>Junior Grade books Hand writing without tears</p>	<ul style="list-style-type: none"> <li>• Small group instruction 5x weekly during tutorial</li> <li>• Junior grade books, Document based inquiry approach, Accountable talk</li> <li>• HWT- writing program to develop fine motor skills</li> </ul>
<p><b>Mathematics:</b></p> <p>Every Day Math</p>	<ul style="list-style-type: none"> <li>• Small group instruction 5x weekly during Tutorial</li> <li>• Everyday Math games; drill exercises aimed primarily at building fact and operations skills</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>Social Skills</p>	<ul style="list-style-type: none"> <li>• Small groups 1x weekly</li> <li>• Cohorts of girls work on developing friendships through common interests</li> <li>• Gender based literacy to develop role models for students</li> </ul>
<p><b>At-risk Health-related Services:</b></p>	<ul style="list-style-type: none"> <li>• Sensory integration, self regulation through Yoga</li> </ul>

**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.

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**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.
- X 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.
- X 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-5      **Number of Students to be Served:**    18    LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

**Number of Teachers**    3                      **Other Staff (Specify)**    5 paraprofesional

**School Building Instructional Program/Professional Development Overview**

**DESCRIPTION OF THE SCHOOL-DAY LANGUAGE INSTRUCTION PROGRAM @ 255Q:**

401 students attend P255Q. 94 of these students are English language learners (ELLs). This total number includes 36 students whose IEPs indicate *ESL Only*. 40 students have *Alternate Placement* paraprofessionals and 18 students are in a transitional bilingual education (TBE) program. The Bilingual Program is composed of 3 bilingual elementary Spanish classes serving 18 ELLs in alternate assessment. All students in TBE classes are “B” level students who receive a 60/40 ratio Spanish to English instruction. ELLs in the ESL Only program receive the number of units of ESL required by CR Part 154. ESL was provided by 2 certified ESL teachers through a combination of a pull out/push in model of instruction. (Numbers of students is subject to change as up to 12 students are currently being evaluated). Languages other than English spoken in the home are; Arabic, Bengali, Bulgarian, Cantonese, Chinese, Haitian Creole, Gujarati, Hindi, Indonesian, Korean, Mandarin, Nepali, Portuguese, Punjabi, Romanian, Russian, Telugu, Ukrainian, Urdu and Vietnamese.

The ethnic breakdown is as follows:

ETHNIC CENSUS

PS255 is comprised of

4-Students=American Indian

88-Students=Asian

144-Students=Hispanic

56-Students=Black

109-Students=White

Instruction follows the NYS NLA (for students in bilingual classes), ESL, and content area standards (and alternate grade level indicators (AGLIs) in ELA, mathematics, science, and social studies for students in alternative assessments) and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. The use of technology is incorporated to give students additional instructional support. Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction.

**DESCRIPTION OF TITLE III SUPPLEMENTAL INSTRUCTIONAL AFTER SCHOOL PROGRAM:**

PS.255 has proposed a 7-week + 2-days after school program that will run for 3 days a week. The program will run Tuesday, Wednesday and Thursday from 3:10pm- 5:30pm. (420 minutes per week = 7 hours per week x 7- weeks = 2 days = 51 hours total). Projected Start date is March 1st 2011.

**Instructional Program:**

The supplemental instructional after school program is designed to service up to 18 students grades K-3. The language of delivery will be English/Spanish with the support of ESL strategies. All students offered this program are students diagnosed with Autism and are currently in a staffing ratio of 6:1:1. All students identified are “B” level students as per 2010 NYSESLAT score (K-3 grade range). All of the students are NYSAA eligible. Three teachers are required along five paraprofessionals. Ratio in class will be 6:1:2. Ratio will allow for differentiated instruction within class. The Teaching staff will be comprised of a certified bilingual (Spanish) teacher, a certified bilingual (Spanish) speech therapy teacher and a certified ESL teacher.

The daily focus will comprise elements of ELA, Social skills and ADL skill training. Each class structure is aligned with the TEACCH methodology. Small group, one to one and large group activities will take place. Words Their Way reading program software as well as hard copy will be used with students as per IEP. The use of software and multimedia enhances and supports the development of English Literacy. JARS (joint action routines) will be developed and implemented to enrich social skills. Activities will be extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. Academic rigor will be aligned with individual IEP goals and instructional practices addressed during the school day. Technology will be used as an academic support as well as a reinforcement for our 6:1:1 students. Many 6:1:1 students have a strong visual sense and technology will be used to enhance skills.

ESL strategies will include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction will follow the NYS Learning Standards and Alternate Grade Level Indicators for students with severe disabilities. The use of technology will be incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. The instructional strategies that will also be included are Symbolic Representations in conjunction with Augmentative Communication Devices (eg: Say It All, MacCaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Boardmaker, Picture This and Kid Pix) enhances and supports the development of native language skills.

The importance of providing instruction to ELLs that is communication-focused is supported by research (S. Krashen, 1984, McKenzie-Brown, P. 2006). Research has also shown that Joint Action Routines (JARS) is an effective strategy for facilitating communication and language development in the classroom, encourages communication, and enhances communication in nonverbal children with autism (Snyder-McLean, L., Solomonson, B., McLean, J., and Sack, S., 1984; Layton and Watson, 1995). Research also reveals that integrating technology into instruction for ELLs increases comprehensibility of ELLs and is a great equalizer for ELLs (C. Dukes, 2005). In addition, using the TEACCH approach supports language development with students with autism. This approach is supported by empirical research (Mesibov, G.B., Shea, V., & Schopler, E. (with Adams, L., Burgess, S., Chapman, S.M., Merkler, E., Mosconi, M., Tanner, C. & Van Bourgondien, M.E., 2005).

All students involved in the program will be tracked. All assessments conducted in the Spring will be reviewed to monitor progress (e.g. ABBLs, Brigance and NYSAA as well as NYSESLAT). In addition; teacher made materials reflecting ESL rubrics will be used as a pre and post assessment. Student work products will also be used monitor progress and kept in a student folio.

Social and physical development will be addressed during recreational instruction. Physical, gross, fine motor as well as rules of simple fair play will be focused on during this time.

**DESCRIPTION OF TITLE 111 SUPPLEMENTAL PROFESSIONAL DEVELOPMENT PROGRAM:**

The teachers and paraprofessionals working in the program as well as parents invited to participate will be trained in Best Practices in Autism. The program developed will reflect these practices. Three days of professional development is planned for a Tuesday, Wednesday, Thursday from 3:10pm to 4:10pm (prior to start of program). A Bilingual speech therapist will provide PD focused on the Elements of JARS- Joint Action Routines. It is a specific communication approach that supports the use of independent language in functional settings. In addition Elements of GRTL a “proactive sensory based program” that develops children’s ability to attend and focus on giving activities will be shared. Two teachers and 4 paraprofessionals will receive the training.

**DESCRIPTION OF TITLE III SUPPLEMENTAL PARENTAL INVOLVEMENT PROGRAM:**

Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy. ---Parent Community Involvement: All parents of students attending supplemental program will be invited to participate in classroom activities. A flyer and informational packet will be sent to parents involved in their native languages. At this point, on January 18<sup>th</sup>, parents will be invited in for an orientation and program overview. Methodologies will be shared and materials will be created to take home. PS 255Q’s goal is to bridge the instructional strategies known as ‘Best Practices’. For example PECS Books will be re-created and sent home for “Home Instruction”. As well, Speech therapists will provide JARS training to parents (Joint Action Routines).

Parents will be offered Parent involvement: Picture schedules, PEC books will be created for the parents and the parent will be trained in the use of the systems during the afterschool program. As well the use Visual supports to make the sequence of daily activities predictable and understandable and the use of visual supports to make individual tasks understandable and develop language will be shared. A Speech therapist will provide JARS training to parents (Joint Action Routines). Professional development for parents will be offered 3 DAYS of the (7<sup>th</sup> week) during the instructional program to provide hands on ap[placation with their children.



**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**

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

In September a letter is sent to all parents asking if they need assistance in translating written information. Attached to that letter is a blurb written in the parent's native language.

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

P.S. 255Q consists of 8 units. Our school community needs written translation and/or oral interpretation in the following languages: Spanish, Russian, Mandarin, Cantonese, Bengali, Korean, Urdu, Haitian Creole, and Arabic.

The findings were reported at PTA and School Leadership Meetings as well as through contact with the Parent Coordinator.

**Part B: Strategies and Activities**

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

Each unit within the P.S. 255Q school complex will be responsible for ensuring that all written translations will be done by school staff or parent volunteers.

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

Each unit within the P.S. 255Q school complex will be responsible for ensuring that all oral interpretations, including the use of TTY machine, will be accomplished by school staff and/or parent volunteers.

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

The parent coordinator will work with each unit and P.S. 255Q supervisors to ensure that parents have access to all information relevant to their child's education.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**N/A**

**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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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” <sup>1</sup> 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 <sup>2</sup> 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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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						
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**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**

**N/A**

*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.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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>

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### **This is a NON-TITLE 1 School**

#### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

#### **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). **1 Student**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

#### **N/A: school does not receive any set-aside funds**

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.]

**N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

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

*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**

<b>School Name:</b>	P.S. Q255						
<b>District:</b>	75	<b>DBN:</b>	75Q255	<b>School</b>		307500014255	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	6	6	5				NR
Kindergarten	65	7	19				
Grade 1	39	4	5	<b>Student Stability - % of Enrollment:</b>			
Grade 2	38	3	8	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	7	3	1			95.0	94.8
Grade 4	6	0	1				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	1	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	1	2	2		59.1	0.0	NA
Grade 8	4	1	0				
Grade 9	1	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	1	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	1		3	4	6
Grade 12	0	0	0				
Ungraded	213	377	360	<b>Recent Immigrants - Total Number:</b>			
Total	381	404	402	(As of October 31)	2007-08	2008-09	2009-10
					0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	375	398	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	6	6	5	Superintendent Suspensions	0	0	0
Number all others	0	0	395				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	3	15	TBD	Number of Teachers	102	113	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	88	84	0
# receiving ESL services only	9	79	TBD	Number of Educational Paraprofessionals	44	52	0
# ELLs with IEPs	8	117	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

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
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	69.6	62.8	0.0
				% more than 5 years teaching anywhere	55.9	52.2	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	79.0	0.0
American Indian or Alaska Native	1.0	1.0	0.7	% core classes taught by "highly qualified" teachers	100.0	99.2	0.0
Black or African American	15.0	13.9	13.4				
Hispanic or Latino	34.1	35.9	37.3				
Asian or Native Hawaiian/Other Pacific	22.0	22.0	21.6				
White	27.8	27.2	23.4				
<b>Male</b>	81.9	82.9	86.1				
<b>Female</b>	18.1	17.1	13.9				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated 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:

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

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							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>2</b>	District <b>75</b>	School Number <b>255</b>	School Name <b>PS255Q</b>
Principal <b>Richard Marowitz</b>		Assistant Principal <b>Gregg Lopez</b>	
Coach <b>Erica Hanson</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Yubis Lopez/ESL</b>		Guidance Counselor <b>Mary Ellen Barnes</b>	
Teacher/Subject Area <b>Laurence Fitzpatrick/ESL</b>		Parent <b>Victor Ty</b>	
Teacher/Subject Area <b>Michael Tonini/ESL</b>		Parent Coordinator <b>Judith Broderick</b>	
Related Service Provider <b>Jenyfer Ruiz</b>		Other <b>type here</b>	
Network Leader <b>Stephanie McCaskill</b>		Other <b>type here</b>	

### 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	<b>3</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>401</b>	Total Number of ELLs	<b>144</b>	ELLs as Share of Total Student Population (%)	<b>35.91%</b>
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## Part II: ELL Identification Process

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

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

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

For students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee of Special Education (CSE). As part of the identification process for the English Language Learners (ELLs) students, parents or guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and completed at CSE. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents are given an array of options from which to choose and designation of ESL and Bilingual services is typically determined at this time. In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at our school. One of our three state certified English to Speakers of other Languages (ESL) teachers, Mr. Laurence Fitzpatrick, Mr. Michael Tonini or Ms. Yubis Lopez will conduct the HLIS including an oral interview in English or native language with the parent or guardian with Department of Education's HLIS in one of the fifteen home languages other than English within 10 school days. Additional languages may be acquired from the Translation and Interpretation Department if they are needed. During the interview, if it is noted that the student is a speaker other than English, an interview is conducted in their native language. Consequently, if it is determined by the HLIS and parent interview that the student is a Limited English Proficient (LEP) student, one of our three aforementioned certified English to Speakers of other Languages (ESL) teachers, Mr. Laurence Fitzpatrick, Mr. Michael Tonini or Ms. Yubis Lopez administers the Language Assessment Battery Revised – (LAB-R) in English and if they do not pass are then administered LAB-R in Spanish. Based on the assessment score and if the student falls below the cut-score, the ELL is deemed eligible to receive services. The ESL department passes this information on to our SBST and the student will be placed in need of the English as a Second Language (ESL) services. The ESL teachers will place the student in the freestanding ESL program according to their proficiency level and IEP recommendation ratio.

Based on the HLIS, LAB-R, IEP recommendation and NYSESLAT scores, students are identified and placed in the Freestanding ESL instructional programs or in the Bilingual program. Using the NYSESLAT score, the three ESL and the three certified special education teachers with bilingual extensions (Ms. Adriana Suchy, Ms. Cira Erquino and Ms. Evelyn Lopez) will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficiency). The tests indicate whether or not the student has progressed and their proficiency level has advanced. These results assist the certified ELL teachers with their instruction. Student's learning styles, chronological age, mandated class ratio and grade levels are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used at every proficiency level. ELL teachers share with parents the thematic units being used to enhance English language acquisition. All the information is presented in the parents' native language.

Parental involvement plays a major part in PS 255Q's mission. The Committee of Special Education (CSE) ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL and a bilingual program, we guarantee that our new parents understand the philosophy behind our Bilingual and Freestanding ESL program. Through the school's parent coordinator, Judith Broderick, 255Q offers parents of ELLs ongoing information in their home language and training on different aspects of their education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectations and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. In addition, school information (e.g., School newsletter, meeting notices etc.) is translated into the parent's native language.

Parents have consistently chosen Bilingual TBE Program for incoming students. When a class for a specific language is not offered to a Student, PS255Q provides an alternate placement paraprofessional. Programs offered at PS255Q are aligned with parental requests. Program models are aligned with Parental requests. PS255Q is a specialized school for students with Autism. IEP and classification of students determine classroom ratios (i.e. 6:1:1 or 8:1:1) Within this structure PS255Q offers 3-TBE classes with certified Bilingual Spanish Teachers. Three ESL teachers are also on Staff to meet needs of students designated for ESL supports.

# 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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	124	Newcomers (ELLs receiving service 0-3 years)	92	Special Education	124
SIFE		ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			17							0
Dual Language										0
ESL			75			28			4	0
<b>Total</b>	0	0	92	0	0	28	0	0	4	0

Number of ELLs in a TBE program who are in alternate placement: 20

### 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	2	6	4	4	1									17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>17</b>							

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	13	12	6	5	4	6	1	3	2	1	1	2	64
Chinese	4	1	2		2	4	3		3			1		20
Russian			1			1		1						3
Bengali	1		1	1	2		2		1					8
Urdu	1	1							1					3
Arabic		1	1				1							3
Haitian								1						1
French				1										1
Korean		2			2		1						1	6
Punjabi		3		1		1								5
Polish		2												2
Albanian														0
Other		3		2			1		2					8
<b>TOTAL</b>	14	26	17	11	11	10	14	3	10	2	1	2	3	124

## 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.

PS255Q is a specialized school for students with Autism Spectrum Disorders that are in classes of 6 or 8 students and present with moderate to severe cognitive disabilities. Over 95% of the School student population participates in the New York State Alternate Assessment process. Three ESL teachers group students by proficiency and developmental levels. ESL teachers PUSH-IN and collaboratively teach with classroom teachers as well as PULL-OUT to work in a smaller setting. Students are grouped together by Proficiency levels to help better focus instructional strategies.

The TBE program at PS 255Q is composed of 3 bilingual elementary Spanish classes serving 17 ELLs in Alternate Assessment. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provides instruction in all subject areas. All students in TBE classes are “B” level students who receive a 60/40 ratio Spanish to English instruction. The components of the Bilingual Programs are: 85 minutes a day of NLA instruction is infused during literacy and math instructional blocks. 75 minutes a day of English instruction is infused during math, ELA and Social skills instruction. ALL TBE students are Elementary age. In addition students with a Bilingual status that are not in a TBE class are receiving Alternate language support from a Para-Professional in native language. The Para-Professional in conjunction with the ESL teacher and classroom teacher develop supports to deliver instruction in required minutes. All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. The use of technology is incorporated to give students additional instructional support. Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and alternate standards-based materials and activities for students in standardized assessment. NLA instruction in Alternate Assessment is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The instructional strategies used include Total Physical Response (TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial / Symbolic Representations in conjunction with Augmentative Communication Devices (e.g.: Say It All, Macaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Board maker, Picture this and Kid Pix) enhances and supports the development of native language skills. When applicable students transition out of TBE classes due to proficiency level score on the NYSESLAT, students are placed in a Monolingual class. In addition students may be placed in monolingual class if determined IEP Services are no longer needed. If this process occurs ESL teacher will meet with the classroom teacher a minimum of 4 times during the school year to monitor student progress.

The organizational models of our ESL program at PS255Q are push-in and pull-out. Students are grouped based on student to staff ratios

of 8:1:1 or 6:1:1 within three consecutive grades, IEP recommendations and needs. Depending on students' needs, the push-in model is used to assist students across curricular areas, and allow the student to remain in the classroom with their English-speaking peers. Utilizing the push-in model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELL student is given the opportunity to acquire the English Language across subject areas. In addition, the program models consist of ungraded, heterogeneous and homogeneous groupings. Though some of our students are ungraded, the ESL teachers adapt and differentiate the materials and curriculum used to their chronological ages. As stated in the DCEP, ELA instruction for ELLs follows elements of the NYC's uniform curriculum, the Balanced Literacy Program and The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. Content Area instruction. For our K-8 students at the beginning level of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction follows the NYS Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. Instructional focus on Academic language is transparent throughout the ELL program. Sife students (Students with interrupted service) follow the protocol newcomers to the program adhere to the processes of new students. Parent interview, program selection and required minutes are given.

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

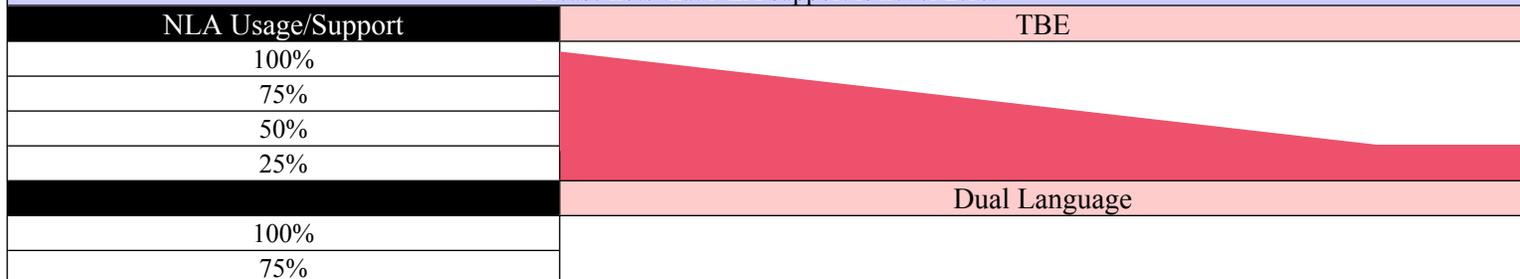
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

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

Intervention programs for newcomers 'students' are offered for ELL's in Math and in ELA, Students will use supplemental literacy programs (Reading A-Z) in Spanish and English as well as "Words Their Way" reading program in English. Students in need of additional support for Math will use the "Equals" math program or "Touch Math" program as an intervention. ESL Teachers will track students for a 2 years if the student reaches proficiency as per the NYSESLAT. A monthly discussion will occur during Cohort meetings. ESL teacher and Classroom teacher will review Student progress and to support transition to NON -ELL status. PS255Q will continue its initiative to support collaborative team teaching to best support student progress within their classroom environment. ELL's within 255Q are offered any and all services offered to non ELL students including--Related Support Services, AfterSchool programs-Recreational, Specialized programs (GRTL-sensory based program, GALLOP therapeutic interaction with animals) for students with Autism. Instructional strategies will vary and adapt to student needs within ESL instructional "programs" (subgroups). Strategies include adaptation of material; visual supports, adapted books, smartboard technology, sensory integration strategies among others are used to address the varied subgroups in the ELL program. All Intervention and instructional strategies are delivered in English as well as native language through Bilingual Spanish teacher or Alternate Placement Paraprofessional in the child's native language. Newcomers (0-3 years) to 255Q also receive a comprehensive assessment process. This assists ELL's teachers in developing an in depth profile of Newcomers to the ELL program.

Students receiving 4-6 years of services will continue to receive required services and will have an additional supportive strategies developed as part of a collaborative process between ELL teacher and classroom teacher. This process is repeated for Long-Term ELL students.

A variety of instructional materials are used: ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. More formal programs such as Foundations, Edmark, Reading A-Z and Words Their Way support ELA instruction. Touch Math and Equals is used to Support Math. The use of technology is incorporated to give students additional instructional support Smart boards are used for Literacy, Math and Social. Computer Software is also used to support reading programs such as (EDMARK reading Program) Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction. Native Language Arts. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and alternate standards-based materials and activities for students in standardized assessment. NLA instruction in Alternate Assessment is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The instructional strategies used include Total Physical Response(TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial / Symbolic Representations in conjunction with Augmentative Communication Devices ( eg: Say It All, MacCaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Board maker, Picture this and Kid Pix) enhances and supports the development of native language skills. ESL teacher with the Support of Alternate Placement Language Paraprofessionals deliver the required minutes Of Native language support.

Services support the Educational and developmental needs all of our students.

255Q is an ungraded school for students with Autism. Instructional strategies are developed to support the educational and developmental needs and levels of the moderately and/or severely cognitively impaired students. Students new to the 255Q are involved in an extensive evaluation process; ABBS, Brigance, ECLAS and Social Skills Checklist. These comprehensive assessments will give the teachers involved a comprehensive understanding of the Child's strength and weakness to support IEP goal creation and will as targeted teaching objectives.

PS255Q will offer an instructional Afterschool program (Title 3)- The supplemental instructional after school program is designed to service up to 18 students grades K-5. All classes will remain within the 36 month chronological age requirement. The language of delivery will be through the required Ratio of Native language/English language (minutes of instruction) from both the Certified Bilingual Speech teacher as well as the Bilingual Certified Special education classroom teacher. The ESL teacher will focus on ESL Standards, with a concentration on ESL standard 5-Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment

New programs being offered to ELL students this year include- Reading A-Z literacy program and GRTL a sensory based program typically administered to students with Autism.

At this time all our programs are working successfully and will be continuing.

Language Electives are not offered at PS255 due to student disability and subsequent program design.

### 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)?

### 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.

During the 2010-11 school year PS255Q's professional development plan includes training on topics pertaining to the education of ELL's, such as Picture Exchange Communication (PECS) Program, Positive Strategies for Students with Challenging Behaviors, TEACCH, ABA strategies Reading A-Z, Strategies and materials for Native Language instruction and the adaptation of Bilingual and ESL materials for the education of ELL's with severe disabilities. School based training is being offered on 11/2/10 on developing Joint Action Routines (JARS-collaborative teaching) to support interdisciplinary instruction among teachers. The English Language Learner Dept hosts professional development for all ELL teachers. ELL compliance development-9/14/10, 9/30/10, "powerpoint' and adapted workshop" 10/5/10, 11/10/10. Social Skills 12/09/10,1/10, I-Movie 12/07/10, 1/18/11 After an ELL teacher attends their professional development all the information is distributed to staff of ELL's. the purpose is for all personal (teachers, administrators, paraprofessionals, secretaries, parent coordinators and related service providers) who are involved with ELL students to be aware of teaching methodologies, approaches and strategies that will help our students be successful. In addition, all new teachers are required to complete 10 hours of JOSE P training. PS 255Q's teachers and paraprofessionals serving ELL's will also be supported through coaching services provided by the district instructional coaches.PS255Q will also encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELL's. ESL teachers provide support and information as students transition from the elementary to the middle school. Our school is multi sited and as students transition from elementary to middle schools, the ESL teachers will collaborate with middle school instructors. This will facilitate the students transition to middles school. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL student, their learning style ann their NYSESLAT proficiency level. All of this information is indicated on a schoolwide Articualtion Form that follows the student to Middle School.

### 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 Parent Coordinator survey to assessparents needs, PS 255Q will determine and offer parents of ELL's ongoing information in their home languages and training on different aspects of their children's education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectation and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. Agencies such as YAI, QSAC, AHRC, and QCP also provide informational workshops on topic such as-Behavior trainings, Toliet training and estate planning etc...In addition, school information (e.g., School newsletter, meeting notices etc.) are translated into the parent's native language. Parents are also involved in ongoing collaboration with ELL teachers. Parentes are afforded supports to be used in the home (IE:-Augmentative Communication systems, PECS books). Parents will be trained in these strategies. In addition, ELL parents are active partners in all school activities (Special events-Winter show, Cultural exploration day etc.).

## 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)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

Beginner(B)	17	5	2	1			7		1	1		2	2	38
Intermediate(I)	1		1											2
Advanced (A)														0
Total	18	5	3	1	0	0	7	0	1	1	0	2	2	40

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	1		3	30	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									0
7									0
8									0
NYSAA Bilingual Spe Ed			1		5		32		38

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					1		13		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					5		5		10

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

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.

Students are assessed using the ABLLS or Brigance assessments. The Assessment of Basic Language and Learning Skills -Revised (ABLLS-R) is an early childhood assessment is used for our 6:1:1 ELLs to assess the early literacy skills of our ELLs. The next assessment tool to be used is Brigance. This is a comprehensive inventory of basic skills. Developmental and grade level equivalents are determined at this time. Teachers will use this information to develop IEP goals that will drive student instruction. Within the assessments strengths and weaknesses are identified. This information will drive instruction; Developmental levels are established and teaching programs will be selected based upon this information. In addition, Quantitative Data is taken and continuously analyzed during teacher cohort meetings. Information discussed will determine the need to alter and/or modify the students current instructional program. The trend is moving slowly upwards. Over 90 % of our students have remained in the 'Beginner' cohort and have had challenges moving forward due to the moderate to severe cognitive delays on Standardized assessments such as the NYSESLAT. Comparatively speaking over 90% ELL students have scored a level '3' or better on the NYSAA in the English language.

Success of the ELL program is evaluated in a variety of ways. Movement towards proficiency on State tests (NYSESLAT) is monitored, Students acquisition of skills through Educational Programs as per the Students IEP. In addition ELL student progress is monitored on Yearly assessments that are done that reflect student achievement (Social Skills Checklist, ABLLS, Brigance). Information is girded and used to drive instructional choices. Based on the LAB-R and NYSESLAT scores a data pattern has proven that the speaking and listening skills are the students’ strengths. On the other hand, additional support is needed in the reading and writing modalities. At every grade level, this pattern has been displayed.

**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.

## 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		10/21/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		