



**DR. SELMAN WAKSMAN SCHOOL
PS 178**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 11X178
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 178 **SCHOOL NAME:** Dr. Selman Waksman School

SCHOOL ADDRESS: 850 Baychester Avenue

SCHOOL TELEPHONE: 718-904-5570 **FAX:** 718-904-5575

SCHOOL CONTACT PERSON: Virginia Ferrara **EMAIL ADDRESS:** vferrar@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Virginia Ferrara

PRINCIPAL: Evelyn M. Fulton

UFT CHAPTER LEADER: Carolyn Jandelli

PARENTS' ASSOCIATION PRESIDENT: Gigi Colon

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 534

NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Evelyn M. Fulton	*Principal or Designee	
Carolyn Jandelli	*UFT Chapter Chairperson or Designee	
Gigi Colon	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	N/A
N/A	DC 37 Representative, if applicable	N/A
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	N/A
N/A	CBO Representative, if applicable	N/A
Virginia Ferrara	Member/Staff	
Jennifer Streppone	Member/Staff	
Elizabeth Weaver	Member/Staff	
Elise DiBattista	Member/Staff	
Emily Gunther	Member/Staff	
Sandra Cicneros	Member/Parents	
Katrina Dinham	Member/Parents	
Sonia Villanueva	Member/Parents	
Naomi Delvalle	Member/Parents	
Carla Pratt	Member/Parents	
Isabel Fletcher	Member/Parents	

(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.

PS 178's vision is that staff and parents will collaborate to create a nurturing, well-rounded, educational experience for our students. Our efforts will result in the acquisition of knowledge, and the development of creativity, critical thinking, social and communication skills. All adults will be responsible and accountable for developing goals, which will ensure that the instructional program meets the standards of academic excellence for all students.

Maintaining our status as a School in Good Standing and once again achieving an A on our Progress Report, as we did for 2 consecutive years prior to last year, is an expectation that administrators, staff, and parents share. Administrators schedule time for and encourage cooperative planning and professional development activities. The Staff and Parent Handbooks clearly outline the school's mission and goals and the strategies and procedures necessary for success.

Commitment to the arts is an integral part of our program. We offer dance, theatre, and a multi-media visual arts program. Arts teachers collaborate with classroom teachers to plan and produce thematic grade-wide assembly programs. In addition, we collaborate with Ballet Tech and when budget allows, 144 Music.

Extensions to our academic program include annual Spelling Bees, Science Fair, Authors' Night, and our Festival of Nations. We also celebrate Read Across America Day, Poem in Your Pocket Day, Book of the Month, and various topics such as Women's History and Black History. Instruction is enriched through the use of SmartBoards to which all students have access. In addition to our mandated academic extended day program, we will continue to offer voluntary enrichment clubs in art, and guitar.

Social skills are developed via our Behavior Intervention Program, weekly character building words, and Citizen of the Month celebrations. Students from 75X176@178 are included in many general education classrooms. This inclusion program helps teach acceptance and tolerance.

Our daily physical fitness program is further supported by participation in the Activ8Kids! Event which is held twice per year.

We have an extensive Community Service Plan. Highlighted is our participation in Penny Harvest, and our annual Clothing and Toy Drives.

During the 2010-2011 school year, we will have twelve 4th and 5th graders participating in Project Boost.

In organizing for effort, leadership teams have been established. These teams focus on program assessment, and address areas of need. These teams include: Building Council, Building Response Team, Curriculum/Core Curriculum State Standards, Intervention, Inquiry, Roundtable, Safety, School Leadership, and Technology. The School Assessment Team and Mentors support both students and staff. PS 178 maintains coaches in both math and literacy.

Additional support comes from the parent coordinator and business manager. The parent coordinator endeavors to increase parental involvement and to address parent concerns. She facilitates the Learning Leaders Program, organizes workshops, and oversees the publication of a monthly newsletter. The business manager directs administrative activities including budgeting, technology, and physical plant issues.

During the 2010-2011 school year, we will participate in Phase I Special Education Reform.

The Sports and Arts Foundation continues to provide a free after-school program to as many as 150 of our students. All students receive homework help and participate in an activity on a daily basis. However, due to funding, they will only be with us until February.

At PS 178, we strive to develop a life-long love of learning in our students.

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 178 - Dr. Selman Waksman								
District:	11	DBN:	11X178	School BEDS Code:	321100010178				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		√	7		11	
	K		√	4		√	8		12
	1		√	5		√	9	Ungraded	√
	2		√	6			10		
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				94.2	94.0	93.5
Kindergarten	72	57	72						
Grade 1	65	81	64	Student Stability - % of Enrollment:					
Grade 2	70	66	83	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	85	75	64				95.5	92.0	92.4
Grade 4	80	92	71						
Grade 5	100	81	85	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 7	0	0	0				54.6	72.4	72.4
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				10	25	33
Grade 12	0	0	0						
Ungraded	1	5	4	Recent Immigrants - Total Number:					
Total	473	457	443	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							0	1	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	50	64	63	Principal Suspensions			41	71	86
# in Collaborative Team Teaching (CTT) Classes	13	16	11	Superintendent Suspensions			0	0	0
Number all others	31	26	27						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers			46	44	40
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	17	15	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	11	TBD	Number of Administrators and Other Professionals	11	15	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	2	17
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.8	100.0	100.0
				% more than 2 years teaching in this school	63.0	68.2	85.0
				% more than 5 years teaching anywhere	50.0	50.0	67.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	76.0	80.0	85.0
American Indian or Alaska Native	0.4	0.7	1.4		100.0	100.0	100.0
Black or African American	66.4	64.8	63.9				
Hispanic or Latino	29.4	28.9	30.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	1.3	1.4				
White	2.5	2.4	3.2				
Male	53.1	52.7	52.4				
Female	46.9	47.3	47.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	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						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	40.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: (Comprises 15% of the Overall Score)	5.3			Quality Statement 2: Plan and Set Goals			
School Performance: (Comprises 25% of the Overall Score)	2.7			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: (Comprises 60% of the Overall Score)	28.2			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	4.3			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

SECTION IV: NEEDS ASSESSMENT

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

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

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

The amount of data that schools have access to is growing rapidly. As we get more proficient at consuming, analyzing, and disseminating relevant information from the myriad of sources we are able to better identify both positive and negative student trends. In addition to identifying trends, the data also helps us to identify strategies that are effective which enables us to better meet the needs of individual students.

The results of both the NYS ELA and Math exams were disappointing. In both curricular areas we saw a marked increase in our level one and level two students, in conjunction with a severe decline in our level 3 students. Oddly, our level 4 students increased slightly in ELA.

When we began to analyze the data, we soon realized that student progress, as measured by the scale score earned by each student stayed relatively similar. The increase in our students performing below grade level and our decrease in students performing at, or above grade level can be directly linked to the change New York State made in “Cut Scores.” The bar was raised on these scores, making it more challenging for students to attain each successive performance level. For example, here is a chart comparing our performance levels on the ELA, using both the new “Cut Scores” versus the old “Cut Scores.”

Performance Level	Old Cut Score (percentage of students achieving that level)	New Cut Score (percentage of students achieving that level)
1	1.8%	22.6%
2	43.5%	49.4%
3	54.2%	25.0%
4	0.6%	3.0%

As you can see, the change in the “Cut Scores” had a dramatic impact on our student performance. In fact, had the “Cut Scores” stayed the same, we would have come very close to our numbers of the 2008/2009 school year.

The effect was even more damaging as it pertained to our math scores.

Performance Level	Old Cut Score (percentage of students achieving that level)	New Cut Score (percentage of students achieving that level)
1	1.8%	13%
2	15.4%	53.8%
3	78.1%	29.6%
4	4.7%	3.6%

As a school, this is very distressing to us. Clearly, having students progress at the same rate as they previously had is not good enough. We have to challenge ourselves as educators, as well as the students to ensure that we make greater progress. That is the only way student performance will improve.

We must focus on instruction across all grades and curricular areas to ensure that we are meeting the needs of all of our students. This is especially true of our Special Education population. They were hit particularly hard by the change in expectations. In addition, as our school has changed, our demographics have as well. Our student population has been declining for several years, but the number of Special Education students has seen a slight increase. As a result, the percentage of our students in testing grades that are in self-contained special education classes has increased. As a result, we need to refocus our efforts to ensure that these students' needs are being met. This will have a dramatic effect on our school's performance overall.

In response to the teachers' desire to have greater access and more time analyzing data, we have arranged for three half-days in which looking at school-wide and individual student data is the primary focus. The school's Data Specialist, Coaches, and AIS providers are available during these times to help teachers to navigate the various data sources, understand how to analyze the data, and how to use the data to drive instruction. The data has been used to help formulate both teacher and individual student goals in all academic areas.

Thanks to grant money received in the past couple of years PS 178 is even more technology-rich than ever before. All classrooms have Smartboards and all teachers have access to laptop computers to aid in planning and instruction. In addition, our AIS teachers have multiple laptops so that students who are receiving intervention services have access to technology to help them reach their full academic potential.

In academic areas we continue to excel in science instruction and testing. Last year approximately 80% of all of our fourth grade students achieved Level 3 and above on the New York State Science Exam. 100% of our special education students achieved a Level 2 and above with nearly 90% of them earning a Level 3 and above. This is a significant increase from previous years.

We have not had a quality review since the 2007-2008 school year. However, we will be having a Quality Review this school year. Last year, we held a "Mock Review." The review has helped us to identify areas in which we can improve. After the review, we ran a full day of professional development to help us address those areas. It was noted during the review that we need to focus more on "academic rigor" and "higher-order thinking" tasks. By addressing this, hopefully we will be able to fortify our instruction to push student achievement forward.

In conjunction with the Quality Review, all of our classroom teachers, in addition to several key support staff members, participate in Inquiry Teams. The development of professional learning communities is vital to improving teacher practice, which will in turn help boost student achievement. The first year of this project was a big learning experience for the staff, but we are much more comfortable now with the purpose, methodology, and impact of professional learning communities.

We know now that in order for the school to continue to show growth we need to shift our focus from the basics to the more complex. Our students have proven to be adept at answering basic comprehension questions in ELA, but struggle with higher-order thinking skills, like making inferences.

We still do not have a significant number of ELL students to make trends, strengths, and weaknesses apparent.

We will again be using the data that has been analyzed to inform instructional decisions and to inform decisions regarding professional development to ensure that our strengths continue to be strengths, and that we put forth necessary time, energy, and effort into reinforcing our areas of weakness.

Upon reflection, we recognize that having a data specialist, a technology-rich environment, and having been afforded the additional professional development days have all aided in our school success. In addition, we find that our staff takes full advantage of the common preparation periods to collaborate and plan academically rigorous lessons, including strategies for remediation and/or enrichment. Our math and literacy coaches also aid in said collaboration as they help plan and demonstrate lessons, offer feedback to teachers on observed lessons, and analyze data.

The most significant barrier to our school's continuous improvement is the lack of funding for additional AIS providers. This year, we do not have sufficient funding to provide small group remediation on a scale that we have previously been able to fund.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ELA:

Goal 1A (K-2):

1. By June 2011, a minimum of 75% of Kindergarten students will be on guided reading Level B or above, with at least 15% of these students on Level D or above.
2. By June 2011, a minimum of 75% of first graders will be on guided reading Level I or above, with at least 15% of these students on Level K or above.
3. By June 2011, a minimum of 75% of second graders will be on guided reading Level L or above, with at least 15% of these students on Level N or above.

Goal 1B (3-5):

By June 2011, 10% more students in grades 3 – 5 will be performing at or above state standard in ELA according to the results of the 2011 NYS ELA exam.

Math:

Goal 2A (K-2):

By June 2011, in grades K – 2, 55% or more of the students will attain a level 3 or 4 as determined by Everyday Math Unit Tests.

Goal 2B (3-5):

By June 2011, 10% more students in grades 3 – 5 will be performing at or above state standard in mathematics according to the results of the 2011 NYS Mathematics exam.

Phase I:

Goal 3:

- By June 2011, 5% of students in our 12:1:1 classes will experience mainstreaming options according to their IEP's.
- By June 2011, a minimum of 15 students in PS 176, D75 will be included 100% of the time in the PS 178 general education program.

School Environment:

Goal 4:

By June 2011, the school will be awarded 7 out of 15 points on the school environment survey component of the 2011 School Progress Report.

Common Core State Standards:

Goal 5:

By June 2011, 100% of the teaching staff will have attended at least 5 workshops on understanding the Common Core State Standards.

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.

ELA (K – 2)

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2011, a minimum of 75% of Kindergarten students will be on guided reading Level B or above, with at least 15% of these students on Level D or above.</p> <p>2. By June 2011, a minimum of 75% of first graders will be on guided reading Level I or above, with at least 15% of these students on Level K or above.</p> <p>3. By June 2011, a minimum of 75% of second graders will be on guided reading Level L or above, with at least 15% of these students on Level N or above.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> Students in grades K - 2</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Administration will schedule a 120 minute block of time daily to provide for the Reading/Writing Workshop- Daily, Nov. – June • Professional development will be provided in the components of Balanced Literacy -analyzing how assessment can drive instruction <ul style="list-style-type: none"> -Reading Workshop - Writing Workshop - Making Inferences • Professional development will include intervisitation, mentoring, peer coaching and modeling. Monthly – Grade Conferences, Faculty Conferences, Literacy Newsletters Weekly – Volunteer lunch chats with Coach, Common Prep time • Professional development will address the Common Core State Standards (CCSS) – including the encouragement of implementing the methodologies of the CCSS now • Adherence to and ongoing revision of the literacy curriculum maps • Take Home Libraries - Weekly, Oct. – June • Mandated extended day • Intervention Team Meetings - Bi-weekly

	<ul style="list-style-type: none"> Specialized teachers will offer workshops to parents of K - 2 students. Workshops will include general information on state performance standards, the school's expectations, and strategies parents can utilize to reinforce literacy skills. Parents will be provided with a list of grade appropriate quality literature for use at home. Twice per year (Fall/Spring)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Fair Student Funding Tax Levy Student Funding Hold Harmless Title IIA Supplemental C4E Tax Levy One Time Allocation Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Benchmark assessments showing progress-baseline, midline and endline Teacher analysis of running records Bi-monthly review by administration of students' reading/writing levels ECLAS2 data Class registers on ATS Attendance Logs Independent Student Reading Logs At-risk students receiving AIS services List of AIS target students, list of mandated extended day students Minutes and agendas of Curriculum/Common Core State Standards Team meetings School professional development (schedule, agendas, and sign in sheets) Decreased number of referrals to special education Formal and informal observations Midterms – Jan. Finals – mid-June

ELA (3 - 5)

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By January 2011, 10% more students in grades 3 – 5 will be performing at or above state standard in ELA according to the results of the 2011 NYS ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> Students in grades 3 - 5</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Administration will schedule an uninterrupted 100 minute block of time daily to provide for the Reading/Writing Workshop • AIS teacher will meet 2 times per week for 50 minute sessions with identified students • Mandated extended day • Professional development will be provided in the components of Balanced Literacy <ul style="list-style-type: none"> -analyzing how assessment can drive instruction -Reading Workshop -Writing Workshop -Listening and note-taking skills -Making Inferences <p>Professional development will include intervisitation, mentoring, peer coaching and modeling.</p> <p>Monthly – Grade Conferences, Faculty Conferences, Literacy Newsletters Daily – Mentoring, Peer lunch chats Weekly – Volunteer lunch chats with Coach, Common Prep time</p> <ul style="list-style-type: none"> • Professional development will address the Common Core State Standards • Specialized teachers will offer workshops to parents of 3rd, 4th, and 5th grade students. Workshops will include: general information on state performance standards, school’s expectations, strategies which parents can utilize to reinforce literacy skills, and test preparation techniques • Student Book Clubs will promote fluency, oral expression, and a love of literature for identified students in grades 3 - 5 - Weekly (November – June) • Adherence to and ongoing revision of the literacy curriculum maps • Take Home Libraries - Weekly, Oct. – June • Intervention Team meetings - Bi-weekly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of</p>	<p>Tax Levy Fair Student Funding Tax Levy Student Funding Hold Harmless Title IIA Supplemental C4E Tax Levy One Time Allocation</p>

<p><i>Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ELA Predictive and Instructional Targeted Assessments • Benchmark assessments showing progress-baseline, midline and endline <ul style="list-style-type: none"> - By June 2011, a minimum of 75% of third grade students will be on guided reading Level O or above, with at least 15% of these students on Level Q or above. - By June 2011, a minimum of 75% of fourth grade students will be on guided reading Level R or above, with at least 15% of these students on Level T or above. - By June 2011, a minimum of 75% of fifth grade students will be on guided reading Level U or above, with at least 15% of these students at Level W or above • Bi-monthly review by administration of students' reading/writing levels • Attendance Logs • At-risk students receiving AIS services • List of AIS target students • Minutes and agendas of Curriculum/Common Core State Standards Team meetings • School professional development (schedule, agendas, and sign in sheets) • Decreased number of referrals to special education • Midterms – Jan. Finals – mid-June • Portfolio, ELA results, NYSESLAT results, response logs, bulletin boards, grading sheets, observations, running records • Formal and informal observations

Subject/Area (where relevant): MATH (K - 2)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, in grades K – 2, 55% or more of the students will attain a level 3 or 4 as determined by Everyday Math Unit Tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> Students in grades K - 2 <u>Actions:</u></p> <ul style="list-style-type: none"> • (K – 2) Continued use of the Everyday Math Program (with an emphasis on differentiated instruction) -Daily (60 minute block) Sept. – June • Mentoring/Professional Development -Ongoing • Mandated extended day (grades 1 and 2) • Intervention Team Meetings - Bi-weekly • Math Coach will offer workshops to parents
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Fair Student Funding Tax Levy Student Funding Hold Harmless Title IIA Supplemental C4E Tax Levy One Time Allocation Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Cumulative reviews/unit assessments showing upward progress • Predictive and Instructional Targeted Assessments • Planbooks will reflect planning for different skills/areas of need. • Lessons will show evidence of small group instruction. • Formal and informal observations • Math folders will include varied pieces showing the reasoning process involved in problem solving. • Midterms – January Finals – mid-June • At-risk students receiving intervention within the classroom and in mandated extended day (grades 1 and 2) • Decreased number of referrals to special education • List of mandated extended day students • Minutes and agendas of Curriculum/Common Core State Standards Team meetings • School professional development (schedule, agendas, and sign in sheets)

Subject/Area (where relevant): MATH (3 – 5)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% more students in grade 3 – 5 will be performing at state standard in mathematics according to the results of the 2011 NYS Mathematics exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students in grades 3 - 5 Actions:</p> <ul style="list-style-type: none"> • (3 – 5) Continued use of the Everyday Math Program (with an emphasis on differentiated instruction) -Daily (75 minute block) Sept. – June • Mentoring/Professional Development -Ongoing • One teacher provides small group instruction to identified students 2 periods per week • Mandated extended day • Intervention Team Meetings - Bi-weekly • Math Coach will offer workshops to parents
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Fair Student Funding Tax Levy Student Funding Hold Harmless Title IIA Supplemental C4E Tax Levy One Time Allocation Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Cumulative reviews/unit assessments showing upward progress • State Test results • Predictive and Instructional Targeted Assessments • Planbooks will reflect planning for different skills/area of need. • Lessons will show evidence of small group instruction. • Formal and informal observations • Math folders will include varied pieces showing the reasoning process involved in problem solving. • Midterms – January Finals – mid-June • At-risk students receiving intervention within the classroom and in mandated extended day • Decreased number of referrals to special education • At-risk students receiving AIS services

- | | |
|--|---|
| | <ul style="list-style-type: none">• List of AIS target students, list of mandated extended day students• Minutes and agendas of Curriculum/Common Core State Standards Team meetings• School professional development (schedule, agendas, and sign in sheets) |
|--|---|

Phase I

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 5% of students in our 12:1:1 classes will experience mainstreaming options according to their IEPs. • By June 2011, a minimum of 15 students in PS 176, D75 will be included 100% of the time in the PS 178 general education program.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students K-5</p> <p>Actions:</p> <ul style="list-style-type: none"> • Continued existence of the Intervention team • Bi-weekly meetings scheduled and held • As per the Phase I Special Education Reform, the Intervention Team will review, and change when appropriate, the programs of identified students to assure the provision of services in the least restrictive environment. • Special Ed Coordinator will attend network training sessions in Phase I implementation • The SAT will attend training in Phase I implementation • All Special Ed teachers and service providers will attend training 4 times per year given by the SAT and Special Ed Coordinator • General Ed teachers will be made aware of phase I implementation during Faculty Conferences • General Ed teachers with mainstreamed students will attend professional development 3 times per year geared to understanding the special needs child • The staff of PS 176, D75 will provide professional development in servicing the special needs students to our PS 178 staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy Phase I Transitional Funding for Special Education</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas and sign-in sheets of Special Ed teacher professional development • Agendas of Network Training in Phase I implementation • Collection of student data (hard and soft) on identified students • Student IEPs indicating at least 5% of our special needs 12:1:1 students being mainstreamed into general education classes • program schedules, related services • A roster of a minimum of 15 students from PS 176, D75 that are mainstreamed into 178 classes will be kept in the principal's office

School Environment

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the school will be awarded 7 out of 15 points on the school environment survey component of the 2011 School Progress Report</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> Teaching Staff and Parents <u>Actions:</u></p> <ul style="list-style-type: none"> • Continue written communication (Parent Handbook, Staff Handbook, Monthly Newsletters to families, weekly bulletins to staff members) • Offer workshops for parents based on the assessed needs of the parents of the PS 178 community - At least once per month Sept. – June • Increase parental and teacher involvement on school based teams • Participation of staff and parents on SLT, Principal/Executive Board Liaison Meetings • Continue to receive input from staff and build capacity through leadership teams such as Curriculum/Common Core State Standards Team, Intervention Team, Inquiry Teams, Building Response Team, Building Council, Roundtable Committee, UFT Consultation Committee, and Safety Committee • Incentive program for return of environmental parent survey • School Messenger System to improve communication(e.g. meeting reminders, emergency broadcasts, congratulatory messages, general announcements) • Principal hour – weekly for parents to call to speak directly with the principal • CEI-PEA consultant on improving attendance
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Fair Student Funding Tax Levy One Time Allocation Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • An informed and educated learning community • School Progress Report • Parent Handbook, Staff Handbook, Monthly Newsletters to parents, and Weekly Bulletins to staff members • Agendas of Faculty Conferences • Membership list, minutes and agendas of SLT meetings

Subject/Area (where relevant):	<p style="text-align: center;">Common Core State Standards</p> <ul style="list-style-type: none"> • Membership list, agendas of additional leadership teams • Continued adherence to all school policies by the parents and staff
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> • Folder of all school-parent communications <p>By June 2011, 100% of the teaching staff will have attended at least 5 workshops on understanding the Common Core State Standards (CCSS).</p> <ul style="list-style-type: none"> • Calendar, agenda, sign in sheets of parental workshops • Website will indicate Principal's hour for phone calls
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p><u>Target Population:</u> Teaching Staff</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Establish a Common Core State Standards school planning team • Faculty conference update on Common Core State Standards • Series of workshops during scheduled PD days on Common Core State Standards • Teacher/student goal setting
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Tax Levy Fair Student Funding Tax Levy Student Funding Hold Harmless Title IIA Supplemental C4E Tax Levy One Time Allocation Title I ARRA SWP</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Roster of Common Core State Standards school planning team • Agendas of Common Core State Standards network professional development, faculty conferences, and workshops • Grades will begin to revise/develop curriculum maps aligned with the Common Core State Standards

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A				
1	Ext. Day – 23	Ext. Day – 23	N/A	N/A				
2	Ext. Day – 28	Ext. Day – 28	N/A	N/A				
3	Ext. Day – 24 AIS - 17	Ext. Day – 24 AIS - 18	N/A	N/A				3
4	Ext. Day – 27 AIS - 12	Ext. Day – 27 AIS - 13	Ext. Day – 27	Ext. Day – 27		1	1	3
5	Ext. Day – 30 AIS - 15	Ext. Day – 30 AIS - 14	Ext. Day – 30	Ext. Day – 30	2			3

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ol style="list-style-type: none"> 1. Mandated Extended Day 2. AIS – Grades 1 – 2 (pending budget) 3. AIS – Grades 3 - 5 	<ol style="list-style-type: none"> 1. All teachers provide small group instruction to identified students (grades 1-5) on test sophistication, oral language, and vocabulary development. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 150 minutes per week from September – January. 2. One teacher provides small group instruction during the school day to identified students 2 periods per week. 3. Two teachers (one for general education and one for special education) provide small group instruction during the school day to identified students 2 periods per week.
<p>Mathematics:</p> <ol style="list-style-type: none"> 1. Mandated Extended Day 2. AIS – Grades 1 – 2 (pending budget) 3. AIS – Grades 3 - 5 	<ol style="list-style-type: none"> 1. All teachers provide small group instruction to identified students (grades 1-5) on math remediation and test sophistication. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 150 minutes per week from January - March. 2. One teacher provides small group instruction during the school day to identified students 2 periods per week. 3. One teacher provides small group instruction during the school day to identified students 2 periods per week.
<p>Science:</p> <ol style="list-style-type: none"> 1. Mandated Extended Day 	<ol style="list-style-type: none"> 1. All teachers provide small group instruction to identified students (grades 1-5) on general science knowledge, science through literacy, and test sophistication. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 150 minutes per week from March - April.
<p>Social Studies:</p> <ol style="list-style-type: none"> 1. Mandated Extended Day 	<ol style="list-style-type: none"> 1. All teachers provide small group instruction to identified students (grades 1-5) on general social studies knowledge, social studies through literacy, and test sophistication. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 150 minutes per week from April – June.

At-risk Services Provided by the Guidance Counselor: 1. At-Risk	1. The guidance counselors provide 1:1 counseling to students on as needed basis.
At-risk Services Provided by the School Psychologist: 1. At-Risk	1. The school psychologist provides 1:1 counseling to students on as needed basis.
At-risk Services Provided by the Social Worker: 1. At-Risk	1. The social worker provides 1:1 counseling to students on as needed basis.
At-risk Health-related Services: 1. Open Airways	1. The school nurse provides asthma education to students with asthma in grades 3-5. Said education consists of six 45 minute sessions.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s): K-5 Number of Students to be Served: 21 LEP 0 Non-LEP

Number of Teachers: 1 Other Staff (Specify): N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

- ESL Program Instructions in English only.
- Push-in and pull-out
- 21 students Grade K-5
- Levels vary from : Beginning, intermediate, advanced
- Time: 1 unit for advanced, 2 units for beginner and intermediates. (180 minutes each unit).

- Service provider is a full-time ESL teacher , who is fully and permanently state certified in TESOL
- Activities in the ESL Program encourage language acquisition by analyzing the students’ learning styles and use the visual, auditory, tactile and kinesthetic approaches to instruct the students.

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

Professional development opportunities are available to all teachers of ELL Students. All teachers participate in the mandatory professional development sessions. In addition, the ESL provider attends Regional and UFT sponsored ESL training. The ESL teacher articulates with teachers of ELL students to offer strategies to improve the English language proficiency of the students. Also, the ESL teacher provides ESL workshops to help teachers understand the ESL Program and adopt a common vision for language development and thus gaining expertise to reach our goals.

Section III. Title III Budget

School: PS 178X BEDS Code: 321100010178

Allocation Amount: \$0 As per SAM #60, since we have 0-29 ESL students, we do not receive funds.		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Written and Oral translation needs were assessed by reviewing:

- Home Language Surveys
- School Accountability Report (RDGS)
- Informal Dialogue with Students and Parents
- Telephone calls
- In person contacts
- Parent Coordinator intake information

According to the Preferred Language Report in ATS, written communication needs to be translated as follows:

<i>Language</i>	<i>Number of Households in Need</i>
Spanish	5
Russian	1
French	1

Oral communication translation needs are as follows:

Sign Language	1
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Since we have such a low number of needed translations, this information was provided orally to members of our school community.

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.

We have students whose native language is Spanish, Russian, French, or American Sign Language. Their parents need interpretation/ translation services when they call or visit the school. All correspondence needs to be translated into said languages and we need to be able to have contact with an American Sign Language individual who can interpret when necessary.

Part B: Strategies and Activities

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

We plan to:

- translate correspondence between teacher/families and school/families
- translate cluster (school generated) report cards

In order to ensure that those in need receive translated correspondence in a timely manner, school staff will issue translated documents at the same time English documents are issued. These translations will be provided by in-house school staff.

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

We intend to use the services of the NYC Department of Education Sign Language Interpreters.

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 school will notify parents regarding translation and interpretation services and instructions on how to obtain such service in the parent handbook which is issued in September. Also a copy of this notification will be posted on the Parent Association bulletin board which is located at the Main Entrance. The Parent Coordinator will also have a copy of the notification.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. 1.Enter the anticipated Title I, Part A allocation for 2010-11:	\$0	\$471,587.00	\$471,587.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$0	\$4,715.00	\$4,715.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

N/A

* 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.

Dr. Selman Waksman School
PS 178X
Evelyn M. Fulton, Principal
PARENT INVOLVEMENT POLICY
2010-2011

Parents and guardians of students attending PS 178X are strongly encouraged to be trained as Learning Leaders, join the School Leadership Team, attend parent workshops (to strengthen their parenting skills, become better able to understand the curriculum, promotional criteria, and policies), and join the Parent Association and/or attend Parent Association meetings.

A concerted effort will be put forth by PS 178X to implement these policies.

- √ In September, we host a Meet the Teacher event to welcome parents. Parents get to meet their child's teacher and receive information about the uniform policy, curriculum, assessments, rules and routines of the classroom, etc.
- √ In November, we host Open School Days. Parents are invited to attend their child's class and experience a typical day.
- √ In June, we host a Kindergarten Orientation meeting. Parents of our incoming kindergarten students receive an overview of the curriculum, school policies, and have an opportunity to tour the building.
- √ Promote safety regulations and be as cognizant as possible of infraction.
- √ Encourage parents at every opportunity to become active participants in the school life of their children and the school itself.
- √ Via the School Leadership Team (SLT) involve parents in the use of and disbursement of parent funding.
- √ Support the initiatives of the parent coordinator who works to increase parent involvement in the school (e.g. Mother/Son Dance, Father/Daughter Dance, Learning Leader training)
- √ Encourage and support the activities of the Parent Association (e.g. Family Day, Holiday Extravaganza, Teacher Appreciation Luncheon)
- √ Conduct workshops that inform parents of the current issues that impact their child's everyday school life (e.g. state assessments, curriculum, standards, Internet safety).
- √ Conduct parent workshops that inform parents how to best help themselves (e.g. financial planning, health issues).
- √ Encourage parental support in school-wide activities (e.g. grade level assemblies, Festival of Nations, Authors' Night, Spelling Bees, Science Fair)
- √ School policies and other important information is outlined in a Parent Handbook which is distributed at the beginning of each school year.
- √ A monthly newsletter keeps parents informed of school activities, highlights special accomplishments, and offers parenting suggestions.
- √ The Guidance Counselor, Social Workers, and Parent Coordinator are available to meet with parents to discuss issues/concerns.
- √ The Business Manager is available to speak with parents concerning issues of a non-instructional nature.
- √ The Behavior Intervention Teacher works with parents to reinforce positive behaviors in their children.
- √ Teachers and supervisors are available to meet with parents/guardians by appointment.
- √ The School Messenger Phone System will be utilized to keep parents informed of important announcements (e.g. activities, test dates, half days, etc.).

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.

Dr. Selman Waksman School
PS 178X
Evelyn M. Fulton, Principal

SCHOOL-PARENT COMPACT

PS 178X and the parents of the students agree that this Compact outlines how the parents, the entire school staff, and the students share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State’s high standards.

School Responsibilities

PS 178X will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - √ Providing high quality instruction by highly qualified teachers
 - √ Implementing a curriculum aligned to State standards
 - √ Coaches in Literacy and Math work with teachers to improve teaching and learning
 - √ Teachers differentiate instruction based on ongoing assessment results
 - √ Inquiry Team findings are utilized to provide teachers with best practices
 - √ Providing a safe, supportive, and effective learning environment for students and a welcoming environment for parents/guardians
- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement.**
 - √ Parent/Teacher conferences will be held once in the fall (November) and once in the spring (March).
 - √ Additional individual conferences will be held on an as needed basis.
 - √ A copy of this compact will be provided to families during the fall parent/teacher conference.

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - √ Teachers will continue to keep parents informed of their child’s progress by way of notes and phone calls home. Some staff members communicate with parents via e-mail.
 - √ Teachers will share individual student goals with their parent/guardian at the fall parent/teacher conference, as well as the target benchmarks. Updates will be shared as needed.
 - √ The ARIS Parent Liaison (our parent coordinator) will assist parents in gaining access to the ARIS site.
 - √ When necessary, behavior reports are sent home with individual students whose behavior warrants this service.
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - √ The parent coordinator will be available Monday-Friday, during school hours.
 - √ Teachers are encouraged to maintain open communication with the parents/guardians of the students in their classes. Parent/teacher meetings are arranged by appointment. Teachers have been encouraged to notify parents/guardians when their preparation periods are.
 - √ Support staff, as well as members of Administration will be available during crisis.
 - √ Administration will schedule appointments with parents as needed.
- **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**
 - √ Our parent coordinator will continue to arrange training workshops for Learning Leaders. Learning Leaders will be utilized for school activities such as morning line-up, breakfast and lunch duty, picture day, book clubs, one to one assistance, etc.
 - √ Learning Leaders can volunteer to be “classroom volunteers”, but not in their own child’s classroom.
 - √ We will continue to invite parents to attend their child’s class during Open School Week.
 - √ Parents/guardians will be encouraged to become active participants in their child’s education.
 - √ Parents/guardians will be encouraged to attend parent meetings and workshops that have been developed based on parent and school need and/or interest.
 - √ Parents/guardians will be encouraged to volunteer to chaperone on class trips.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- **Supporting my child’s learning by making education a priority in our home by:**
 - √ making sure my child reads the required 25 books before the end of the school year;
 - √ ensuring that my child attends school everyday and that he/she is healthy, and is prepared and ready to learn;
 - √ monitoring my child’s homework making sure that it is complete, providing assistance only when needed;
 - √ allowing my child to share his/her daily school activities with me providing positive feedback as necessary;
 - √ attending parent teacher conferences so I am aware of my child’s academic progress;
 - √ providing an environment conducive to study;

- √ acting as a volunteer in the school building;
- √ participating in school activities on a regular basis;
- √ being aware of the need to follow the rules and regulations of the school;
- √ supporting the school's discipline policy.

Student Responsibilities

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

- √ Come to school, ready to learn, with all the necessary tools of learning.
- √ Wear the school uniform.
- √ Listen and follow directions.
- √ Participate in classroom discussions.
- √ Be honest and respectful of others.
- √ Follow the rules and regulations of the school/class.
- √ Do homework everyday.
- √ Complete assignments and study for tests.
- √ Read at home every night.
- √ Ask for help when we don't understand.

Signatures:

School Staff: _____

Parent: _____

Student: _____

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.

Refer to the Needs Assessment section (page 10).

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- All students have individual goals in literacy and math.
- All teachers differentiate instruction to best meet the needs of all students.
- All students will be assessed and work on assigned tasks via the Orchard Network Software Program. This Response to Intervention (RtI) will help provide an individualized plan for learning.
- Eligible students participate in the mandated extended day program.
- Eligible students receive Academic Intervention Services (AIS).
- Identified special needs students receive appropriate services.
- Ongoing assessment data is collected and reviewed (teacher observations, guided reading/math levels, unit assessments, Periodic Assessments, Instructional Targeted Assessments, and Orchard Network Software Program Assessments).

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Eligible students participate in the mandated extended day program.
- Eligible students attend summer school.
- All teachers are highly qualified. During common planning time and grade-level inquiry team meetings, teachers share best practices.
- All teachers participate in on-site professional development provided by our coaches and CEI-PEA. In addition, administration encourages participation in off-site professional development.

- Help provide an enriched and accelerated curriculum.
 - We provide extended day enrichment clubs in art and guitar.
 - All classrooms are outfitted with SmartBoards. All staff has been trained in their use.
 - In our efforts to provide an academically rigorous program for all students, teachers differentiate instruction for students on all levels.
 - The Orchard Network Software Program will be used to assess and assign instructional level tasks to individual students and provide RtI.

- Meet the educational needs of historically underserved populations.
 - We strive to maintain 100% compliance in providing mandated services to all eligible students.

- 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.
 - In our efforts to provide an academically rigorous program for all students, teachers differentiate instruction for students on all levels.
 - Identified students will receive small group AIS via a pull-out program.
 - We strive to maintain 100% compliance in providing mandated services to all eligible students.
 - All teachers will participate in respective grade level inquiry teams.
 - As per the Phase I Special Education Reform, the Intervention Team will review, and change when appropriate, the programs of identified students to assure the provision of services in the least restrictive environment.

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

N/A

3. Instruction by highly qualified staff.

All of our teachers are highly qualified.

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.

In addition to the city-wide designated professional development days, we have applied for 3 half days during which additional professional development will take place. Topics include data analysis, goal setting, and differentiated instruction. Additional opportunities for professional development are offered by the Children's First Network and/or our Integrated Service Center. This year we are opening a UFT Teacher Center which will enhance our professional development opportunities. Our Parent Coordinator arranges workshops for parents including topics such as the state testing program, ESL, and how to best help your child at home. The parent coordinator also organizes Learning Leader training.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator works in conjunction with the School Leadership team and the Parents' Association to survey areas of parental interest regarding workshop topics.

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.

Outreach to local preschool sites will be made to organize on-site visits in our kindergarten classes. We will continue to offer a Kindergarten Orientation meeting for the parents of our incoming students. In addition, our special unit coordinator will ascertain any special needs (e.g. 1:1 paras, related services) to ensure a smooth transition.

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.

As in the past, a core inquiry team will be formed. Members of this team will help our grade-level inquiry teams. These teams will study respective grade level sub-groups in order to determine best practices that can be infused into the overall instructional program in an attempt to increase achievement.

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.

We will continue to analyze data (hard and soft) for the purpose of setting individual student goals. These goals will serve as the road map to success for all students. Such information will be used by teachers to form flexible groups, differentiate instruction, and target the needs of the students. AIS and/or a seat in the mandated extended day program will be offered to students in need of further assistance. The Orchard Network Software Program will provide an individualized plan for learning. The intervention team will determine strategies to assist our lower achieving students and/or provide for special education services when necessary.

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.

PS 178 currently employs the services of one full-time Substance Abuse Prevention and Intervention Specialist (SAPIS). This worker is responsible for providing violence and drug prevention and intervention services to our students. These services include individual, group, family, and crisis counseling; classroom presentations; peer programming; and social skills groups.

This year, PS 178 will once again receive funds from CEI-PEA Project Boost. These funds will be used to provide cultural enrichment experiences for our high performing 4th and 5th graders. Such experiences will include trips to the theatre, museums, and dinner outings.

In addition, PS 178 houses the Sports and Arts in Schools Foundation. This is an after-school program that offers both academic and enrichment activities. Academic activities include homework help, while enrichment activities include dance, visual arts, and sports such as basketball and table tennis.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			\$466,871.13	✓	15, 17, 18, 19, 22, 23
Title II, Part A	Federal	✓			\$292,805.00	✓	15, 17, 18, 19, 23
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,024,180	✓	15, 17, 18, 19, 21, 22, 23

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

As of November 1, 2010, we have 9 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

- Provide high quality instruction by highly qualified teachers
- Use results of formal and informal testing to determine eligibility for AIS services and/or a seat in our mandated extended day program
- Provide a safe, nurturing learning environment
- Collaborate with the family worker to address individual issues/concerns
- Conduct a used clothing drive

Part B: FOR NON-TITLE I SCHOOLS

N/A

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

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

School Name:	P.S. 178 - Dr. Selman Waksman					
District:	11	DBN:	11X178	School		321100010178

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.2	94.0	93.5
Kindergarten	72	57	72				
Grade 1	65	81	64	Student Stability - % of Enrollment:			
Grade 2	70	66	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	75	64		95.5	92.0	92.4
Grade 4	80	92	71				
Grade 5	100	81	85	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		54.6	72.4	72.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	25	33
Grade 12	0	0	0				
Ungraded	1	5	4	Recent Immigrants - Total Number:			
Total	473	457	443	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	64	63	Principal Suspensions	41	71	86
# in Collaborative Team Teaching (CTT) Classes	13	16	11	Superintendent Suspensions	0	0	0
Number all others	31	26	27				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	44	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	15	7
# receiving ESL services only	17	15	TBD				
# ELLs with IEPs	3	11	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	17

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	0	% fully licensed & permanently assigned to this school	97.8	100.0	100.0
				% more than 2 years teaching in this school	63.0	68.2	85.0
				% more than 5 years teaching anywhere	50.0	50.0	67.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	80.0	85.0
American Indian or Alaska Native	0.4	0.7	1.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	66.4	64.8	63.9				
Hispanic or Latino	29.4	28.9	30.0				
Asian or Native Hawaiian/Other Pacific	0.6	1.3	1.4				
White	2.5	2.4	3.2				
Male	53.1	52.7	52.4				
Female	46.9	47.3	47.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	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:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 534	District 11	School Number 178	School Name Dr. Selman Waksman
Principal Evelyn M. Fulton		Assistant Principal Jennifer Streppone	
Coach Jody Stracci, Literacy Coach		Coach Jonathan Dascal, Math Coach	
Teacher/Subject Area Virginia Ferrara, Special Unit		Guidance Counselor Debra Penate	
Teacher/Subject Area N/A		Parent Gigi Colon	
Teacher/Subject Area N/A		Parent Coordinator Yvette Vasquez	
Related Service Provider Majda Zayed (ESL)		Other N/A	
Network Leader Ben Waxman		Other N/A	

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

C. School Demographics

Total Number of Students in School	442	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	4.75%
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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.

Paste response to questions 1-6 here

1. When an ELL student is admitted (at the time of registration) the pupil accounting secretary calls for the certified ESL teacher (Ms. Zayed, TESOL) who interviews and assists the parent/guardian in completing the Home Language Identification Survey (HLIS). In addition, the Language Assessment Battery-Revised (LAB-R) is administered to every ELL student, new to the Department of Education System, within 10 days of admission to our school. The ESL teacher, with the cooperation of the Test Coordinator (Ms. Ferrara) and the principal (Ms. Fulton) make special arrangements with a qualified teacher to administer the Spanish LAB Test for those whose native language is Spanish and who do not pass the English LAB-R Test. All identified ELLs, including those exempt from ESL services as indicated on their IEPs, are scheduled to take the New York State English as a Second Language Achievement Test (NYSESLAT) each spring.
2. If a new registrant's dominant language is other than English, the Parent Coordinator, in conjunction with the certified ESL teacher, explains to the family that the Department of Education has three program choices available (Transitional Bilingual Education, Dual Language, and Freestanding ESL). If the parent/guardian would like the Dual Language or Transitional Bilingual, the Parent Coordinator intervenes to help the family find a school with such services. The trend that appears is that all parents of incoming ELL students choose the Freestanding ESL program that our school offers. The HLISs of the students in our program support this statement. It is important to note that since we have such a small number of ELLs, our Freestanding ESL program is the only viable way for us to provide said services. Parents of ELLs are also given the Department of Education's Bilingual Education and English as a Second Language Program guide. Also, within 10 days of starting the school year, the ESL teacher offers an orientation for all of the parents whose children are identified as ELL students. During this orientation, the parents have the opportunity to learn more about their options in choosing the right program for their child. A video detailing the 3 program choices is shown in both English and Spanish. Our bilingual parent coordinator is present during this orientation to offer any help for the parents in making their choices. She also helps with language interpretation.
3. Parent entitlement letters are distributed to the parent/guardian at the time of registration. Parent Survey and Program Selection forms are given and completed at the school at the time of registration with the help of the ESL teacher. The original is placed in the student's folder. The ESL teacher maintains a copy. Invitation letters to the orientation workshop are sent home in both English and Spanish. Tear-offs to this orientation are collected so that the school knows that the parent is informed about the orientation. If a tear-off is not received, a phone call is made to the home. Furthermore, Program Selection Forms are given to parents at the end of the orientation. The ESL teacher maintains copies of said forms. If a form is not returned, the student is placed in our ESL program – as this is the only program available in our school. The ESL teacher continues to make outreach to families via phone and/or letter.
4. The only program offered at PS 178X is a Freestanding ESL program. This is primarily due to the small number of ELLs we have. If, after initial communication, the parent/guardian would like the Dual Language or Transitional Bilingual, the Parent Coordinator intervenes to help the family find a school with such services.
5. The trend that appears is that most parents choose the Freestanding ESL program that our school offers.
Program Type/Parent Choices

	Freestanding ESL	Transitional Bilingual	Dual Language
2010-2011	21	0	0
2009-2010	24	0	0
2008-2009	23	0	0
6. As previously stated, the program models offered at our school are aligned with parent requests.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	1	3	10	0	6	0	0	0	21
Total	11	1	3	10	0	6	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	3	1	4	4	0	0	0	0	0	0	0	15
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	1	0	0	0	0	0	0	0	0	2
TOTAL	3	4	3	2	5	4	0	21						

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.

Paste response to questions 1-4 here

1. Instruction is delivered via the push-in and pull-out models. The ESL teacher pushes in at least one period per day for each grade level. She also pulls out students and works with them in a small group setting. These students are often the newcomers and/or students at the beginning level. The small groups do not exceed five or six and hail from no more than two consecutive grade levels. Instruction is delivered in 50 minute blocks for each group.
2. The ESL teacher provides instruction to each student according to the mandated number of instructional minutes required based on the proficiency level in the English language. For beginners and intermediates, 360 minutes is provided, and for advanced, 180 minutes is provided (push-in and pull-out models). The pull-out model group includes students who are either from the same grade or from no more than 2 consecutive grade levels. The groups are homogeneous in terms of their proficiency level. The ESL teacher also utilizes her prep periods as well as the mandated extended day instructional periods in offering ESL services for the ELL students. In addition, when classes are organized, the school tries to place the ELL students in a particular grade in the same classroom (when feasible). This allows for easier scheduling of the push-in model, thus ensuring that ELL students receive their mandated units of instruction. When ELL students hail from two classes on a particular grade, the ESL teacher will combine both groups of students and provide instruction via a push-in model in each classroom, alternating the host classroom.
3. The ESL teacher, who is fully and permanently state certified in TESOL, uses activities in the ESL program encouraging language acquisition by analyzing the students' learning styles. Visual, auditory, tactile, and kinesthetic approaches are used to help the students acquire the English language and become proficient. The ESL teacher uses the Globe Science Program as well as the SEED Program from the New York Botanical Garden. As an aid in delivering content area instruction in Social Studies, the curriculum is delivered within the classroom, with support from the ESL teacher in terms of best practices. The ESL teacher also pushes in to the classroom and conducts small group lessons in the above content areas. In addition, the ESL teacher uses the Rigby Program and the Into English Program with her students. She scaffolds her instruction using visual aids and realia to enhance student learning. She also uses modeling, bridging, and schema building. The Point of Entry Model encourages active participation that facilitates the learning process. A print-rich environment aids the ELL students in gaining English language proficiency. Instruction using the four modalities of reading, writing, listening, and speaking is used. The ESL teacher continues to focus on developing language skills aligned with the standards to help the ELL population achieve the same high standards as their peers. When warranted, AIS services are provided either during the school day or in our mandated extended day instructional periods.
4.
 - A. When SIFE students re-enter the school, they are re-admitted into the ESL program and given all the support that is available to them in order to prepare for the NYSESLAT.
 - B. In the case of newcomers, test results and informal assessments are used to plan instruction using the four modalities of reading, writing, listening, and speaking. Articulation between the classroom teacher and the ESL teacher maintains continuity of instruction. Also, when we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition,

materials in the child's native language are provided for classroom instruction. In the case of special education ELLs whose IEP mandates a bilingual program and whose parent requests that the student attends our school, a para who speaks the native language is assigned.

C. Since we are a K – 5 school, sometimes we have long-term ELLs (4 – 6 years of service). If needed, students continue receiving the mandated instructional units. The students would also be discussed at the school intervention team meeting to determine if additional interventions are warranted.

D. We do not have a population of long-term ELLs (completed 6 years of service).

E. For the ELL students with special needs, the IEPs are reviewed. The ESL teacher and the classroom teacher collaborate to create a plan of instruction that would best serve these students. Appropriate ESL goals are formulated and included in the IEP. As mentioned earlier, when there is a need for a para who speaks the student's native language, we assign one.

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

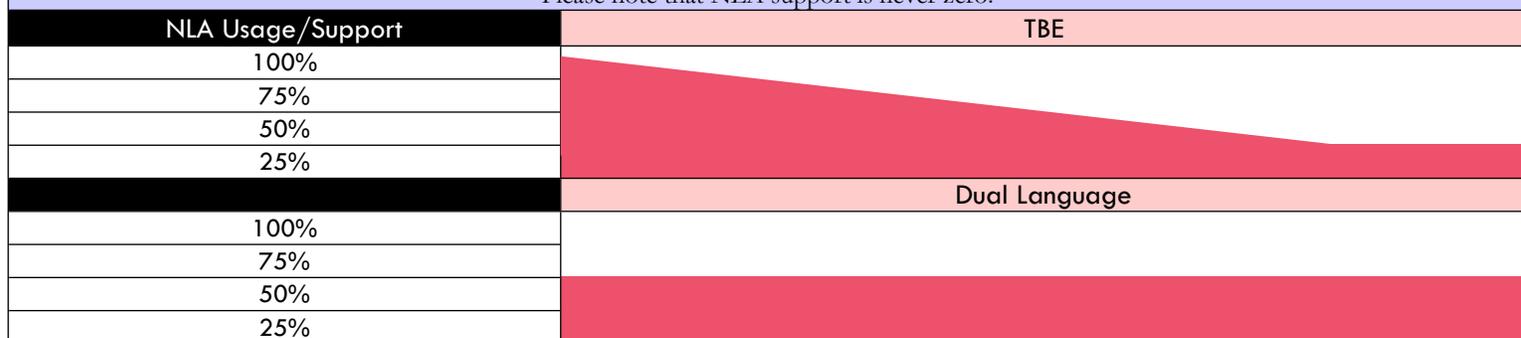
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Paste response to questions 5-14 here

5. When warranted, AIS services in literacy and math are provided either during the school day or in our mandated extended day instructional periods. Instruction is delivered via small group. Data such as item analyses on various tests and running records are used to determine individual students' strengths and weaknesses. AIS teachers then provide differentiated instruction based on this information.
6. Students who transition out of the ESL program are provided with continued support one period per week by the ESL teacher. Test accommodations are also provided.
7. At this point, given the limitations of our budget, we are not considering any new programs for the upcoming school year.
8. None of the programs/services as described in this document will be discontinued.
9. ELLs are afforded equal access to all school programs. For example, when warranted, they are offered AIS services, a seat in an enrichment club, special needs services, and/or a spot in our after school program with Sports and Arts.
10. The ESL room is outfitted with SMART Board equipment. Said equipment is used on a daily basis.

11. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, when possible, materials in the child's native language are provided for classroom instruction. In the case of special education ELLs whose IEP mandates a bilingual program, and whose parent requests that the student attends our school, a para who speaks the native language is assigned.
12. Yes, required services support, and resources correspond to ELLs ages and grade levels.
13. All students receive instructional packets to work on over the summer.
14. As a K – 5 school, we do not offer language electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Professional development opportunities are available to all staff (administration, assistant principal, general and special education teachers, related service providers, paraprofessionals, and all other support staff). In addition, the ESL teacher attends Network and UFT sponsored ESL training. The ESL teacher articulates with teachers of ELL students to offer strategies to improve the English Language Proficiency of the students. Our professional library includes texts such as, Learning To Learn A Second Language and Scaffolding Language, Scaffolding Learning, both by Pauline Gibbons. Our full time ESL teacher provides professional development in guiding us to adopt a common vision for language development and thus gaining expertise to reach our goals.
2. Said professional development also includes strategies to assist ELLs as they transition from elementary school to middle school to become more independent learners.
3. A minimum of 7.5 hours of ELL training for all staff is conducted each school year. Each teacher maintains a log of such professional development. This year, due to the roll out of the Common Core State Standards initiative, this training is scheduled to take place during the second semester.

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?

Paste response to questions 1-4 here

1. All parents, including parents of ELLs, are invited to all of our Parent Association meetings and parent workshops. The parents of ELLs are specifically invited to an ESL orientation workshop conducted by our ESL teacher held at the beginning of each school year.

2. As previously stated, all parents, including parents of ELLs, are invited to all of our Parent Association meetings and parent workshops. Said workshops are sometimes offered by other agencies (i.e. Sylvan Learning Center, Learning Leaders).
3. Parent needs are evaluated via surveys. The Parent Association and/or the school survey the parents to determine workshop topics.
4. In addition to providing such “preferred” workshops, the school and/or Parent Association provide workshops in best practices for at home academic support in direct response to the data that have been analyzed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	1	0	2	0	1	0	0	0	4
5	1	0	2	0	1	0	0	0	4
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math 0	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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?

weaknesses. Classroom instruction will then reflect the diverse needs of our students. Our ELLs will receive differentiated instruction in all academic areas. Teachers will scaffold instruction using visual aids and realia to enhance student learning. They will also rely on modeling, bridging, and schema building. The Point of Entry Model will encourage active participation that facilitates the learning process. A print-rich environment aids the ELLs in gaining English language proficiency. If the need is warranted, ELL students, just like our non-ELL students, will receive AIS services (including the use of the Orchard network software program) either during the school day or in our mandated extended day periods. Currently, 11 out of 21 of our ELL students attend our mandated extended day instructional periods.

2. Due to the small ELL population in our school, no significant data trends can be gleaned from the LAB-R.

3. The patterns in students' results in the four modalities indicate that most ELL students performed at the advanced level in terms of listening and speaking, and at the beginning/intermediate level in terms of reading and writing. Additional support needs to be provided for our K – 5 ELL students in the areas of reading and writing. In light of this data, teachers will continue to differentiate instruction in all curriculum areas. Visual aids, realia, modeling, bridging, and schema building will enhance students' learning. When warranted, AIS services (including the use of the Orchard network software program) will be provided either during the school day or in our mandated instructional periods.

4.

A. NYS Test results for this year's 4th and 5th grade ESL population were examined. There are no NYS Test scores for the current 3rd grade population. It appears that the intermediate level students in grade 5 outperformed their counterparts in grade 4 in ELA. In terms of math, their levels of performance were the same. A comparison of the beginners and advanced can not be done as there is only one beginner in grade 5 who took the tests and only one advanced in grade 4 who took the test. All tests were taken in English.

B. Information from the Periodic Assessments is used by teachers to differentiate instruction.

C. Test results for ELLs at the beginning level of proficiency indicate more areas of weakness than the results of ELLs at the intermediate and advanced levels of proficiency. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, materials in the child's native language (including ACUITY and NYS Tests) are provided for classroom instruction and testing. In the case of special education ELLs whose IEP mandates a bilingual program and whose parent requests that the student attends our school, a para who speaks the native language is assigned.

5. N/A. We do not have a Dual Language Program

6. We evaluate the success of our ESL program by looking at the data. Our goal is that all students make at least one year's progress during each academic school year.

Additional Information

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

Paste additional information here

N/A

Additional Information

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		