

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75Q177

School Name:

ROBIN SUE WARD SCHOOL FOR EXCEPTIONAL CHILDREN

Principal:

KATHLEEN POSA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-12 School Number (DBN): 75q177
Self Contained Special
School Type: Education Grades Served: K-12
School Address: 5637 188th street, Fresh Meadows, New York 11365
Phone Number: 718 357-4650 Fax: 718-357-3507
School Contact Person: Kathleen Posa Email Address: kposa@schools.nyc.gov
Principal: Kathleen Posa
UFT Chapter Leader: Shernice Blackman
Parents' Association President: Christine Schwabenbauer
SLT Chairperson: Wayne Lipman
Student Representative(s): Henry Baber and Jordan Wittinghamn

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212 802-1501 Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 752 Network Leader: Kathleen Lefevre

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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 (Blue Ink)
Kathleen Posa	*Principal or Designee	
Shernice Blackman	*UFT Chapter Leader or Designee	
Christine Schwabenbauer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Henry Baber Jordan Wittingham	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/ Parent	
Gwenn Sacks	Member/ Parent (Secretary)	
Jennifer Paul	Member/ Parent	
Robin Ponsolle	Member/ Parent	
George Chakery	Member/ Faculty	
Anna Koskinas	Member/ Faculty	
Cindy Campbell	Member/ Faculty	
Wayne Lipman	Member/ CSA Elected	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 177 Queens is a multi-sited District 75 school. The main site, a self-contained special education school educates four hundred twenty five students with developmental disabilities with ages from 5-21 years of age with ratios of 6:1:1, 8:1:1 and 12:1:1. Our organization also encompasses three other sites which are:

177@295 which has seven classes of which five classes are classes with 6:1:1 ratio and two classes of 12:1:4 (multiply handicapped)

177 @139 is our elementary inclusion site which currently educates fourteen students in general education classes

177@190 is our junior high inclusion site which educates eight students in general education classes.

Our mission statement continues to be We C.A.R.E. for our entire organization. C-stands for communication throughout all areas of our organization, A-is applauding all efforts made by our students and staff, R-stands for the continued research and inquiry that we all do for our students continued success and E – stands for educate which we do for our students as well as for our parents/guardians and our staff as well. It is our greatest strength that we want every student who attends our school to leave us with the greatest degree of independence and preparedness that they are able to acquire during their time being educated at our school. Having such a diverse population is certainly a challenge for all of us at PS177, but we are able to adjust, modify and adapt our curriculums to meet the needs of each student that enters our hallways. It is a challenge to have so many different age groups but each year, we are implementing new and consistent programs to teach all ages who attend our school. This is also a credit to our school culture which is a tremendous strength of our staff who consistently researches new curriculums for our school.

This year, our main focus is to increase our questioning skills in all areas and classrooms. We are also focusing on peer to peer communication which comes directly from Danielson's Framework for teaching in domain 3b. Peer to peer discussion will look differently in each of our classrooms, but we are encouraging all our teachers to practice this as much as possible during lessons in their classrooms. Observations from administration will assist in promoting this focus. Pre/post observations will also enable our staff and administration to foster new ways that we can accomplish this together. Professional development will also be provided by District 75 and the DOE to further our teachers' growth in this area. Our teaching cohorts will also provide added discussion for our teachers to increase their best practices in this area. During these cohort meetings, our teachers' will also benefit from sharing with one another on different techniques and lessons that they utilize in their classrooms that promotes questioning and discussion activities. Speech teachers will also play an integral part in assisting our teachers with promoting questioning and peer to peer communication. We will also provide our teachers the opportunity to visit other classrooms, which may assist them with following up in their own classrooms and promote different activities to use with their students.

PS 177 prides itself on involving our parents in as many different workshops as possible.

One of the most challenging factors that we face is when our young adults articulate out of our school and seek placement in the community. This year, our school has acquired 36 worksites for our students. This continues to grow and we are able to move our students into the community gaining skills that are necessary for them to work. Many of our students are unable to be placed in agencies due to the fact that the paperwork that their parents/guardians must fill out has not been concluded. Our transition coordinator has set up many meetings with our parents/guardians as well as workshops educating our families of what has to be done. Still it remains that we have prior students sitting at home with no further placements due to paperwork that was not completed. Last year, three of our young adults were given the opportunity to have employment and were not hired because their paperwork was not completed. Even though these young adults have articulated out from our school and the DOE, we continue to provide services to these families so that they can obtain the jobs that were offered to them. It has become a true challenge for us to engage and have our families attend these workshops so that they will have the knowledge to complete all necessary paperwork prior to the student's graduation. This has become a major goal for our school coming into this new school year.

It is with utmost importance that we educate our students to the most optimum level they can achieve. We also continue to look at all our students to make sure that they are in the least restrictive environment and offer new placements if necessary. If we find these students can be accommodated in an LRE, we have no hesitancy in moving them along.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last school year, twelve of our classes participated in a pilot program with the Attainment Company to provide more rigorous instruction in the area of mathematics that were CCLS aligned at the completion of the pilot program. Webinars and intense data keeping were kept and our teachers received assistance from Attainment as they too received modified lessons from our teachers that would support their unit plans. Data from the program demonstrated progress for the majority of our students. The teachers were delighted to have a curriculum to follow as well as modify if necessary. Our students responded by taking ownership of their books and participation in the program. This program allowed our school to have a consistent math program which could begin at the kindergarten level and follow them through their high school years. As a result of the pilot program, the administrators along with the teacher research committee strongly agreed to continue this program throughout all classrooms in our school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, all students at our school will participate in the Math Attainment Program as well as demonstrate a 10% increase in math achievement as measured by an increase over baseline SANDI assessment results collected during the September to October 2014 baseline collection period.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. <ul style="list-style-type: none"> • Attainment Math Program which has been aligned to the CCLS allows our students with disabilities to apply math concepts to real life situations. September 2014, our school began 	Entire school	Ongoing Increase of math scores should be	Administration – Principal, and Assistant Principals

<p>the process of utilizing this program in all our classes. Pilot used during the 2013-2014 school year proved to be successful for all our classes in the 6:1:1, 8:1:1, 12:1:1 and 12:1:4 classes.</p>		<p>reflected in June 2014 by SANDI Data in Math.</p>	
<p>2.</p> <ul style="list-style-type: none"> September 2014, cluster teachers and ESL teachers have been brought in to increase the vocabulary given in the math curriculum to be utilized in their respective assignments. Each week “words of the week” will be posted so that these words can be used in different subject areas in order to reinforce the definitions as defined by math program. Teachers modify the Attainment program to meet the diverse needs of their students as determined by student performance on the SANDI assessment. 	<p>All homeroom teachers</p>		<ul style="list-style-type: none"> Administrations Classroom Teachers Cluster Teachers ESL Teachers
<p>3.</p> <ul style="list-style-type: none"> Workshops given to SLT as well as at parent/teacher conferences and IEP meetings to introduce parents to our curriculum and encourage at-home reinforcement of skills learned. 	<p>Parents/guardians</p>	<p>Ongoing throughout the school year.</p>	<p>Administrators</p>
<p>4.</p> <ul style="list-style-type: none"> Teachers have initiated this program through a consensus with their peers and administration. The pilot program from the previous year and the teacher input has showed our staff the progress that can be made through a consistent program. Ongoing weekly cohort meetings to discuss the math program as well as the adaptation of lessons and the collaboration between cohort members to assist one another. Trainings in September given by Attainment Company to assist school in the implementation of the program. Ongoing classroom observations by the administration provide teachers with feedback on their teaching practices and facilitate the development of trust between teaching and administrative staff. 	<p>Whole School Teaching staff</p>	<p>September 2014 and will be ongoing</p>	<ul style="list-style-type: none"> Administrators Teacher teams Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 6. Common Core curriculum money to purchase the program
- 7. Scheduling of all math classes at the same period according to ratios (6:1,8:1,12:1)
- 8. Ongoing training with Attainment Company as well as weekly cohort meetings with teachers.
- 9. Online data keeper should be up by January 2015 through the Attainment Company. As of September 2014, teachers are keeping their own hard line data in each of their classrooms until the online version is up and

- running.
10. All coverage/cluster teachers have been included with this program in the form of the vocabulary given in each unit. September 2014, weekly vocabulary words from the Math Program will be generalized by our cluster teachers in their respected subject areas.
 11. SANDI baseline assessment given in September 2014 with interim assessments in December and March utilizing the FAST component of SANDI.
 12. End point administration of SANDI Assessment in June 2015.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Common Core curriculum money in the amount of \$45,000 has been utilized to implement this program

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The midpoint benchmark can be taken from the data being taken from each class which was formulated by the Attainment Company and is used for each student and will be monitored by January 31, 2015.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This past summer after looking over the observations from 2013-2014, the administration found that our teachers needed more support in the area of 3B of the Danielson Framework. For the most part, our teachers need to challenge our students more intensely in the area of communication not only with adults but with their peers as well. We decided to focus on communication as an instructional focus for the 2014-2105 school year that will enable our students to have more peer to peer contact and/or discussion with one another. The administration recognizes that each classroom will look different when they focus on this challenging activity but it will also assist our students in becoming more aware of their environment and the people and children that surround them.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, students will increase their communication skills by responding to one additional type of “Wh” question (who, what, where, when, why and how) with at least 75% accuracy over a 4 day period when compared to student November 2014 baseline communicative data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>1.</p> <ul style="list-style-type: none"> • Collaboration with speech and classroom teachers will initiate activities to increase student participation and peer to peer participation with one another. • Professional Development for teachers in Danielson Frameworks related to questioning techniques. 	Whole student	October 2014 ongoing through June 2015	<ul style="list-style-type: none"> • Speech and classroom teachers with continued collaboration with ESL teachers.

<ul style="list-style-type: none"> Classroom observations that focus on increased peer to peer discussion techniques as well as challenging question skills. Data sheets formulated for classroom/cluster group Administration will use observations with suggestions on how to increase lessons with challenging questions as well as fostering peer to peer activities. Future observations will show continued progress being made to fulfill this goal. 			
<p>2.</p> <ul style="list-style-type: none"> Title 111 workshops will increase parent participation and assist our ELL learners with increased peer to peer discussion. ESL teachers will assist classroom teachers in devising tools and activities to assist with classroom activities. 	Parents/guardians	Ongoing workshops throughout the year 10/2014-6/2015	<ul style="list-style-type: none"> ESL teachers Guest speakers
<p>3.</p> <ul style="list-style-type: none"> Workshops presented to parents/guardians to show ways to reinforce questioning techniques at home with their children PTA Support Group will initiate a workshop to foster parent and outside activities to increase challenging questioning in the home. 	All teachers	Ongoing throughout the year 10/2014-6/2015	<ul style="list-style-type: none"> Principal Assistant Principals
<p>4.</p> <ul style="list-style-type: none"> By facilitating the development of communication skills, students develop a sense of trust in our classrooms where students learn that they are able to rely on their teachers and peers for needed support. Inter-visitation visits among teachers will be fostered to show best practices amongst our staff as well as celebrate our students' response to "wh" and peer to peer discussion. 	Whole Student Body	Ongoing throughout the year 10/2014-6/2015	<ul style="list-style-type: none"> Teachers Administration Speech Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Collaboration between speech and classroom teachers at monthly meetings.
- Title 111 workshops with ESL teachers
- Instructional money for per session activities
- Instructional money for per diem activities so that teachers can attend professional development workshops.
- Pre/Post observation meetings to increase activities for our classroom and cluster teachers.
- Professional Development opportunities with schedule adjustments
- Per diem money to allow teachers attendance at professional development

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Instructional money for expanded curriculum									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015, data sheets will be collected to see if students are making progress towards reaching their goals. If goals have been met then “next steps” will be discussed to continue on with strengthening skills and challenges for our students.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a result of teacher input from our 12:1:1 program, our students continue to need improvement in the area of writing skills. Many of our teachers requested programs and professional development which will assist them in increasing these skills for their students. This school year, we decided in collaboration with administrators and teachers to focus on “opinion and preference” as topics for our students’ writing skills. Developing new strategies on how to further these skills through professional development and different curriculum programs will be determined.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students of a 12:1:1 ratio will expand their writing skills to incorporating topics such as opinions and preferences as demonstrated by a 10% increase in ELA achievement as measured by an increase over baseline SANDI assessment results collected in September 2014. Additionally, pre and post analysis of student writing using school-based writing rubrics will be utilized and collaborated upon during cohort meetings. Following these rubrics, students will use self and peer assessment strategies to further develop their writing abilities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. <ul style="list-style-type: none"> • September 2014 administration of baseline SANDI assessment • Use of SANDI to formulate IEP goals for 12:1 students in the area of writing. • Piloting of Attainment ELA curriculum for all our 12:1 students 	All students Of 12:1:1 ratio Teachers	September 2014 until June 2015	<ul style="list-style-type: none"> • Homeroom teachers • Administrators

<ul style="list-style-type: none"> Continuation or reading programs piloted last school year which have proven successful for our alternate assessment students. 			
<p>2.</p> <ul style="list-style-type: none"> Professional Development in the area of emerging writing skills along with writing skills in the area of persuasive and opinion writing techniques. Writing rubric developed through homeroom teachers as well as rubric from Attainment Curriculum. Writing samples will be collected in February 2015 and again in May 2015 to view progress made. ESL Teachers will foster writing skills according to writing rubric developed by homeroom teachers. FAST periodic assessment given in December 2014 and again in March 2015. SANDI assessment finalized in June 2015. 	All teachers	Ongoing throughout the year 10/2014-6/2014	<ul style="list-style-type: none"> Teachers ESL Teachers Teachers and Writers Collaborative District 75 professional development Administrators Attainment support through webinars Failure Free Reading corporation Sussman Reading Company
<p>3.</p> <ul style="list-style-type: none"> Ongoing communication with parents to share student progress and to discuss areas of need regarding communicative skills (e.g., communication logs, parents-teacher conferences, report cards, updated IEP goals) Parent workshops by the speech department which take place during parent support group meetings. 	Parents	September 2014 until June 2015	<ul style="list-style-type: none"> Classroom teachers Speech therapists Administration
<p>4.</p> <ul style="list-style-type: none"> Students set personal goals and assess their progress as related to their communicative skills. Communication between home and school regarding student progress. Teachers have the opportunity to discuss strategies and participate in inquiry as related to communication skills during their bi-weekly cohort meetings. Administrative feedback to teachers following all walkthroughs and observations which emphasize student communicative skills. 	Students in 12:1 ratio Teachers	9/2014-6/2015	<ul style="list-style-type: none"> Homeroom teachers Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Purchase of Attainment ELA curriculum for 12:1 students in the amount of 10,000.
Professional Development for teachers...per diem money will be utilized
Teachers, coaches, and assistant teachers will utilize rubric
Homeroom teachers will collaborate with cluster teachers at cohort meetings
Literacy and library teachers will be utilized to strengthen writing activities from students' homerooms.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<p>Core curriculum money utilized for purchase of curriculum</p> <p>Instructional money for professional development</p> <p>Instructional money in the amount of 10,000 dollars to implement reading programs for all our alternate assessment students.</p>									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> By February 2015, school will review writing samples as well as the data from Sandi/Fast for our 12:1 homerooms. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have been trying to develop new healthy regimes for our students over the last several years. We are still not at the point where we have fully accomplished the goals for healthy living both for our staff and students. Our teaching staff could be excellent role models for our students as well as the administrators in ensuring good healthy living habits for ourselves and our students. Staff attendance could certainly show improvement as well as an excellent model for our students and their attendance. Our students continue to be exposed to more healthy food activities but need additional guidance in exercising and choosing the correct foods for their health.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2015, students and staff along with administration will participate in one new healthy or fitness activity as part of their school routine and will be able to communicate the importance of the activity to a colleague or peer. As a result of the healthy habits developed by staff and students will show a 5% increase in staff attendance and a 10% increase in Fitness gram data for our students. Teacher to student conversations along with discussion in APE classes will assist in achieving this goal.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of 			

Trust			
<p>1.</p> <ul style="list-style-type: none"> October 2014, several homeroom and health teacher will participate in District 75 Health Advocacy Grant with the Attainment Company. Students will participate in new activities such as dance, cheerleading, track and field along with ice skating throughout the course of the year. Three teachers will participate in "Cook Shop" in the development of healthy living recipes for their students. 	<ul style="list-style-type: none"> Alternate Assessment Students 3 homeroom classes (Cook Shop) along with Health cluster teacher Classes of alternate assessment students. 	<p>9/2014 – 6/2015</p>	<ul style="list-style-type: none"> APE Teachers Health teacher Participating teachers in the <i>Health Advocacy</i> grant and the <i>Cook Shop</i> program
<p>2.</p> <ul style="list-style-type: none"> September 2014 a baseline assessment of a modified Fitnessgram for all alternate assessment students. Title 111 Workshops for ELL students and their families 	<ul style="list-style-type: none"> ELL students and their parents Alternate assessment students 	<p>10/2014-5/2015.</p>	<ul style="list-style-type: none"> APE teachers ESL teachers and outside organizations Administration
<p>3.</p> <ul style="list-style-type: none"> Ongoing collaboration with parents/guardians for students who are drastically overweight. Workshops provided to parents/guardians in PTA Support Groups to encourage and provide healthy living recipes and exercise for all our families. GRTL exercise and yoga both for our students and parents/guardians as well. Family Fun Day with parents/guardians invited along with a healthy lunch being served. 	<ul style="list-style-type: none"> All students Parents/Guardians Homeroom Teachers 	<p>Ongoing 10/2014-6/2015</p> <p>Mandatory attendance at Cook Shop in the City. Delivery will be once a month until 6/2015.</p>	<ul style="list-style-type: none"> Nurses and guidance counselors APE Teachers along with homeroom staff PTA Administration
<p>4.</p> <ul style="list-style-type: none"> By placing an emphasis on healthy practices as a school-wide goal, we strengthen our school community. Students and staff will be able to discuss their personal goals with one another. 	<ul style="list-style-type: none"> The whole school including staff and all students. 	<p>Ongoing throughout the year 10/2014-6/2015</p>	<ul style="list-style-type: none"> Teachers Administration APE Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

APE Teachers
Nurses

Homeroom and teachers
 Health Teacher
 Administrators
 GRTL Facilitator
 ESL Teachers
 Outside Agencies for dance instruction

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Instructional Money for the purpose of ice skating money along with dance instruction from and outside agency providing professional development to our APE teachers as well.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- January 2015 all students will identify the one new activity that they have participated in since September 2014. They can use a variety of different ways to express their activity to a peer.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has established many new worksites and job training for our students who are preparing to age out of the DOE. They have developed new skills and need to move on to an appropriate environment which will suit their needs. In order to fulfill this for our students, we need to foster family and guardian involvement to ensure these students have employment or another environment as they articulate from the DOE. Parents/guardians need to become involved with the new “Front Door Policy” established by the state for their children as they enter adulthood. Parents/guardians also need to attend the workshops given by our school and District 75 as well as knowing how to follow through the maze of paperwork that our students will need to gain employment etc. Even today, we are working with parents of three of our graduates, who have been offered employment but their paperwork still needs to be properly filled out. Our transition coordinator is working diligently with pre and post graduates and their families to ensure appropriate placement for all of our students. We are continually striving to have our parents/guardians to attend all meetings for their children in order to achieve future success and independence for them. Flyers, phone messaging and personal phone calls continue to be on the agenda but we do hope for much greater attendance and fulfillment of all paperwork as our students leave the DOE.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 15% increase in parental involvement in student transition planning as evidenced by overall parental attendance in IEP meetings, workshop attendance and placement efforts as compared to parental attendance data from the 2013-2014 school year. Transition coordinator will insure that 100% of students have a portfolio of necessary paperwork and contact information regarding parent/guardian participation by 5/2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., 			

<p>verage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>1.</p> <ul style="list-style-type: none"> September 2014, school and transitional coordinator will identify all students who will be articulating out of the DOE at age 21. 	<ul style="list-style-type: none"> 21 year old students articulating from the DOE in June 2015. Parents/Guardians 	<p>9/2014-6/2015</p>	<ul style="list-style-type: none"> Administration Transition Coordinator
<p>2.</p> <ul style="list-style-type: none"> Transition-aged students will participate in a Voc-1 assessment to identify student needs and interests as related to post-graduate outcomes. 	<ul style="list-style-type: none"> Parents/Guardians Student participation in IEP process Students who are 20-21 years old. 	<p>10/2014</p>	<ul style="list-style-type: none"> Homeroom Teachers Transition Coordinator
<p>3.</p> <ul style="list-style-type: none"> September 2014, Parent Orientation Breakfast will stress the fact of how important transition planning and activities are especially when the students reach 18 years old. October 2014, IEP meetings with parents will identify key transition requirements for our parents/guardians of articulating students. October 2014, school will host the first guardianship meeting for all our parents/ guardians. We are especially targeting parents/guardians of students who are 20-21 years old. November 2014, school will host a meeting for all parents/guardians especially those who are of transition age regarding the “Front Door” Policy from the state concerning our students and their post transition placements. 11/2014 our transition coordinator will provide tours of upcoming future placements for our students who will be articulating from the DOE in 6/2015. 1/2015, we will continue outreach to parents/guardians of graduates who had not attended a meeting 	<ul style="list-style-type: none"> Parents/Guardians of 20-21 year olds. 	<p>10/2014</p>	<ul style="list-style-type: none"> Transition Coordinator Outside Agencies / State Agency workers Administration Parent coordinator

concerning their child's transition.			
4. <ul style="list-style-type: none"> The transition process for students who are aging out of our program uses a team approach. Staff, students and teachers work together to communicate preferences, identify needs, and explore post-secondary outcomes for our students. 	<ul style="list-style-type: none"> Parents/Guardians of graduates 	Ongoing throughout the school year	<ul style="list-style-type: none"> Transition Coordinator Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Transition Coordinator
- Parent Coordinator working with transition coordinator
- Parent/Guardian workshops with agendas focusing on transition planning
- PTA Support Groups
- Phone Messaging Service for identifying the meetings being presented.
- Homeroom teachers at IEP meetings and Open School Day/Evening

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Instructional Money for meetings and refreshments									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 2015, school will look at sign in attendance from the meetings provided so far this school year. School will make every effort to make phone calls etc. to ensure that parents/guardians of our graduates are making an attempt to have the proper paperwork completed by the time their child articulates from the DOE. We will offer assistance wherever needed to ensure that our students have future placements.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

		<p>their daily schedules. We also have a science cluster teacher who provides additional service to all classes as well as more “hand on experiments” through her curriculum and our science mobile lab. She is also utilizing the Science Attainment Curriculum as well as S.T.E.M. from AbleNet corporation. Our cluster teacher from our 295 site also uses the same programs and each of these teachers meet at various times to plan and contribute to their curriculum.</p>	<p>instruction by homeroom teachers as well as science cluster teachers across our organization. Health teacher also reinforces lessons in our classrooms as well.</p>	
<p>Social Studies</p>	<p>Students in 12:1:1, 8:1:1, and 6:1:1 ratios</p>	<p>Social Studies is taught both in our homerooms as well as in the community. We have utilized textbooks for our 12:1:1 students which align to the scope and sequence curriculum. We also utilize the History curriculum from the Attainment Company which is reinforced through our newly assigned social studies cluster teacher. Our life skills Cluster teacher also enables our students to experience different activities through the community which prepares them for future independence. The Unique Curriculum taught by our homeroom teachers gives added</p>	<p>Lessons are taught in whole group instruction as well as small group and one to one tutoring especially when acquiring real life skills in the community. Homeroom teachers as well as social studies cluster teacher and life skill teacher will present lessons accordingly.</p>	<p>All lessons are presented throughout the course of the day both in school and out in the community.</p>

		<p>resources to all our grades including transition activities to our older students as they prepare for future activities in their later lives. The Attainment Life Skills Program also provides our students with added activities that will provide our students with real life applications for their futures. It is imperative that we expose all our students to Social Studies through a variety of different experiences and learning with a balance of real life and true historic and global learning facts.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>202 students receive counseling services by our guidance counselors.</p>	<p>Our guidance counselors provide ongoing support to our students who receive counseling according to their Individualized Education Plan mandates. Social Skills are also stressed through these sessions as well and different curriculums support these initiatives. Jed Baker Social Skills is only of several curriculums utilized to assist our students in acquiring appropriate social skills. Our students will be taught vocabulary related to social skills and social scripts facilitated by our guidance counselors.</p>	<p>Guidance Counselors provide individual and group counseling according to student mandates.</p>	<p>All services are given throughout the day. Emergency sessions may be provided if a student is in crisis or requires extra support at a given time.</p>

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1st 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;

The 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;
- 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 (SPC) Template

[School name], 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 1st 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 with 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.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Robin Sue Ward School	DBN: 75Q177
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

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: There are 507 students with special needs at PS177Q. The ethnic breakdown of our student population is as follows: 25.24% Hispanic; 1.38% American Indian/Alaskan; 14.20% Asian; 0.78% Hawaiian/Pacific Islander; 33.13% Black; 24.85% White; and 0.39% are Multi-Racial. During the 2014-2015 school year, 20% of the student populations has been identified as ELLs. 66 English Language Learners were identified as entitled to the Free Standing ESL Program at P177Q and 38 students are serviced through their IEP and tested with the NYSESLAT. The home languages for our ELLs include: Arabic, Bengali, Chinese, Cantonese, Greek, Haitian Creole, Korean, Mandarin, Polish, Punjabi, Russian, and Spanish. 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. Every attempt is made to align the same main ideas being addressed by same aged peers at that grade level. The test scores for NYSAA show us that all of the ELLs are at level II & III

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 2014 NYSESLAT data revealed that of the high school aged ELLs: 76 are at the beginning level of English Language Proficiency, 14 scored at the intermediate level, and 3 students are at the advanced level of English Language Proficiency. Data for the K-8 ELLs indicates: 27 students are at the beginning level of English Language Proficiency, 4 ELLs are at the intermediate level of English Language Proficiency, and 2 ELLs at the k-8 grade levels, are at the advanced level of English Language Proficiency. In addition to the NYSESLAT, all students are assessed with the Students' Annual Needs Determination Inventory (SANDI). The purpose of the SANDI is to track students' progress throughout the school year. Subsequently, students are assessed with the SANDI assessment once in the Fall and once in the Spring. The results of the SANDI will be used to develop IEP process goals that are aligned to the Common Core

Part B: Direct Instruction Supplemental Program Information

Learning Standards. The teachers' data collecting process begins with the SANDI assessment, to IEP goals and end with appropriate lesson plan development to best meet the needs of individual students. The patterns from assessment data indicate that an emphasis on visuals must be utilized as a primary educational teaching methodology. Additionally, the ESL teachers incorporate other teaching methodologies which include: Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices, learning with Pictorial Symbolic Representation, visual and graphic organizers and multi-sensory and multicultural ESL materials which are infused throughout all aspects of instruction. Our emphasis on improving students' academic language involve assessing students and providing access to instruction with rigorous academic content in all subject areas. The following research based programs such as: Sandi/FAST assessments, Attainment Math, Getting Ready to Learn, News-2-You, and the Unique Learning System Curriculum are utilized to support and facilitate academic rigor for our ELL student population. ELLs are supported and encouraged to participate in all extra-curricula activities which include: Team Sports, Student Council, Book Club, Band and other planned school wide social events. Ensuring equal access to extra-curricular and academic programs helps our ELLs to acquire proficiency in the English Language.

P177Q has planned a Title III Program for our English Language Learners (ELLs). The majority of students receiving ELL services at P177Q are 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 program will serve 24 adolescent students with mild or significant intellectual disabilities who all scored as beginners on the Spring 2014 NYSESLAT. The program will focus on increasing English Language acquisition and communication skills among our adolescent ELL student population. In order to reach our ELL student population and their families, we will provide our ELLs and their families with five workshops entitled, "Moving Towards Independence." Our school will offer opportunities for parents to incorporate current technology to develop family fitness goals that support their efforts in "Moving Towards Independence." Carefully selected activities will require our English Language Learners to engage in activities that require movement. Activities will be planned for a fun and easy fitness "Circuit." Our fitness circuit will include: Instruction in various genres of Partner Dancing, and Getting Ready to Learn. Parent attendees will be trained by a certified Getting Ready to Learn Facilitator in Getting Ready to Learn movement strategies. The service providers for the direct instruction segment of the Title III Program are: Two licensed ESL teachers one Teacher of Technology, a dance artist from Ballet Hispanico, and three paraprofessionals who speak the students' home language. The role of the Teacher of Technology is to incorporate the Smart Board, Ipad, and other visuals to support student attendees in achieving higher levels of social interaction and physical activity levels. Student attendees will also receive ongoing direct instruction in partner dancing. Partner dancing strategies will be provided by a dance artist from Ballet Hispanico Education and Outreach Program. The dance specialist will instruct our ELLs in a variety of partner dances from the genres of Latin, Ballroom and Folk. In order to increase social interactions and physical activity levels for our adolescent aged ELLs, the dance specialist will focus a curriculum on physical movement and social skills through partner dancing from one of the aforementioned genres. Students will be provided with ample opportunity to use language associated with the vocabulary of dance. Student attendees of the Title III Program will be introduced to dance etiquette by practicing how to ask another person to dance, and how to properly end a dance. Finally, the dance artist will prepare and train our adolescent ELLs for a

Part B: Direct Instruction Supplemental Program Information

culminating dance performance at the end of the Title III Program.

The Title III After School Instructional Program at P177Q will run for three consecutive months, on selected Thursdays from early April to early June from 6-8P.M. The program will run twice a month, except in the month of June when the culminating workshop is scheduled. Direct instruction for students will occur for the first one hour and thirty minutes (or ninety minutes) of the program. For the first three(3) sessions, students will join their parents for the last 30minutes of the session. The purpose of having students join their parents is so that students could demonstrate dance strategies acquired during the direct instruction segment (one hour and thirty minutes. For the final two(2) Title III Workshops, parents will join their children for the entire Title III session. The focus of the Title III After School Program is to integrate technology, physical fitness and social skills to facilitate English Language Acquisition among our ELL student population. Through the introduction of partner dancing techniques, students will increase their levels of physical activity and social interaction. Supplemental services will be provided for 24 ELLs, whose chronological ages range from 14- 21. Students will be grouped as follows: Two 12:1:1 class configurations for students in grades 9-12 (one group will be comprised of grades 9 and 10 and the second group will be comprised of students in grades 11 and 12). Three paraprofessionals will provide necessary support during the instructional hours (one ELL require 1:1 paraprofessional). Additionally, all five of the Title III After School Program Workshops will be supervised on a rotational basis by the Assistant Principals. A dance instructor from Ballet Hispanico School of Education will provide TitleIII student attendees with one hour and thirty minutes of direct instruction in the areas of physical movement and social interaction. All activities selected will incorporate technology and partner dancing to improve the overall health and social skills of adolescents with intellectual disabilities. The activities planned are as follows: Basic instruction in partner dancing techniques such as Merengue, Salsa & Tango, Latin Folklore and Flamenco dance techniques; and opportunity for students to learn and create items that represent national symbols of the various Latin countries.

According to the U.S Department of Health and Human Services, children should participate in at least 60 minutes of physical activity twice a week and adolescents should participate in at least 20 minutes of physical activity three or more times a week as part of a healthy lifestyle (Hovey, 2011). However, according to Hovey, individuals with autism are less likely than typical children to achieve the recommended level of physical activity. Studies show that adults who exercise are 20-30% less likely to die early. Additionally, the research indicates that sedentary adults have twice the risk of heart attack compared to active adults. Results of a study by Kai, Chien, and Chia(2011), show that adolescents with autism spectrum disorders were less physically active than their peers. According to Kai, Chien and Chia (2011), the social and behavioral deficiencies and perhaps the motor skill impairments may prevent individuals with ASD from participating in physical activities and may expose them to greater risk of developing secondary health problems. The journal *Technology & Learning*, 32.7 (2012), states that "Multiple inputs-sound, pictures-help students with autism learn. Interactive whiteboards and iPads let teachers try different ways to get information out." The proposed Title III Program will provide adolescents with mild and severe intellectual disabilities with opportunities to integrate technology to enhance coordination and overall physical activity, as well as to increase social engagement. ELLs will be given the opportunity to participate in fun and easy fitness circuits, which will include: Partner Dancing Techniques. Two ESL teachers, one teacher of technology and three paraprofessionals who speak the language of our students and families will be available to provide additional support under CR154. Licensed ESL teachers will utilize technology, pecs, pictures, print, and partner dancing techniques to improve English Language acquisition, physical activity levels and social skills among our ELLs and their families. Through carefully selected activities that are grounded in social skills and physical movement, such as various partner dancing techniques, participants will increase their physical activity levels as well as levels of social interaction. The Title III After School Program will be taught in English through ESL

Part B: Direct Instruction Supplemental Program Information

methodologies by licensed ESL teachers. The ESL strategies that will be used include: Language Experience, The Natural Approach, Whole Language, the use of Graphic Organizers and tactile and physical activities that are performed based to help students increase their English Language and communication skills. These methodologies will be further supported by a teacher of technology who will integrate the Ipad, Smartboard, editing and visual graphics from use of a computer. All of these strategies and supports will be utilized to facilitate and improve language acquisition, physical activity and social interaction among ELL students and their families. A Ballet Hispanico dance facilitator will provide 5 instructional segments that are focused on partner dancing to promote increased levels of physical activity among our adolescent aged ELLs with intellectual disabilities. Furthermore, the activities planned and implemented by the Ballet Hispanico teaching artist will promote and facilitate higher levels of social interaction among students as they "Move towards Independence." To facilitate language and social interaction among student attendees, facilitators will teach students core vocabulary terms associated with proper dance etiquette, as well as teach students the history and national symbols associated with various Latin countries (Color of flags etc). The two ESL teachers and paraprofessionals will provide support to students as they acquire the language and techniques of partner dancing, as well as develop knowledge in the basic history and symbols of various Latin countries. The teacher of technology will utilize the available technology to video tape, edit, provide graphic displays, create and disseminate DVD's to each student attendee. Title III participants will have an opportunity to participate in a culminating dance performance that will be choreographed by the Ballet Hispanico Dance Artist. Evaluation procedures will include: Student and parent surveys, and a rubric to measure the level of physical activity and social interaction of students. Title III students' project will include a culminating dance performance that will be video taped.

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: Ballet Hispanico Education Outreach Program will provide a dance artist to provide professional development for staff of the Title III Program. The Title III After School Professional Development Program will run for three consecutive months, from 8p.m to 9p.m on selected Thursdays from early April to early June. However, the Ballet Hispanico dance artist will provide the first professional development in the month of March, one week prior to the first Title III session from 3:30PM to 4:30PM. As a result, Ballet Hispanico will provide five one hour sessions of professional development. The overall focus of the workshops is as follows: To increase the social interaction among our adolescent ELL's through partner dancing, and artistic creation that represent national symbols of various Latin countries. Administrators, teachers and paraprofessionals will acquire strategies to support students as they engage in partner dancing. Teachers and parents will engage in workshops with the teaching artist to utilize partner dancing as a tool to increase physical movement and social interaction among our adolescent English Language Learners with intellectual disabilities. All techniques will include partner dancing strategies to increase physical activity levels and social interaction. Students will also be given an opportunity to create their own T-shirts/flags that represent any one of the Latin countries. The professional development component of the Title III Program, will prepare and train staff to support adolescent ELL's in a variety of partner dancing techniques from the genres of Latin, Ballroom and Folk

Part C: Professional Development

Dancing. The dance artist from Ballet Hispanico will train Title III teachers and support staff in strategies that teach partner dancing as well as dance etiquette to promote social interaction among student participants. Additionally, the certified Getting Ready to Learn teacher will provide (3) two hour parent workshop sessions. The goals of the planned Title III Workshops are: To utilize partner dancing techniques to increase the physical activity levels and social interaction levels among adolescent ELL's with intellectual and social impairments. Another goal of the Title III Program is to train students, parents and staff in relaxation techniques, such as in Getting Ready to Learn movement and strategies.

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: The Parent Involvement component of the Title III program will take place on five (5) Thursdays. The program is scheduled to run from early April to early June. During the first hour and thirty minutes of the Title III After School Instructional Program, while students are receiving direct instruction, parents will participate in parent engagement activities that focus on techniques for: Decreasing students' stress levels, and increasing physical engagement and social interaction among students with intellectual disabilities. The first three parent engagement activities will be led by a New York State certified special education teacher, who is a certified Getting Ready to Learn Facilitator. Parents will receive (3) two hour workshops in Getting Ready to Learn Strategies. The fourth and fifth parent engagement activities will be led by the Ballet Hispanico Dance Artist. These will be joint activities with parents and students. The final activity will include a culminating dance performance that will be facilitated by the Ballet Hispanico Dance Artist. The expected outcomes of the parent engagement activities are to provide parents of ELLs with strategies for decreasing students' stress levels, as well as to develop a physical fitness routine that will increase the physical activity levels and social interaction levels of students with disabilities. The presentation of topics and activities to support the families of ELLs meet the expected program outcomes include the following: 1) Technology and Getting Ready to Learn. This workshop will demonstrate how technology and Getting Ready to Learn movement techniques are utilized to decrease students' stress levels, and (2) Techniques for engaging students in partner type dances, such as: Ballroom Dancing; Tango; and Folk dancing. Finally, the last thirty minutes of each Title III session will include a parent-child component. In the parent-child component, students will demonstrate and share strategies acquired during the direct instruction component to their parents. Another parent child activity will consist of parent/student creating their own flags, and other national symbols of various Latin countries. All parents who attend the Title III After School Program will receive a DVD of all five Title III partner dancing sessions. Notification to parents about the Title III program will be sent by flyers which will be created by Ballet Hispanico, monthly calendars, newsletters and follow-up phone calls through the school's Parent Coordinator and ESL teachers. Information on the Title III Program will be translated into the native language for families who are limited English speaking. Translation services will be provided by the Translation and Interpretation Unit. On-going parent orientations will be held for our students to inform parents/guardians of our Title III Program. Parents will be informed of CR Part 154 mandates for ELLs (e.g., bilingual instructional services, ESL) and of the P177Q Title III After School Program during our Fall

Part D: Parental Engagement Activities

Parent Orientation Meeting and during the Fall Parent Teacher Conferences. Last year (2013-2014) approximately 8 out of the 24 parents invited to the Title III Program requested metro cards for themselves and their children.

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)	\$528.40	1 Supervisor x 5 Thursdays x (2hrs. x \$52.84)= \$528.40
<ul style="list-style-type: none"> Per session Per diem 	\$1515.00	3 Teachers (2 ESL Teachers and 1 Special Education/Technology) x 5 Thursdays x 2hrs x \$50.50
	\$ 871.50	3 Paraprofessionals x 5 Thursdays x 2hrs. per Thursday x \$29.05
	\$ 303.00	1 Getting Ready to Learn Teacher Trainer x 3 Thursdays x 2hrs. \$50.50
	\$ 264.20	Professional Development Program 1 Supervisor x 5 Thursdays x 1 hour per Thursday x \$ 52.84= \$264.20
	\$345.00	3 Teachers (2 ESL & 1 Teacher of Tech) x 5 Thursdays x 1 hour per Thursday x \$23.00 = \$345.00
	\$435.75	3 Paraprofessionals x 5 Thursdays x 1 hour per Thursday x \$29.05= \$435.75
	\$280.08	1 Secretary x 3hrs. x 3 x \$31.12= \$ 280.08
Purchased services	\$5,000.00	1 Dance Facilitator Ballet Hispanico- to provide direct instruction to facilitate partner dancing for students and parents (5 Thursdays x 2 hours) and 1 hour Professional Development x 5 Thursdays to Title III Staff.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials	\$ 50.00	1 case of assorted color paper
<ul style="list-style-type: none"> Must be 	\$ 35.66	Fabric Markers(4 pk)

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.
<ul style="list-style-type: none"> • supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$ 35.88 \$ 59.59 \$ 712.00 \$ 23.94 \$ 21.00 \$ 7.00 \$ 8.00 \$ 10.00 \$ 4.00 \$ 40.00	Painters Caps (12) White T Shirts(6 (3)pk-Adult large) Scholastic Non-Fiction Readers(8pk) Crayola Drawing Markers(6 pks) Creatology Art Roll (6) Sharpener-non electrical (1) Blue/Black pens (1 boxes each) 1 gallon elmers glue pencils (2 boxes) 5 boxes of dot velcro
Educational Software (Object Code 199)	N/A	N/A
Travel	\$ 400.00	8 Students x 5 instructional sessions x \$5.00 round trip=\$200.00 8 Parents x 5 instructional sessionsx \$5.00 round trip= \$200.00
Other	\$ 250.00	Refreshments for parents
TOTAL	\$11,200.00	\$11,200.00

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Queens	School Number 177
School Name Robin Sue Ward		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Kathleen Posa	Assistant Principal Wayne Lipman
Coach Kathy Lamere	Coach
ESL Teacher Laura Urban	Guidance Counselor Susan Altabet
Teacher/Subject Area Don Brosnan/ ESL	Parent Caroline Breuers
Teacher/Subject Area Barry Amper/ IEP Facilitator	Parent Coordinator Ronnie D'Angelo
Related Service Provider type here	Other Michelle Dickerson
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	496	Total number of ELLs	101	ELLs as share of total student population (%)	20.36%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	101
SIFE	3	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	25

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 SWD. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	44	2	44	32	1	32	25	0	25	101	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	44	2	44	32	1	32	25	0	25	101
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
Bengali														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					2	3	5	5	2	2	3	8	21	51
Chinese					2		2	1		2	1	3	3	14
Russian											1			1
Bengali				1	1	1	1	2		1	1	1	2	11
Urdu													1	1
Arabic										1			1	2
Haitian								1		1	1			3
French														0
Korean												2	4	6
Punjabi										1				1
Polish													3	3
Albanian														0
Other										3		1	4	8
TOTAL	0	0	0	1	5	4	8	9	2	11	7	15	39	101

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)			3	5	2	8	7	2	11	1	14	15	19	87
Intermediate(I)					1		2		1	2	1	5		12
Advanced (A)					1				1			1		3
Total	0	0	3	5	4	8	9	2	13	3	15	21	19	102

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6	1				
7					
8					
NYSAA Bilingual (SWD)		1	3	34	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6	1								
7									
8									
NYSAA Bilingual (SWD)			1		3		34		

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							15		

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 Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	42		41	
NYSAA Mathematics	42		40	
NYSAA Social Studies	4		4	
NYSAA Science	20		20	

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The primary assessment tool our school uses to assess early literacy skills is SANDI (Student Annual Needs Determination Inventory). This assessment provides us with data on nine different benchmarks which are linked to the Common Core Learning Standards. This data helps inform our schools instructional plan by answering; are our students showing growth? We then analyze the data in inquiry teams

using the SANDI Smart Plan which forces us to examine each student's score and target select groups to improve results. Students below proficiency in a particular skill area will have SMART IEP goals written to improve results.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal that our students are steadily improving year over year in speaking and listening modalities. We hope to show greater improvement in reading using our new reading programs which are currently being piloted.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The data patterns across proficiency levels reveal that our students are steadily improving year over year in speaking and listening modalities. The data patterns reveal that we need greater improvement in reading. To address the needs of our struggling ELL readers and our non-readers we are working with Failure Free Reading's highly-structured, multi-sensory language development curriculum, which explicitly teaches word recognition, comprehension and fluency. All programs for ELLs are aligned to the CCLS.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

One of the patterns we have noticed is that the NYSESLAT is not highly reliable in assessing the language skills of our ESL special needs population. We use measures in concert with the NYSESLAT (SANDI, SANDI FAST, UNIQUE and NYSAA) to assist us in understanding the data patterns. Our ESL program currently has all ELL's being assessed in English only.

We do not participate in the ELL Periodic Assessments at this time.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

For the core of our students we provide a rigorous and evidence-based curriculum, including English language development for ELLs. For those ELLs that need extra attention we provide additional targeted research-based instruction. We tailor a rigorous and individualized intervention (small group or 1:1) for those ELLs that need more intensive support.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL teachers are vital to ensuring that all of our ELL's second language development is considered in instructional decisions. This is accomplished through weekly cohort meetings and continuous professional development opportunities on issues connected to second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

At this time we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program for ELLs using a variety of measures including but not limited to; Sandi, Sandi FAST, NYSAA, UNIQUE Learning Systems, and IEP SMART goal achievement.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 program determination. The HLIS is available in multiple languages and these are used as appropriate. 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 weekly 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' HLIS report, followed by a review of the student's IEP 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. Additionally a translator will be provided if necessary for the parent interview. Finally, a determination is made as to whether or not a student is to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, the ELL is deemed eligible to receive services. If a student whose HLS indicate Spanish and does not pass the English LAB-R, then the Spanish LAB-R is administered.

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.
The process to ensure that parents understand all three program choices should take place at the CSE level- if not, the following steps are taken at the school level. 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. Additionally, a translator will be provided if necessary for the parent interview. A determination is made as to whether or not a student is to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, the ELL is deemed eligible to receive services. If a student whose HLS indicate Spanish and does not pass the English LAB-R, then the Spanish LAB-R is administered. The ELL liaisons, Mr. Brosnan and Ms. Urban will then share the results of the LAB-R with our SBST. The SBST will then convene an IEP meeting with both the parents and either Ms. Urban or Mr. Brosnan. At this meeting the Parent Survey and Program Selections will be discussed with the parents. The IEP will then be amended to the IEP as needed. 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) and the student is given ESL services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters, parent surveys and program selection forms are distributed by, returned to, and secured/stored by CSE.
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.
Once the student's ELL status has been determined, the student is then placed in either a bilingual or ESL program by CSE in conjunction with the parents. All communication with the parents is in the language they select on the Parent Survey form. The ELPC screen in ATS is checked and updated by the ESL teachers within 20 days of a new student admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELL's are evaluated annually with the NYSESLAT. The 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, training additional pedagogues 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, writing, 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). A testing schedule is made to ensure all 4 sections are administered. The additional pedagogues are utilized to assist in the administration of the speaking section of the NYSESLAT so that the students are not tested by their ESL teacher.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The Parent Survey and Program Selection forms are administered and discussed at the CSE level, prior to the student arriving at our school. The trend in program choices has been the ESL instructional program. In the past 3 years we have had 5 students that have entered our school from other countries. Many other ELL students have transferred into our school from other NYC public schools. All of these parents have chosen the ESL model. Our program model is aligned to our parents requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The organizational model that exists in our school is the Freestanding ESL model, in which the ESL teachers push-in to the classes with entitled ELL students. There are a few instances where the pull-out model is utilized, so that more ELL students can get their required minutes of instruction as per CR Part 154. All groups are heterogeneously grouped based on the student's IEP ratio and grade level. Most of our students are in self-contained special education classes determined by their IEP. The ELL's at our off-site inclusion program are serviced by the ESL teachers in their school.

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)?

We have two licensed ESL teachers who provide ESL instruction to our ELLs through the push-in and pull-out models of ESL instruction. Sometimes students are pulled out of one class and pushed into another class to receive their ESL instruction. Our students are grouped by age, IEP ratio, and proficiency level. The Beginner level students receive 540 minutes at the high school level, and 360 minutes of ESL instruction at the middle and elementary school levels. The intermediate level students at all grade levels receive 360 minutes of ESL instruction per week and our advanced level students receive 180 minutes of ESL instruction per week. Throughout the year the ESL teachers collaborate with the classroom teachers with the use of Cohort groups that meet twice a week. The Cohorts are used to provide opportunities for staff development, as well as a common planning time for all teachers. We do not have a TBE class in our school and therefore do not provide NLA instruction.

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 foster language development and meet the demands of the Common Core Learning

Standards.

The content areas of math, ELA and science are delivered using both the push in and pull out model. All instruction is in English. We have found that hands on learning works best with our special needs population and because of that, the methodology we find most effective is TPR (Total Physical Response). This language-teaching method is based on the coordination of language and physical movement. Our primary focus in lessons is on meaning which distinguishes TPR from other grammar-based methods such as grammar-translation. This approach makes content comprehensible, fosters language development, and meets the demands of the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All instruction is in English as we do not have a bilingual program. Students receive additional support in their native language from a paraprofessional who speaks the student's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using formal and informal assessments. All students in our school use the Unique Learning System literacy program. Embedded in this program is an assessment that includes a pre- and post- test which evaluates student growth in all four modalities of language acquisition and helps drive instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We provide all ELL subgroups with the opportunity to achieve English language proficiency by using intensive small group instruction and individualized instruction. This differentiation is driven by many factors such as student's age, English language proficiency, native language, disability, and IEP ratio. Alternate placement paras are provided to those students who have been deemed needing bilingual instruction on their IEP.

We have many interventions available at PS177Q for our ELLs including; 1:1 supports for newcomers and long-term ELLs, a twelve month school year for all ELLs, Academic Intervention Services for all subgroups, Treatment and Education of Autistic and Related Communication of Handicapped Children (TEACCH) for our ELLs with 4-6years, scaffolded lessons and graphic organizers for our students in years 1 and 2 after testing proficient, and Multi-Sensory approaches and The Picture Exchange Communication System (PECS) for our SIFE students.

7. 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?
Unique Learning Systems and Equals Math are the key grade level materials that our teachers of ELL-SWDs use to provide ELLs access to academic content areas of science, social studies, and math, and to accelerate English language development in these areas.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The entire curriculum of the school was developed in order to accommodate our SWD's and our ELL SWD's are included in this. We offer varied instructional and scheduling flexibility to help our students achieve their IEP goals and English proficiency goals in the least restrictive environment. We offer both push in and pull out accommodations, one to one instruction, differentiated grouping, a staff of PT's, OT's, speech therapists, counseling, paraprofessionals, and ESL teachers to help accommodate our students.

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
Native Language Arts:	
Social Studies:	

Class/Content Area	Language(s) of Instruction

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

Math:				
Science:				

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

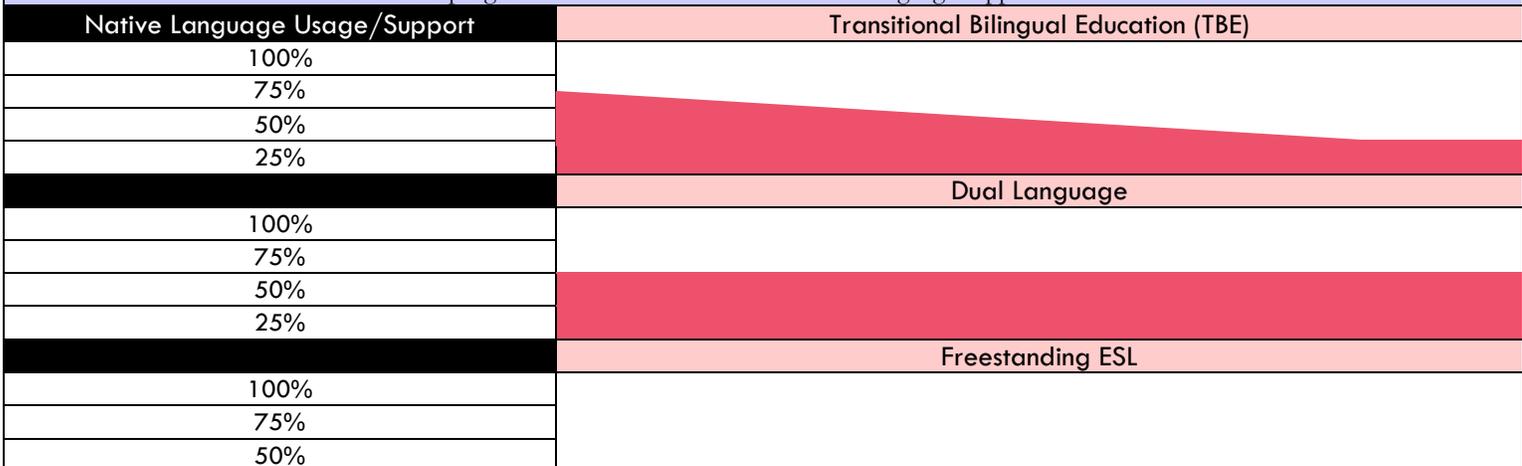
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- The IEP provides the best opportunity for parents, educators and therapists to identify and target specific goals, approaches, and interventions for our ELLs. Unique Learning Systems is a key grade level material that we use to provide access to academic content areas of science and social studies and accelerate English language development in these areas. MyOn Reading is being offered as an ELA intervention that targets SIFE and Newcomer students. Equals Math is being used as our targeted intervention in math for our ELLs in all subgroups.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is very effective in meeting the needs of our ELLs in both content and language development. One area of improvement is in the area of reading for information, in all subject areas. With the integration of the Common Core Standards it is imperative that we increase the level of literacy skills in all subject areas beginning with the area of "informational text". Use of the UNIQUE Curriculum along with the SANDI assessment will allow us to effectively monitor our progress in this area and meet the needs of our ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- All teachers of alternate assessment will take part in utilizing the SANDI as their assessment tool. In addition to Sandi we will add Sandi Fast in the upcoming year. This formative assessment is an electronic portfolio that tracks student progress over time. Training will be given along with question and answer sessions to insure that everyone has received sufficient training.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued in the upcoming year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. We offer a rigorous academic program as well as a host of extra curricular activities for all of our students. Students can be involved with sports teams, student council, band and chorus. Our ESL teachers inform our ELLs about all extra curricular activities and all ELLs are encouraged to participate. Ensuring equal access to all school programs helps our students acquire English language proficiency.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Unique Learning Systems and iPads are currently used to support ELLs. We also use teacher-made materials, adapted books, manipulatives, computers, and smart boards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For the school year 2013-14 there are no programs offered where the language of instruction is a language other than English. Native language support is provided by alternate placement paraprofessionals.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All required services support and resources are adapted to correspond to the students age and grade level. The UNIQUE Learning System has 3 levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New admits are grouped in an ESL environment and will be receiving services within self contained classes as per their IEP. In order to utilize support services and increase social interaction among our ELLs and increase English language proficiency the LAP team combines students in close chronological age, and also pairs new admits with classmates and paraprofessionals with common native language. They are also invited to attend Chapter 683 summer school to introduce them to our school environment.
18. What language electives are offered to ELLs?
- At this time, we do not offer language electives for ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time we do not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ESL teachers meet with related providers and other teachers to best address students' needs and goals. The PS177Q's professional development plan for all ELL personnel includes all stakeholders of our school community. The professional development menu for the 2013-14 school year begins in September with an orientation on mandated services for our ELL students. Jose P. training is provided at our school. Present at all our orientation meetings are: the school principal, assistant principal, guidance counselors, related providers, teachers, paraprofessionals, secretaries, and parent coordinators. The orientation meeting is followed by the Election Day Professional Development which includes issues pertaining to the education of the ELLs. These include: Jose P. training, 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 2013-2014, 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 2013-2014 school year, P177Q will provide ongoing professional development to all staff including teachers and paraprofessionals with ELL students in their classrooms. Guidance counselors receive professional development from the district on how to assist ELLs as they transition. They inform staff of any issues that may arise as the ELL students transition from elementary to middle school, and middle school to high school. 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. Cohort topics will include but are not limited to: (1) Integrating the Common Core Standards (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, classroom teachers who have not completed their 10 hours of Jose P. training will be encouraged to attend district and/or school level Jose P. training workshops.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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. The PS177Q Parent Survey addresses the programs and services we offer. Our PTA hosts a parent support group entitled, "Serving Families of 'Special Needs' Children with Development Disabilities" that meet bi-monthly. Some of the collaborating institutions we use are ANABIC, Mercy Drive, Queens Parent Resource Network and Lifeswork. Additionally, throughout the year, our School Guidance Department hosts and leads parents and sibling support groups. These support groups are referred to as: "Parents helping Parents" and "For Sibs only," which meets monthly. These meetings are usually partnered with other agencies or Community Based Organizations to provide information and services to ELL parents. Topics include: Instructional strategies for children with Autism and other developmental disabilities, behavior management for students with Autism and other developmental disabilities, transition, guardianship, special needs trusts, speech, immigration and many other areas pertaining to needs of our ELL students and parents/guardians. TitleIII funds will provide additional training and support for students/parents/guardians of our ELL population. TitleIII Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS177Q

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q177 School Name: Robin Sue Ward School

Cluster: _____ 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 (HLS) 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 the ATS reports 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 translation and oral interpretation needs show that approximately 75 parents require translation and interpretation services. Languages spoken by these parents are: Chinese, Korean, Spanish, and Mandarin. Approximately sixty five parents need both oral interpretation and written translation. ESL teachers share the needs assessment findings with the school community at cohort meetings. The translation plan describes what translation services are available. During open school events an administrator or the ESL teacher 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 ensures 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, Title III workshops, 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.