



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** \_ROBIN SUE WARD SCHOOL FOR EXCEPTIONAL CHILDREN

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75Q177

**PRINCIPAL:** KATHLEEN POSA      **EMAIL:** KPOSA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kathleen Posa	*Principal or Designee	
Shernice Blackman	*UFT Chapter Leader or Designee	
Caroline Breuers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Leroy Marshall Darius Fitzpatrick	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Regina Oldenburg	Member/	
Fran Spitaleri	Member/	
Gwenn Saks	Member/	
Steve Spitaleri	Member/	
	Member/	
	Member/	
	Member/	



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**PS177 will initiate Social Skills curriculum for 100% of our school's organization which will decrease behavioral incidents for all our students by 10% at the completion of the school year.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our students are greatly impaired as to why they act the way they do through many situations. It is our goal as educators to teach our students the basic skills as to how to act in certain situations as well as to listen to and follow directions. Many of our students do not know how to have a conversation with their peer or ask for directions from someone. They often become easily frustrated which results in escalating behaviors and incidents. Last year, we piloted Social Skills with twelve of our classes. The results were so good that we have decided to maintain as well as institute social skills training for all of our classes. Each class will have at minimum one class a week devoted to social skills activities. Although our population varies in abilities and levels, there is always a multitude of activities that can be taught and modeled for each of our student populations.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Several curriculums will be purchased by October 2011 for all our classes. Teachers have the opportunity to utilize the Jed Baker curriculums for social skills as well as create their own lesson plans for their students.
  - b) September 2011, all classes will have a minimum of one period a week of social skill training on their schedules for the 2011-2012 school year.
  - c) Data sheets from our Dean's office will be used as a baseline for behavioral incidents throughout the year. Data from last school year will be compared to this school year's incidents in June 2012. A 10% decrease will hopefully be proven for a decrease in incidents.
  - d) Students who are able will begin to write about their behaviors and how they feel they can improve. Journal writing will be recorded in classes that are able to produce. Students in all classes will begin to assess their own behavior and those who cannot speak will use pecs (picture exchange system) or aac devices to make known their feelings as well as assess their behavior.
  - e) Drama consultants will be hired to come and work with several classes on social skills and at the end of the period produce a show or play about what they have learned
  - f) Michael Carley, a consultant from GRASP, (Global & Regional Asperger Syndrome Partnership) program for all who have autism will come and speak with a group of students with autism and assist them with their social skills as well as being able to tell the students why they do certain things and how to change it. He, himself is an adult with autism and is able to relate to many of our students and their feelings along with their thought processes. He too will be taking data as to what impact he is having on these young adult students with autism. Michael Carley will visit once a month for the entire school year and his data will be taken on a monthly basis.
  - g) Students who are working in the community will also follow social skills in the workplace, a curriculum that is purchased through the Attainment Company. These students learn and are taught skills necessary for the world of work.

**Strategies to increase parental involvement**

September 2011, opening parent breakfast parents/guardians will learn about our Social Skills curriculum. We will encourage our parents/guardians to follow up on the activities that we present in school.

Parents will be invited to the play that our students produce concerning Social Skills with our drama consultant.

PTA will invite Michael Carley to present at their meeting as well as having him define activities that they can follow up at home with to assist their children.

Parents are encouraged to come to school and observe lessons that are being taught concerning social skills. Open School Day/Evening is also a time where our teachers can explore with parents on how we can work together to establish social skill training for all of our students.

Our parent support group as well as our sibling group will work together to establish appropriate social skills for their child and brother/sister. Simple activities along with activities to join in with will be addressed at some of their meetings.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Teachers will be acquainted with curriculums geared to the functioning levels of their students. Consultants will be hired to assist teachers with their social skills goals and provide needed professional development for them as well. District 75 provides many workshops for our teachers in the area of behavior, as well as workshops geared to the varying disabilities of our students.

Teachers will also be paired up with co-teachers who have students with same levels where they will be able to discuss and plan lessons according to the abilities of their students.

Cohort meetings can be utilized to research different curriculums as well as finding best practice.

**Service and program coordination**

- Project Arts money will be utilized to hire a drama consultant that will assist in developing a social skill play.
- Parent Support group grant will assist in educating parents and siblings in dealing with their family member who is disabled.
- Michael J Carley will be consulting with parents on his group and what he is doing with their children.

**Budget and resources alignment**

- 
- Instructional money under non-contractual services in the sum of ten thousand dollars will be utilized for the services of professional development and consultants.
- OTPS money will be utilized in the amount of three thousand dollars for books and supplies.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- PS 177 will increase school based worksite participation of our adolescent student population aged fourteen years and older by 50% through the development of a uniformed in-house worksite program in which our students will acquire necessary job skills in preparation for their work in the community by June 2012.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- PS 177 needs to formulate a plan whereby students receive necessary skills in school before they venture out into the community for worksites. Students will be directed to jobsites that may be of interest to them as well as something that may be mentioned on the vocational assessments. Many of our students work in restaurants as well as the food industry. These students will be afforded the opportunity to work in our school's culinary hopefully gaining some of the necessary job skills they will need when out in the community. We also need to establish job sites with our school store, printing shop as well as our wood shop. Students will also be given the opportunity to work with our technology department for those who show an interest in computers as well as Smart Boards. Students need to experience skills for interviews when going to a job as well as developing their own resumes. Practice will be given to these students as they interview to work at these in house job sites.

**Instructional strategies/activities**

- By September 2011, job and transition coordinator will work together to establish times for the in house job sites. Students who are fourteen and older will be given the opportunity to work on these job sites.
- By October 2011, students will begin to interview for these jobs. Students will practice several times before a job is established for them
- By November 2011, a complete roster of jobs and the students who will be working will be completed.
- By January, 2011 students will learn how to assess their job skills and rotation might be warranted for some of our students.
- By June 2012, we will have had 50% of our student population who are fourteen and older participate in some sort of job within the school community.

**Strategies to increase parental involvement**

- Parents will be able to see how and where their child is working through meetings with the teacher and the shop where their child is working. They will also be invited in to observe and view what their child is learning.
- Transition and job coordinator will present at a PTA meeting to talk about the jobs and skills that our students are learning. Our parents will also become knowledgeable about student stipends and how once a student is sixteen years old are eligible to receive when they are working. We will also encourage parents to establish procedures for their children as to what they should do with their stipends and how they can utilize these stipends to create greater independence for their child.
- Parents will be invited to attend the Annual Transition Fair which is hosted by several District 75 schools as well as Francis Lewis High School. Forming a cohort with several schools enables all our schools to benefit from many agencies attending to assist a large parent population.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Transition and job developer will work with classroom teachers in establishing goals and activities to assist them with their students. Job development will also be pursued for making sure that opportunities are given to all our students.
- Community job sites will be assisting our teachers and school in formulating activities that will assist our students in performing excellent job skills and responsibilities.
- District 75 Transition Team and Coach will assist our transition coordinator/job coach with compliance issues as well as reaching out to agencies and community worksites.

**Service and program coordination**

- Vatea funding will be utilized from state funding.

**Budget and resources alignment**

- Transition/job developer will assist teachers and students with job site skills as well as developing skills for future independence in the community. They will also assist parents on specific support such as guardianship, agency tours and medicaid waivers etc.
- \$10,000 from state funding will be used for student stipends for students who are sixteen and older.
- \$10,000 from school instructional funding will also be used to supplement student stipends.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- There will be increased teacher effectiveness in delivering targeted instructional strategies as evidenced by increased student engagement measured by low-inference observations.

#### **Comprehensive needs assessment**

- In order to assure that we retain and support teachers who educate our students, it is imperative that administration give them the necessary tools and feedback for them to succeed. Seeing a team who is diligent and supportive in assisting and working towards the success for all children is imperative for an organization to succeed. It is up to the administration to continue to develop routine visits to our classrooms as well as make sure that teachers are receiving the necessary coaching and professional development that they will need in their classrooms. As in past years, we have been working with the Professional Teaching Standards with our teachers. Due to the rigorous demands of the common core standards, we have decided to switch Danielson's Framework of Teaching as well as comparing the strategies of both programs which are very similar.

#### **Instructional strategies/activities**

- September 2011, teachers and administrators will review frameworks as compared to the Professional Teaching Standards that we have been utilizing for the past two years. All will compare similarities of both assessments as well as collaborating on what the description of the frameworks we will be using entails.
- Administrators will also collaborate on the verbiage of the frameworks we will be using this year as well as labeling what the key components are.
- September 2011, administrators will receive support from District 75 on formulating a data base for all walkthroughs and evaluations/observations for all teachers.
- September 2011, administrators will formulate rotation lists for all walkthroughs. They will begin in September and will be given for a minimum of four times for each teacher during the course of the school year. Each administrator will visit each classroom within the organization at least once before an informal observation is given.
- September 2011, teachers will reflect on the frameworks that we have chosen to utilize this year. Cohort meetings will be devoted to identifying the key components from the frameworks that we will be working on this year. Teachers will become acquainted with what components the administration will be looking for during the walkthroughs and observations.
- Ongoing data from each walkthrough will be placed in a central data base program. This way, all administration can view prior walkthrough information given to the teacher and the support they have been given.
- Language from walkthroughs will be the same language that is utilized in the Danielson's Frameworks.

#### **Strategies to increase parental involvement**

- SLT will become acquainted with the Frameworks and learn how we are moving towards the Frameworks and away from the Professional Teaching Standards.
- PTA meeting, we will also talk about the new walkthroughs and how all administrators are making many visits into the classrooms and supporting teachers in all their needs.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Danielson's Frameworks are being introduced on a modified version this year. We are getting the teachers acquainted with the language as well as comparing them to the Professional Teaching Standards that we were already utilizing. Professional development days will have at least one activity that refers to the Danielson Frameworks and the Common Core Standards.
- District 75 professional development will afford some of our teachers the opportunity to attend meetings regarding the new Frameworks as well as the Common Core Standards.
- Administrators as well as the school coach will receive further training on the Frameworks and turnkey the information to all staff during cohort meetings and pd days.

**Service and program coordination**

- New teacher mentoring will allow a greater emphasis for these teachers to become acquainted with the Frameworks and what they need in order to develop appropriate teaching tools and methods.

**Budget and resources alignment**

- Substitute per diem allocation of three thousand dollars from the school's instructional budget will be utilized for professional development surrounding the frameworks and common core standards.
- Administration and school coach will work together to develop training to all teachers.
- Professional development budget in the amount of \$1,000 will be utilized for the purpose of teacher training.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- PS 177 will expand the use of technology by the acquisition and utilization of ipads as a tool to reinforce classroom instruction by a 10% increase in math and ela skills as evidenced by the mastery of IEP goals as well as increased scores on the Brigance, Sandi and ABLLS assessments by 2012.

### **Comprehensive needs assessment**

Our students require much reinforcement for all the lessons that they are taught. Motivation is vital in keeping our students on task as well as keeping their interest at a high level. Technology is very motivating for the majority of our students. The immersion of ipads into our curriculum has generated great interest by many of our students. The utilization of both ipads and computers along with smart boards has enabled us to increase student focusing and hopefully will reinforce greater scores on their assessments. With the immersion of CCLS, it is imperative that we create higher expectations for our students as well as utilizing the ipads as a reinforcement for the new standards.

### **Instructional strategies/activities**

- August 2011, we established a cluster position for the purpose of utilizing the ipad as a reinforcer to increase both math and ela skills. Over ninety ipads were purchased in June 2011 for this purpose as well.
- September 2011, ipad carts will be purchased for each floor of our school as well as our 295 site. Ipads can be signed out by classroom teachers when cluster teacher is not utilizing them.
- Training will continue throughout the year for teachers who were not trained in May and June of 2011. District 75 Technology coach will also assist in training of some of our new teachers and the new cluster teacher in September 2011.
- September 2011, cluster teacher will collaborate with classroom teachers on her schedule to develop plans and curriculum for each of the classes on her rosters.
- October 2011, students will begin to learn how to use the ipad under the direction of the cluster teacher as well as being reinforced by the classroom teacher.
- Classroom paraprofessionals will receive training as well on the ipad from our cluster teacher and will assist the cluster teacher when group work is utilized. Differentiated techniques will be implemented to receive the utmost reinforcement from the ipad as well as the appropriate apps that will be chosen.
- October 2011, we will also utilize the smart boards in all classrooms when presenting the Unique Curriculum and its units of study.
- October 2011, all classroom teachers will have attended at least one webinar on Unique as well as attending professional development workshop at our school. Teachers will become acquainted on how to navigate the system and how to differentiate lessons for all functioning levels. Pre and post data will be utilized as well to see how are students learning.
- January 2012, all classes will have received training on ipads as well as the new curriculum. Data and student tasks can be looked over to see the success of the ipads as well as the new curriculum.
- Ongoing research into different apps and how they can assist our students will be researched throughout this year and shared to all our teachers.

### **Strategies to increase parental involvement**

- SLT along with PTA meetings will be devoted to Unique and the lessons that are being taught by this curriculum. Parents will also be invited up to school by their child's homeroom teacher during parent/teacher conferences to show some of the aspects of the program and how the teacher utilizes it.
- Curriculum units will be sent home in order for parents to be acquainted with the month's unit of study. We will also be posting the map on a bulletin board within our schools.

- Parent/Teacher conferences will enable parents to view and see how and what their children are learning as well as being exposed to. Student portfolios with assigned tasks will enlighten parents to the scope of the work that the school is doing and how they can reinforce at home.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Teachers will gain an effective curriculum which can be differentiated for all student levels. The curriculum will soon be aligned to the common core standards as it is already aligned to the aglis ( alternate grade level indicators). This curriculum along with the units of study from District 75 enables our teachers to have a map of what and where they are going when they teach their students. This will allow for continuity as our students progress to higher levels. Our teachers have always been asking for a true road map for their students and they are truly motivated when working with this new curriculum.**

#### **Service and program coordination**

- Title 1 and Title 111 money will enable our teachers to expand on the Unique Curriculum and create lessons for all of our diverse learners. Multi cultural activities that are provided through this curriculum will also effectively have an impact on our ELL's(English Language Learners). Parents/guardians from our ELL community will also receive training and how we implement this curriculum during Title111 workshops.
- SLT members will receive training on Unique Curriculum as well as being acquainted with the utilization of ipads in the classrooms.

#### **Budget and resources alignment**

- **Cluster teacher position was initiated to teach ipad use as well as reinforce lessons in the areas of ELA and Math as they relate to CCS.**
- **Professional development from District 75 will be utilized along with assistance from District 75 Technology Coach.**
- **Professional development will be given to teachers at cohort meetings.**
- **Four ipad carts will be purchased from OTPS money in order that ipads are locked up on each floor.**
- **Software money will be utilized for the purchase of apps that would reinforce learning for our students. One thousand dollars will be budgeted for the ipads.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	5	5	N/A	N/A	1			1
<b>1</b>	4	4	N/A	N/A	2			2
<b>2</b>	28	28	N/A	N/A	5			1
<b>3</b>	24	24	N/A	N/A	4			0
<b>4</b>	36	36	<b>36</b>	<b>36</b>	7			5
<b>5</b>	14	14	<b>14</b>	<b>14</b>	8			1
<b>6</b>	30	30	30	30	6			1
<b>7</b>	37	37	37	37	12			0
<b>8</b>	33	33	33	33	9			1
<b>9</b>	41	41	41	41	22			0
<b>10</b>	60	60	60	60	25			0
<b>11</b>	41	41	41	41	24			2
<b>12</b>	151	151	151	151	10			5

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>The following reading programs and ais services are delivered during one to one tutoring along with small group lessons during the school day. Teachers will utilize professional development periods at least twice a week to deliver one to one tutoring skills. Wilson, Edmark, S.M.I.L.E along with Great Leaps are utilized depending on the student. We also use Caught Reading series along with social skills stories to increase reading skills. Teachers have also developed unit curriculums for their classes using books such as the Harry Potter series to develop motivating systems for their students. Our younger students up to the age of twelve also work on Headsprout Reading program which is an animated program on the computer which tests for word recognition as well as comprehension skills. Early Literacy Skill Builders and Foundations are also included in our younger classes. Merrill Linguistics also plays an important role in developing reading skills for all of our students. We also use educational consultants from Teachers and Writers who assist our teachers in teaching writing skills to our students. They often use poetry to motivate and instill new skills in our students. Meville to Weville is used in our 12:1:4 program and contains certain units of study each month. This year, we have begun a new program Unique Learning System which also reinforces reading in all their lessons. Many different units of study are also presented with Unique and pre and post assessment data is available for all units. Our older students who are transitioning from the age of fourteen and older utilize Life Skill Readers from Attainment. The goal of this program is to teach our students skills they will need for life in the community and at the workplace.</p>
<p><b>Mathematics</b></p>	<p>Everyday Math is utilized throughout the school day for our younger students. Lessons are modified according to their needs. The school organization also uses Equal Math curriculum and Attainment series for mathematics. Many of our math skills become functional at a later age and students work with real money as well as the Attainment Series for money skills taught on software as well. Steck Vaughn series is also used for students and reinforced by workbooks when lessons are</p>

	<p>completed. Manipulatives along with text books from the core curriculum are also used by our early learners. Our new school store offers the students the opportunity to meet and greet customers as well as develop skills for keeping inventory. By far the biggest skill taught is the use of the cash register and the use of real money. Students are interviewed for this position and work in groups of two or three at a time. Students are also learning to weigh certain items such as candy etc. All these activities make our students grow in overall math skills. Our woodshop class also offers our students the ability to learn to measure and build simple projects. All our math lessons are usually followed through in the community where our students generalize the skills they learned in school to another environment.</p>
<p>Science</p>	<p>Science is taught both in our classrooms as well as by our science cluster teacher. Lessons taught in the science classroom revolves around hands on instruction as well as utilizing our science mobile lab and the wonderful activities associated with the lab. Students learn how to utilize equipment such as microscopes, health equipment and sensors. They also field trip into the community where they learn about different living things that surround our world. Healthy nutrition along with learning about the human body and how we can keep it healthy is always on our agenda. Students learn how exercise impacts our body and why it is so important to follow a regular routine. Activities and contests are sponsored by the school where students enroll in certain walking and exercising activities and win healthy prizes. The following books are used to supplement our science curriculum in our classrooms: Steck-Vaugh publisher, titles are Wonders of Science, Earth and the Human Body. We also use materials from the core curriculum to supplement our students in the early grades.</p>
<p>Social Studies</p>	<p>Social Studies taught several ways in our school environment. Our students who are able use textbooks labeled: Homes and Families, and the History of our country part 1 and part 2. Students also have books that revolve around map and map skills. Other students use programs such as News 2 You, Weekly Reader as well as Unique Learning System which produces many lessons geared to Social Studies. Our students are also afforded the opportunity to participate in work site activities within the community where they learn the appropriate skills on how to act appropriately while working on their jobs. The World of Work along with Life Skills from Attainment are also added activities that enhance the Social Studies skills of many of our students. We also produce many events centered around multi-cultural activities throughout the year as well as learning about the many</p>

	<p><b>cultures that make up the world. Assembly programs along with our ESL teachers provide many opportunities and experiences for our students in learning about the different cultures as well as providing a multi cultural luncheon for all staff and students. National geographic online also provides added lessons to our many planned activities. Title III resources also allows us the opportunity to provide added learning to our parents and ELLS at separate times during the school year.</b></p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>Any student who appears to be in distress or may need counseling services at any given period is always afforded the opportunity to speak to one of our guidance counselors. Our guidance department also provides services to our parents as well as assisting them in finding agencies etc. who will give them services that they may need. Any student whose behavior has shown a severe change is also seen by our guidance counselors to see if there services could be of any benefit to them.</b></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>N/A</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>N/A</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>Our nurses make concerted efforts to reach out to our students and their families that have certain health related illness. They also provide training to both our staff and our students and encourage our students to be proactive in the care of their bodies especially those with diabetes and those who may become diabetic. Precautions are also taught to our students and how they should have healthy hygiene habits.</b></p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Gary Hecht</b>	District <b>75</b>	Borough <b>Queens</b>	School Number <b>177</b>
School Name <b>The Robin Sue Ward School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Kathleen Posa</b>	Assistant Principal <b>Michelle Dickerson</b>
Coach <b>Kathy LaMere</b>	Coach
ESL Teacher <b>Laura Urban</b>	Guidance Counselor <b>Susan Altabet</b>
Teacher/Subject Area <b>Donald Brosnan-ESL</b>	Parent <b>Caroline Breuers</b>
Teacher/Subject Area <b>Barry Amper-IEP Facilitator</b>	Parent Coordinator <b>Veronica D'Angelo</b>
Related Service Provider <b>type here</b>	Other <b>Gary Hecht, cluster leader</b>
Network Leader <b>Stephanie McCaskill</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>507</b>	Total Number of ELLs	<b>90</b>	ELLs as share of total student population (%)	<b>17.75%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## Part II: ELL Identification Process

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

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

For students in D75, options for special education ELLs are determined and discussed with parents during the Educational Planning Conference at the CSE level. Once the Home Language Survey (HLIS) is given, the team at CSE makes an appropriate ELL determination. For District 75, the structures that are in place to ensure that parents understand the three program choices are done at CSE. Parents are then given an array of options from which to choose. In the event that CSE has not followed procedural protocols for new ELL admits, the following protocol has been established at our school within the first 10 school days, for the initial identification of those students who may possibly be ELLs: Our pupil Accounting Secretary generates the New Admits Report on a monthly basis. This report is then reviewed by Ms.Laura Urban, the ELL Compliance Liaison to assist in locating potential ELLs. Next, an attempt is made to locate the students' HLS report, followed by IEP's and detailed placement screens, which are reviewed and compared in order to determine eligibility. If the HLS report was not given then Mr.Brosnan (English only)and Ms.Urban (English only), the two licensed ESL teachers will interview the parent of the child to determine the home language and program eligibility. Additionally a translator will be provided if necessary for the parent interview. The Parent Survey and Program Selection Form are reviewed to identify parents' choice. Ms.Urban and Mr.Brosnan then clearly articulate to parents program options. Finally, a determination is made as to whether or not a student is to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, the ELL is deemed eligible to receive services. If a student whose HLS indicates Spanish and the student does not pass the English LAB-R, then the Spanish LAB-R is administered. The ELL liaisons, Mr.Brosnan and Ms.Urban then share the results of the LAB-R with our SBST. As we do not have a bilingual program, students whose IEP's recommend bilingual instruction are assigned to a class where there is a bilingual paraprofessional (bilingual in the language of the student). All ELLs are evaluated annually with the NYSESLAT; RLER, RLAT and RYOS ATS reports are used to determine NYSESLAT eligibility. The two licensed ESL teachers, Mr.Brosnan and Ms.Urban are responsible for coordinating and administering the NYSESLAT. Students who take the NYSESLAT are grouped by IEP ratio and test band which is reflective of students' chronological age. Each modality of the NYSESLAT (reading, witing, listening and speaking) is given to students in their IEP ratio/Test Band groups on non-consecutive days (excluding the speaking modality which is administered individually to students). We also utilize our Parent Coordinator in conjunction with our ESL teachers to configure the native languages of parents attending conferences. Translation services have been implemented from in-house bilingual staff, who provide assistance to families as needed. These services have been afforded through our per session activities. We also contact outside agencies that offer translation services in the native language requirements of our parents and students. Overall, daily communication with ELL parents has been translated to best address the needs of our students and parents. Finally, yearly surveys are distributed to parents/guardians of our ELLs. Survey results are analyzed to assess parent needs and future program planning.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 25  1  2  3  4  5  
 6  7  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): N/A
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): N/A

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	90
SIFE	6	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	30

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	3	34	26	3	26	30	0	30	90
<b>Total</b>	<b>34</b>	<b>3</b>	<b>34</b>	<b>26</b>	<b>3</b>	<b>26</b>	<b>30</b>	<b>0</b>	<b>30</b>	<b>90</b>

Number of ELLs in a TBE program who are in alternate placement: 5

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	0	2	1	2	1	5	10	8	3	2	13	49
Chinese		1	0				2		2				3	8
Russian														0
Bengali		1	1	2		1		1	2	3				11
Urdu											1			1
Arabic													2	2
Haitian						1	1	1					1	4
French														0
Korean					1				2	1	1		2	7
Punjabi														0
Polish										2		1		3
Albanian														0
Other							2			1	2			5
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>16</b>	<b>15</b>	<b>7</b>	<b>3</b>	<b>21</b>	<b>90</b>

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Models of instruction include a free-standing ESL Program with paraprofessionals who speak both English and the native language of students. The ELL population of P177Q consists of students with a wide range of disabilities. 44 ELLs are in grades K-8, and 46 are in grades 9-12. This number includes students who are serviced through their IEP's. Although most of our ELLs are in self-contained special education classrooms in the main building, some ELLs receive services within their inclusion programs at the off-sites. For school year 2011-12 there are no programs offered where the language of instruction is English and another language which all students in the class speak. Currently, two licensed ESL teachers provide ESL services through the pull-out and push-in models of teaching. Throughout the year, ESL teachers articulate with the content area teachers to help them differentiate instruction and assessment for English language learners in their classes who are at various levels of language development. The number of entitled ELLs includes 33 students who are in the ESL Program and 57 students who are serviced as per their IEP. The LAP team has combined students who are age appropriate in classrooms to utilize support services and proper social interaction to obtain greater results. The ELLs receive the allotted number of units as per CR Part 154 following the NYS ESL, English Language Arts, Science, Math, Social Studies and Technology Standards. P177Q's long-term plan is for our ELLs to transition to a functional academic curriculum with ESL supports. ESL students who have achieved proficiency will proceed to monolingual programs with limited ESL supports that will best address their academic and functional needs. Both of our ESL teachers are state certified in ESL. Applying CR Part 154 to special needs students in Alternate Assessment in grades K-8 is implemented as follows: At the beginning and intermediate levels of instruction, 2 units of study or (360 minutes) per week of ESL services, elementary aged students at the advanced level of English language proficiency receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. 43 of our high school level students are at the beginning level of language acquisition, and they are mandated to receive 3 units of instruction or (540) minutes of instruction per week. Currently, our school utilizes the Freestanding ESL Program model. Both the pull-out and push-in models of instruction are utilized to service our ELLs. New admits will be grouped in an ESL environment and will be receiving services within Self-Contained Special-Education classes. To ensure that our ELLs meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as whole language, graphic organizers, language experience, scaffolding methodologies and cooperative learning. All instruction is in English, as we do not have a bilingual program. However, when necessary, students receive additional support in their native language from a paraprofessional who speaks the student's native language. The instructional program of P177Q is designed to develop the cognitive skills of Limited English Proficient students. In ELA, the language arts instructional component includes the English learning standards for ELA and English as a Second Language (ESL). These standards are used to support students' learning. We believe each student should be given every opportunity to reach their potential. Subsequently, each student is treated as an individual learner. Our supports for ELLs who have received services for more than three years and less than six years, include: a twelve month school program that supports academic and social learning. Our supports for our long-term ELLs (more than six years) includes a 12 month school program that supports and enhances their academic and social learning. We provide opportunities for these long-term students at worksites within the school environment and in the community. Currently, ELLs are clustered within our self-contained special education classes. This clustering supports push-in ESL instruction, which has been successful at P177Q. Our emphasis on improving students' academic language will involve instruction with rigorous academic content in all areas. The following programs such as: Ablenet Weekly Reader, Equals Math Program, Getting Ready to Learn Program, Headsprout Reading Program, News- 2 You, S.

## A. Programming and Scheduling Information

M.I.L.E, Unique Learning System and a Social Skills Curriculum support the academic rigor expected for our ELL student population. Additionally, native language books are available in our library and throughout classrooms. At the present time, we have 6 SIFE students. Upon admittance we provide the families of our SIFE newcomers with an overview of ESL methodologies that help further their child's learning. Because our school consists of self contained special education classes that provide intensive small group instruction, individualized for students' specific academic and social needs, our students also receive group or individual counseling based on their individual IEP mandates. Depending on schedule availability, some students or groups have double periods of ESL instruction. Currently, we have 6 newcomers. Our newcomers are usually identified as ELLs from their initial CSE meeting. CSE determines what services will be provided for the student. In the event that CSE has not followed procedural protocols for new ELL admits, our school has established procedures for locating potential ELLs. At the intake of our program, we consider the student's language and educational needs. For students whose IEP recommends bilingual instruction, we assign a paraprofessional who speaks the same language (if available) who will guide and nurture our newcomer. The instructional program of P177Q is designed to develop the cognitive skills of Limited English Proficient students. To assist our ELL student population in achieving their language goals, there are many interventions available. Our supports for ELLs who have received services for more than three years and less than six years includes: A twelve month school program that supports academic and social learning. We utilize Academic Intervention Services (AIS), The Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Related Communication of Handicapped Children (T.E.A.C.C.H), Whole Language, the use of Graphic Organizers, and Mutli-Sensory approaches used in conjunction with augmentative communication devices (Dynamo etc.). Additionally, ELLs are encouraged to participate in less focused activiities such as extra-curricular activities, which aid the ELL in acquiring proficiency in the English language. Overall, our entitled students and students who are serviced through their IEPs are of adolescent age; therefore, two new initiatives that appeal to adolescent learners were added during the 2010-2011 school year, and will continue through the 2011-2012 school years. One of the programs is a collaborative program among our ESL teachers and the Horticulture Program. This program provides our ELLs with weekly opportunity for maintaining the school's garden and the school's landscape. Selected high school age ELL students participate in the Horticulture Program 90 minutes a week or for two 45 minute periods. The other new initiative for our adolescent ELLs is the Students' Newspaper Club. The purpose of the club is to provide monthly opportunity for our high school aged ELL students to attend school events and write articles for the school newspaper. Selected high school aged ELL students who have been designated as student reporters meet 30minutes twice a month. Finally, students' writings are then published in the school newspaper every three months. In our inclusion program all ELLs are educated with their non-disabled peers and are included in all educational and extracurricular activities.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

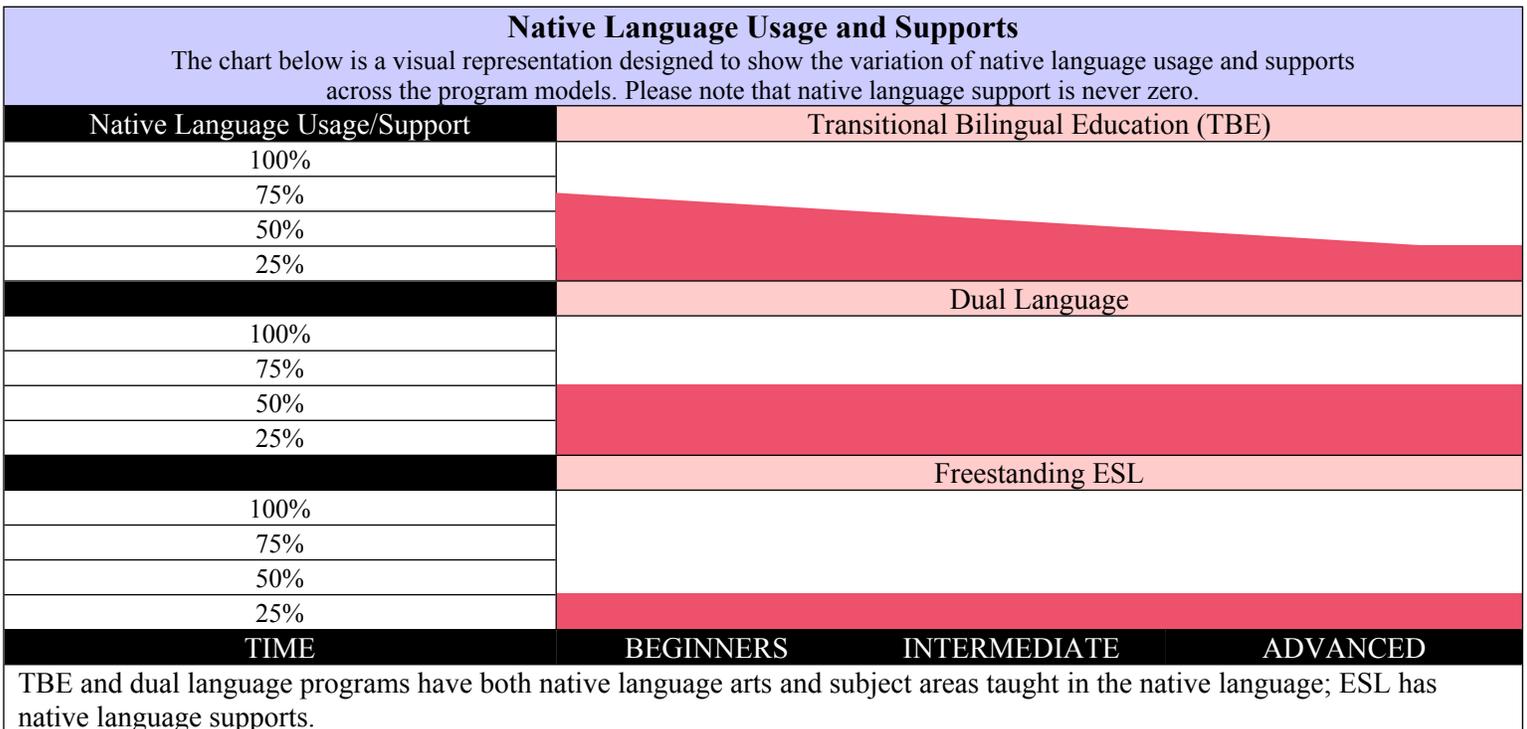
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

The model of instruction at P177Q is that of a free-standing ESL Program with paraprofessionals who speak both English and the native language of students. The ELL population of P177Q consists of students with a wide range of disabilities. ELLs are in grades K-12, and although most of our ELLs are in self-contained special education classrooms in the main building, some ELLs receive services within their inclusion programs at the off-sites. Currently, two licensed ESL teachers provide ESL services, primarily through the pull-out and push-in models of teaching. The number of ELLs includes 33 students who are in the ESL Program and 57 who are formerly known as X-Coded and serviced through their IEP. New admits will be grouped in an ESL environment and will be receiving services within self-contained classes as per their IEP. In order to utilize support services, increase social interaction among our ELLs and obtain greater results with language acquisition among our ELLs, the LAP team has combined students who are close in their chronological ages, and have also paired new admits with classmates and paraprofessionals who speak their native language. Each classroom library includes books supporting students home language. P177Q's long term plan for our ELLs is to transition our students to a functional monolingual program with limited ESL supports that will best address their academic and functional needs. Our teachers continue to assess using the ABLLS and Brigance. Beginning in the 2011-2012 school year, all students will be assessed with the Unique Learning System. Students' goals and objectives are aligned to assessment data and further linked to the Unique Learning System for establishing students goals and planning lessons. Furthermore, for the upcoming 2011-2012 school year ESL teachers and content area teachers will begin to examine the New Core Curriculum Standards as it relates to English Language Learners. Collaboration among content area teachers, guidance counselors, speech providers and the ESL teachers occurs daily during regularly scheduled co-hort meetings. Additionally, targeted intervention programs such as the Getting Ready to Learn Program (GRTL), Headsprout Reading Program, S.M.I.L.E, Star Reporter, MeVille to WeVille, Ablenet Weekly Reader, News 2 You, Unique Learning System and the Equals Math Programs are available to support our students' learning and development. No programs or services from the 2010-11 school year have been discontinued. For the upcoming 2011-2012 school year, Sensory Integration Block Time will be added to all classes, as well as the continued expansion of the Getting Ready to Learn Program(GRTL). Currently, approximately 90% of our classrooms are equipped with Smartboard Technology and 100% of our classrooms are equipped with computer internet access. However, our goal for the 2011-2012 school year is to have 100% of classroom equipped with Smartboard Technology. In addition to providing our ELLs with rigorous academic programs. ELLs are encouraged to participate in less structured activities such as extra-curricular activities, which include: Team Sports, Student Council, Band and Chorus. ESL teachers inform the ELL population of all upcoming school programs and encourage students to be actively involved in these programs. Ensuring equal access to extra-curricular and academic programs helps our ELLs to acquire proficiency in the English Language. Students who have tested out will be supported for two years with ESL services. The additional support will help the student adjust to their new program. PS 177Q does not offer language electives as per IEP exemption. Title III funds will provide additional training and support for students/parents/guardians of our ELL population. The focus of the Title III After School Program is to improve the English Language acquisition and communication skills among our ELL student population, through literacy and dramatic arts, with an emphasis on Transition and Person Centered Planning. Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

## 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?

### 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

Brigrance Assessment Tool Kit, alternate assessment methods for ELLs, the use of technology in ESL education and the adaptation of multicultural materials for the education of ELLs with cognitive, emotional and or physical challenges. At these orientations guidance counselors are given professional development to assist ELLs as they transition from one school level to another. Records of these activities are maintained by administration. Teachers and paraprofessionals who serve ELLs in P177Q, will be supported in their Jose P training through coaching services provided by the school-based certified ESL teachers, as well as the district coaches. Teachers of ESL, monolingual and bilingual paraprofessionals will be expected to attend district, city and statewide conferences on best practices for the education of ELLs. During the school year 2011-2012, we will continue with weekly cohort group meetings. Cohort meetings will be scheduled during teachers' common prep periods, at least once a week. The purpose of cohort group meetings is to foster collaboration among classroom, coverage, and related service providers. For the 2011-2012 school year, P177Q will provide ongoing professional development to all staff including teachers and paraprofessionals with ELL students in their classrooms. ESL staff will share and turn key ESL techniques through weekly cohort meetings; for example, strategies that support English Language Learners such as: ESL strategies across content areas, and scaffolding strategies for the instruction of ELLs. Topics will include but are not limited to: (1) The Common Core Standards and the English Language Learner (2) Second Language Literacy Instruction/How do ELLs learn to read (3) The impact of cultural issues on the learning of ELLs, and (4) preparation strategies for the Spring NYSESLAT assessment. Finally, all staff will be encouraged to attend district and city wide conferences pertaining to ELLs.

### E. Parental Involvement

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

Through the school's PTA, Parent Coordinator and Guidance Department, P177Q will offer parents/guardians of ELLs ongoing information and training in different aspects of their children's education. All training and information will be sent in the parents' native language. In conjunction with the PTA, we will provide translators at meetings as well as brief surveys to assess the needs of the parents of ELLs. Our PTA hosts a parent support group entitled, "Serving Families of 'Special Needs' Children with Development Disabilities" that meet bi-monthly. Additionally, throughout the year, our School Guidance Department hosts and leads parents and sibling support groups. These support groups are referred to as: "Parents helping Parents" and "For Sibs only," which meets monthly. These meetings are usually partnered with other agencies or Community Based Organizations to provide information and services to ELL parents. Topics include: Instructional strategies for children with Autism and other developmental disabilities, behavior management for students with Autism and other developmental disabilities, transition, guardianship, special needs trusts, speech, immigration and many other areas pertaining to needs of our ELL students and parents/guardians. Title III funds will provide additional training and support for students/parents/guardians of our ELL population.

Title III Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

## E. Parental Involvement

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

Through the school's PTA, Parent Coordinator and Guidance Department, P177Q will offer parents/guardians of ELLs ongoing information and training in different aspects of their children's education. All training and information will be sent in the parents' native language. In conjunction with the PTA, we will provide translators at meetings as well as brief surveys to assess the needs of the parents of ELLs. Our PTA hosts a parent support group entitled, "Serving Families of 'Special Needs' Children with Development Disabilities" that meet bi-monthly. Additionally, throughout the year, our School Guidance Department hosts and leads parents and sibling support groups. These support groups are referred to as: "Parents helping Parents" and "For Sibs only," which meets monthly. These meetings are usually partnered with other agencies or Community Based Organizations to provide information and services to ELL parents. Topics include: Instructional strategies for children with Autism and other developmental disabilities, behavior management for students with Autism and other developmental disabilities, transition, guardianship, special needs trusts, speech, immigration and many other areas pertaining to needs of our ELL students and parents/guardians. Title III funds will provide additional training and support for students/parents/guardians of our ELL population.

Title III Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

## D. Professional Development and Support for School Staff

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

ESL teachers meet with related service providers and other teachers to best address students' needs and goals. During the school year, from September through June, P177Q's professional development plan will include all stakeholders of our school community. The professional development menu for the 2011-2012 school year begins in September with an orientation on mandated services for our ELL students. Present at all our orientation meetings are: The school principal, assistant principal, guidance counselors, related service providers, teachers, paraprofessionals, secretaries, and parent coordinators. The orientation meeting is followed by the Election Day Professional Development which includes issues pertaining to the education of the ELLs. These include: Jose P. training, the availability of the Spanish Brigrance Assessment Tool Kit, alternate assessment methods for ELLs, the use of technology in ESL education and the adaptation of multicultural materials for the education of ELLs with cognitive, emotional and or physical challenges. At these orientations guidance counselors are given professional development to assist ELLs as they transition from one school level to another. Records of these activities are maintained by administration. Teachers and paraprofessionals who serve ELLs in P177Q, will be supported in their Jose P training through coaching services provided by the school-based certified ESL teachers, as well as the district coaches. Teachers of ESL, monolingual and bilingual paraprofessionals will be expected to attend district, city and statewide conferences on best practices for the education of ELLs. During the school year 2011-2012, we will continue with weekly cohort group meetings. Cohort meetings will be scheduled during teachers' commom prep periods, at least once a week. The purpose of cohort group meetings is to foster collaboration among classroom, coverage, and related service providers. For the 2011-2012 school year, P177Q will provide ongoing professional development to all staff including teachers and paraprofessionals with ELL students in their classrooms. ESL staff will share and turn key ESL techniques through weekly cohort meetings; for example, strategies that support English Language Lerner such as: ESL strategies across content areas, and scaffolding strategies for the instruction of ELLs. Topics will include but are not limited to: (1) The Common Core Standards and the English Language Learner (2) Second Language Literacy Instruction/How do ELLs learn to read (3) The impact of cultural issues on the learning of ELLs, and (4) preparation strategies for the Spring NYSESLAT assessment. Finally, all staff will be encouraged to attend district and city wide conferences pertaining to ELLs.

## D. Professional Development and Support for School Staff

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

ESL teachers meet with related service providers and other teachers to best address students' needs and goals. During the school year, from September through June, P177Q's professional development plan will include all stakeholders of our school community. The professional development menu for the 2011-2012 school year begins in September with an orientation on mandated services for our ELL students. Present at all our orientation meetings are: The school principal, assistant principal, guidance counselors, related service providers, teachers, paraprofessionals, secretaries, and parent coordinators. The orientation meeting is followed by the Election Day Professional Development which includes issues pertaining to the education of the ELLs. These include: Jose P. training, the availability of the Spanish Brigrance Assessment Tool Kit, alternate assessment methods for ELLs, the use of technology in ESL education and the adaptation of multicultural materials for the education of ELLs with cognitive, emotional and or physical challenges. At these orientations guidance counselors are given professional development to assist ELLs as they transition from one school level to another. Records of these activities are maintained by administration. Teachers and paraprofessionals who serve ELLs in P177Q, will be supported in their Jose P training through coaching services provided by the school-based certified ESL teachers, as well as the district coaches. Teachers of ESL, monolingual and bilingual paraprofessionals will be expected to attend district, city and statewide conferences on best practices for the education of ELLs. During the school year 2011-2012, we will continue with weekly cohort group meetings. Cohort meetings will be scheduled during teachers' common prep periods, at least once a week. The purpose of cohort group meetings is to foster collaboration among classroom, coverage, and related service providers. For the 2011-2012 school year, P177Q will provide ongoing professional development to all staff including teachers and paraprofessionals with ELL students in their classrooms. ESL staff will share and turn key ESL techniques through weekly cohort meetings; for example, strategies that support English Language Learners such as: ESL strategies across content areas, and scaffolding strategies for the instruction of ELLs. Topics will include but are not limited to: (1) The Common Core Standards and the English Language Learner (2) Second Language Literacy Instruction/How do ELLs learn to read (3) The impact of cultural issues on the learning of ELLs, and (4) preparation strategies for the Spring NYSESLAT assessment. Finally, all staff will be encouraged to attend district and city wide conferences pertaining to ELLs.

## E. Parental Involvement

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

Through the school's PTA, Parent Coordinator and Guidance Department, P177Q will offer parents/guardians of ELLs ongoing information and training in different aspects of their children's education. All training and information will be sent in the parents' native language. In conjunction with the PTA, we will provide translators at meetings as well as brief surveys to assess the needs of the parents of ELLs. Our PTA hosts a parent support group entitled, "Serving Families of 'Special Needs' Children with Development Disabilities" that meet bi-monthly. Additionally, throughout the year, our School Guidance Department hosts and leads parents and sibling support groups. These support groups are referred to as: "Parents helping Parents" and "For Sibs only," which meets monthly. These meetings are usually partnered with other agencies or Community Based Organizations to provide information and services to ELL parents. Topics include: Instructional strategies for children with Autism and other developmental disabilities, behavior management for students with Autism and other developmental disabilities, transition, guardianship, special needs trusts, speech, immigration and many other areas pertaining to needs of our ELL students and parents/guardians. Title III funds will provide additional training and support for students/parents/guardians of our ELL population.

Title III Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	4	1	4	1	2	6	5	15	14	5	3	21	81
Intermediate(I)	0	0	0	0	0	1	0	1	1	1	2	0	0	6
Advanced (A)	0	0	0	0	1	1	0	1	0	0	0	0	0	3
Total	0	4	1	4	2	4	6	7	16	15	7	3	21	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	4	1	3	0	2	3	3	8	11	2	3	21
	I	0	0	0	0	0	0	1	0	4	2	3	0	0
	A	0	0	0	0	2	1	1	3	2	0	2	0	0
	P	0	0	0	0	0	1	0	1	1	2	0	0	0
READING/ WRITING	B	0	4	1	3	1	2	5	5	15	15	5	3	17
	I	0	0	0	0	1	1	0	1	0	0	2	0	4
	A	0	0	0	0	0	1	0	1	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

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

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

The New York State Alternate Assessment (NYSAA) is a data folio style assessment in which students with severe physical, behavioral and cognitive challenges demonstrate their performance toward achieving the New York State Common Core Learning Standards.

Alternate Grade Level Indicators (AGLIs) are used to assess students' performance on required components of the Core Curricula for English Language Arts, Mathematics, Science, and Social Studies, as charted out in the NYSAA Blueprint. Currently, all instructional

### 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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	46		38	
NYSAA Mathematics	46		43	
NYSAA Social Studies	11		11	
NYSAA Science	30		25	

### 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)								
Chinese Reading Test								

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

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

The New York State Alternate Assessment (NYSAA) is a data folio style assessment in which students with severe physical, behavioral and cognitive challenges demonstrate their performance toward achieving the New York State Common Core Learning Standards. Alternate Grade Level Indicators (AGLIs) are used to assess students' performance on required components of the Core Curricula for English Language Arts, Mathematics, Science, and Social Studies, as charted out in the NYSAA Blueprints. Currently all instructional programs address these areas of learning for NYSSAA eligible students. Curriculum content, materials, and text are simplified to less complex forms, yet remain age appropriate, and are aligned to the same main ideas being addressed by same-aged peers at that grade level. The test scores for NYSAA show us that all of our ELL students are at levels 3&4 respectively. Overall student test passing performance is as follows:

English Language Arts (3); Mathematics (3); Science (3); Social Studies (3). NYSESLAT assessment analysis data indicates that most of our ELLs, in the secondary grades are at the beginning levels of English language proficiency in all four modalities (listening, speaking, reading and writing). The patterns indicate that an emphasis on visuals must be utilized as a primary educational teaching methodology. In addition to NYSAA and NYSESLAT assessments, students' instructional plans begin with criterion referenced assessments, such as the Brigance Inventory and the ABLLS assessment instrument. The Brigance assessment instrument, identifies performance levels, sets instructional goals, reports progress, and maintains a systematic interpretable history of children's assessment progress. Teachers' assessment data begin with the Brigance Assessments to IEP goals and end with appropriate lesson plan development to best meet the needs

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P177Q

**School DBN:** 75Q177

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Posa	Principal		10/11/11
Michelle Dickerson	Assistant Principal		10/11/11
Veronica D'Angelo	Parent Coordinator		10/11/11
Laura Urban	ESL Teacher		10/11/11
Caroline Breuers	Parent		10/11/11
Barry Amper	Teacher/Subject Area		10/11/11
Donald Brosnan	Teacher/Subject Area		10/11/11
Kathy LaMere	Coach		10/11/11
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

*Requirement under Chancellor's Regulations – for all schools*

DBN: 75Q177 School Name: Robin Sue Ward School

Cluster: 752

Network: 2

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

### **Part A: Needs Assessment Findings**

---

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

. Home language identification (HLIS) surveys and ATS reports ( RHLA and RYOS) are used to determine the home language of all English Language Learners in the school. Parents indicate on the blue contact student emergency card what language they would like used when the school contacts the home. From these documents and survey information, we are able to ascertain when translation and interpretation needs are required. Teachers and bilingual staff will assist in translation and interpretation of needs. Translated documents are generated from NYS DOE translation services. Finally, notices describing the translation services are posted at the front door.

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

The result of our needs assessment show 70 parents need translation and interpretation services. Languages spoken by these parents are Arabic, Begali, Chinese, Haitian, Korean, Spanish and Tagalog. Sixty seven parents need both oral interpretation and written translation, and three parents need oral interpretation only. ESL teachers share the needs assessment findings with the school community at regular cohort meetings. The translation plan describes what translation services are available. During open school events an administrator is notified of the need for a translator by a staff member. One of our designated staff who speaks the language of the parent provides interpretation. Our school remains in close contact with all parents regardless of their home language. Additionally, translation services are also made available by the N.Y.C Translation and Interpretation Unit.

## Part B: Strategies and Activities

---

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

Throughout the school year, parents of ELLs will be informed about language assistance services in a variety of ways- through one to one meetings, phone conversations, and informational packets. Notices and documents are translated and sent home to families identified in the needs assessment survey by the in-house school staff. The Parent Bill of Rights and NYC Student Discipline Code are sent home in the appropriate home language. Prior to the distribution of any school documents/notices the in-house team works on creating a translated version of that document in the parents native language. This insures that all documents are sent out in a timely fashion. If we are unable to translate documents using the resources of our bilingual staff, we will send them to the Office of Translation to have these documents translated.

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.

Our in-house translation team is available for interpretation services, especially during parent- teacher conferences, parent support groups as well as IEP meetings. We will utilize outside contracted interpreters to attend these meetings when needed. Per- session money from the school's budget is used for hours outside the regular school day.

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

Parent letters and documents regarding translation and interpretation services will be distributed by our Parent Coordinator. The Parent Coordinator will then inform teachers and administration when translation services will be required. All parent notices, including IEP conference notices, will be translated into the home languages identified in our needs assessment survey. If this cannot be done in-house, the translation services of the New York City Department of Education will be utilized. Parents will also receive phone messages on their home phone numbers asking them if they will be in need of translation services for IEP meetings as well as parent/teacher conferences and workshops. These phone messages will be available in native languages of parents/guardians.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Robin Sue Ward School	DBN: 75Q177
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: DESCRIPTION OF THE LANGUAGE INSTRUCTION PROGRAM

There are a total of 507 students with special needs at P177Q. The ethnic breakdown of our student population is as follows: 1.38% American Indian/Alaskan; 14.85% Asian Pacific Islander; 22.37% Hispanic; 38.61% Black and 22.57% White. 18% of the student populations have been identified as ELLs. During the 2011-2012 school year, 34 English Language Learners were recommended for the Free Standing ESL Program at P177Q, and 56 students are served as per their IEP. The school has a total of ninety English Language Learners and they are all tested with the NYSESLAT. The home languages for our ELLs include: 49 whose home language is Spanish, 11 Bengali, 8 Chinese, 7 Korean, 4 Haitian Creole, 3 Polish, 1 Urdu and 5 other. Alternate Grade Level Indicators (AGLI) are used to assess students' performance on required components of the Core Curricula for English Language Arts, Mathematics, Science, and Social Studies, as charted on the Blueprints. Currently all instructional programs address these areas of learning for NYSAA-eligible students. Curriculum content, materials, and text are simplified to less complex forms, yet remain age appropriate, and are aligned to the same main ideas being addressed by same aged peers at that grade level. The test scores for NYSAA show us that all of our students are at level III & IV. The New York State Alternate Assessment (NYSAA) is a data folio style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State Learning Standards.

Overall student test passing performance is as follows:

English Language Arts	3
Mathematics	3
Science	3
Social Studies	3

The NYSESLAT data revealed 43 of our high school age ELLs are at the beginning level of English Language Proficiency, and 3 are at the Intermediate level of English Language Proficiency. Similarly, among our elementary aged ELLs, the data indicated 38 of our K-8 graders are at the beginning level of English Language Proficiency; 3 are at the Intermediate level of English Language Proficiency and 3 elementary age ELLs are at the advanced level of English Language Proficiency. We also use the Brigance Assessments for our adolescent 6:1:1, 12:1:1 and 8:1:1 student population. However, the ABLLS-R Assessment Instrument is used for our elementary aged students with Autism. The ABLLS-R is a device for assessing skills in children with language and learning deficits and is most commonly used in the process of the development of a behavioral program for children on the Autism spectrum. The

## Part B: Direct Instruction Supplemental Program Information

teachers' data collecting process begins with the Brigance Assessment or the ABLLS-R assessment, to IEP goals and end with appropriate lesson plan development to best meet the needs of the individual students. The patterns from assessment data indicate that an emphasis on visuals must be utilized as a primary educational teaching methodology, and the ESL teachers have incorporated this with other methodologies. ESL methodologies include: Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices and learning in Pictorial Symbolic Representation. Additional ESL strategies include visual and graphic organizers, multi-sensory and multicultural ESL materials which are infused throughout all aspects of instruction. Our emphasis on improving students' academic language will involve instruction with rigorous academic content in all subject areas. The following programs such as: Ablenet Weekly Reader; Equals Math Program, Getting Ready To Learn Program; Headsprout Reading Program, News-2-You, S.M.I.L.E; and the Unique Learning System Curriculum support and facilitate the academic rigor expected for our ELL student population.

P177Q has planned a Title III plan for English Language Learners (ELLs). This is a comprehensive plan that adheres to CRPart 154 guidelines for Title III. The majority of students receiving ELL services at P177Q are students with special needs. Our student population includes students with autism, students with mild and significant cognitive delays, some who are verbal and others who are non-verbal. All students require a highly functional curriculum to address their individual needs. The supplemental instructional service program will serve 24 adolescent students with autism and mild or significant cognitive delays, whose chronological ages range from 14 to 21. Student participants will be grouped in two 12:1:1 class configurations, appropriate for their academic and social levels. The program will focus on increasing English Language acquisition and communication skills among our adolescent ELL student population. In order to reach our ELL students and families, we will provide our ELLs with five workshops on "Transition and Person Centered Planning." Title III workshops will provide families of ELLs with needed supports, and services for successful transition and person centered planning. Our school will offer opportunities for parents to understand the literacy of transition and person centered planning. The five exciting workshops planned will prepare participants for the development of a "Toolbox" of methods and resources for understanding the complexities of: Transition and Person Centered Planning. Many creative and innovative activities are planned, such as multiple drama and movement games to help English Language Learners experience success as they develop social skills and skills for Person Centered Planning. The service providers for the Title III Program are two licensed ESL teachers and one Speech Therapist. Additional training and professional development will be provided by Transition Specialists and by a Learning through an Expanded Arts Program (L.E.A.P) Specialist.

P177Q has proposed a monthly After School Program that will run on Thursdays for five consecutive months. The program is scheduled for the following dates: January 19th, February 16th, March 22nd, April 19th, and May 17th, 2012. Direct instruction is scheduled for a total of eleven hours. Four of the five instructional sessions are scheduled to run from 6-8P.M. The final Title III instructional session will run from 6-9 p.m. The last Title III Session will be a celebration of student work and is scheduled from 6-9P.M. The focus of the Title III After School Program is to improve the English Language Acquisition and communication skills among our ELL student population through literacy and dramatic arts, with an emphasis on Transition and Person Centered Planning. The language of instruction is English.

The first segment of each of the Title III Workshops will be comprised of discrete ESL instruction with

## Part B: Direct Instruction Supplemental Program Information

two certified ESL teachers for all of student participants. This segment will be supported by L.E.A.P Facilitators, who will support the ESL teachers in utilizing creative dramatics and role playing vignettes to Person Centered Planning. Additionally, the speech therapist will incorporate the Smart Board, augmentative devices and other visuals to provide participants with active engagement. Three paraprofessionals will support students' work throughout the program. Two paraprofessionals will serve all students who require additional support with the planned activities, and one paraprofessional will serve the student who is mandated for a one-to-one paraprofessional. Teachers and paraprofessionals will use creative strategies to help students develop skills in self-advocacy and to participate in Person Centered Planning. Through the creative arts process, participants will develop short role-playing vignettes demonstrating effective strategies in Person Centered Planning. The educational and philosophical framework of LEAP is grounded in the Embedded, Embodied Cognitive Theory. This theory is based on the research from Jim Greeno, a cognitive scientist and linguist (1999) entitled, *To Know*, Greeno, J. and Goldman, S., *Thinking Practices*, Greeno, J., *Situativity and Symbols: Cognitive Science* 17(1): 49-49 (1983), Constance Steinkuehler (Steinkuehler, Constance. A., "The New Third Place: Massively Multiplayer Online Gaming in American Youth Culture" (to appear in *Tidskrift Journal of Research in Education*). Steinkuehler, Constance. A., *Learning in Massively Multiplayer Online Games* (Proceedings of the Sixth International Conference of the Learning Sciences, 2004, ed. by Y.B. Kafai & others, p. 521-528), who evolved the theory that conceptual learning can be advanced and made more valuable by integrating it in activity that has social aspects. Central to this school of thought is the conviction that for learners to understand any concept or process, it is necessary to embody or ground it in terms of a rich context of use (Embodied Cognition: A More Meaningful Ontological Unit, educational abstract). LEAP facilitators incorporate this school of thought by fully engaging students in learning a concept. Students will be given the opportunity to utilize all five senses and have fun while learning. Two ESL teachers, one speech therapist and four paraprofessionals who speak the language of our students and families will implement this manner of learning, supported by the LEAP facilitators. Our two licensed ESL teachers will utilize printed texts, pecs, augmentative devices, the creative arts, and technology to improve English Language acquisition and communication skills among our ELLs and their families. Title III participants will learn about strategies for successful outcomes with transition planning, and Person Centered Planning. Additionally, through the creative arts process, participants will develop short role-playing vignettes demonstrating Person Centered Planning.

The Title III After School Program will be taught in English through ESL methodologies by licensed ESL teachers. The ESL methodologies that will be used include: Language Experience, The Natural Approach, Whole Language, the use of Graphic Organizers, Tactile Activities that are picture and game based to help students increase their English Language and communication skills. These methodologies will be further supported by a licensed speech therapist who will adapt text and materials presented with augmentative communication devices, Picture Exchange Communication System (PECS) and Smart Board Technology. All of these strategies will be utilized to facilitate and improve language acquisition and communication among ELL students. LEAP consultants will provide 4 drama based sessions to reinforce the strategies of effective Person Centered Planning. Facilitators will lead students in varied role play situations where they can apply concepts. In addition, they will learn theater games to develop the basics of improvisation to develop relevant scenes that they will be able to present at the end of each session. There will be a visual arts component at the end of each session which will give students

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 177Q's Title III professional development plan provides our Title III staff members with ongoing professional development aligned to our Title III plan. During the final hour (8-9PM) of four out of the five Title III Supplemental Program sessions, LEAP facilitators and transition specialists from Resources for Children with Special Needs, will provide professional development to all staff of the Title III Supplemental Program. Two ESL Teachers, 3 paraprofessionals and the supervisor will acquire strategies to support students and their families with transitional support services, as well as strategies for teaching social skills and Person Centered Planning. The first workshop presented by the LEAP facilitator is entitled, Creative Arts And Person Centered Planning. This opening workshop will provide teachers with increased understanding of Person Centered Planning, as well as provide participants with hands-on participation for engaging students in Person Centered Planning. The second professional development session for Title III staff, during the last hour of the Title III Workshops, will be provided by Resources For Children With Special Needs. Facilitators for this workshop will continue to provide support on Transition Planning, and Person Centered Planning. Participants will debrief and summarize at the end of every session. During the third professional development workshop, a facilitator from Queens Parent Resource Center will provide Title III staff with an in-depth study on the steps involved for families seeking Guardianship, Service Coordination and Respite Services. The final Title III Workshop will be facilitated by 2 ESL licensed teachers, and supported by the speech therapist and 3 paraprofessionals. This final workshop will provide all participants with time to reflect, review and celebrate students' work samples on the topic "Transition and Person Centered Planning."

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

During the first two hours (6-8 PM) of the Title III After School Instructional Program, transition specialists will provide parents with four two hour workshops on "Transition and Person Centered Planning." P177Q will provide opportunities for parents to understand the literacy of "Transition and Person Centered Planning." These workshops will be conducted by, Resources for Children With Special Needs, and Queens Parent Resources Center, Inc. The purpose of the scheduled workshops is to give parents of ELLs the necessary tools for: Transition Support Services and Person Centered Planning. Additionally, parents will learn how to use role playing and other creative drama strategies to help prepare their children for active participation in Person Centered Planning. Activities planned include multiple drama and movement games to help the parents of English Language Learners experience success as they develop social skills and skills for Person Centered Planning. Parents will actively participate in creating visual supports to assist their children with Person Centered Planning. Finally, all families who attend the Title III After School Program will receive their personal book of visual supports to facilitate Person Centered Planning. Notification to parents about the Title III program will be sent home in students' native languages via flyers, monthly calendars, newsletters and follow up phone calls through the school's Parent Coordinator. Information will be translated into the native language for families who are limited English speaking. On-going parent workshops will be held by our Parent Coordinator (at no cost to the Title III program) for our newly admitted students, to inform parents/guardians of our Title III program. At our Title III Orientation session, tentatively scheduled for January 10, 2012, parents/guardians will be informed of the details of P177Q's Title III After School Program. Finally, metro cards will be provided to those families who require transportation support.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	Total: \$4652.05	Instructional Program: 15 hours of supervisor (3hrs x 4x 52.39)=628.68



**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	590.00	For Parents (Visual Supports and Person Centered Planning)
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	Total: \$2,211.00 50.00 1,800.00 361.00	Laminating Paper Equals Math Program Ablenet Weekly Reader Program: 1 Elementary/1 High School
Educational Software (Object Code 199)		
Travel	Total: \$225.00	5 Students x 5 Instructional Sessions x \$4.50 round trip = \$112.50 5 Parents x 5 Work Shops @ 10 roundtrips = \$112.50
Other	Total: \$366.95	Refreshments for parents.
<b>TOTAL</b>	<b>\$11,200.00</b>	