

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>75Q177</b>
<b>School Name:</b>	<b>P.S. Q177</b>
<b>Principal:</b>	<b>KATHY POSA</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P177Q Robin Sue Ward School for  
Exceptional Children School Number (DBN): 75Q177

Grades Served: K-12 Special Education Classes

School Address: 5637 188<sup>th</sup> 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/Robin Ponsolle

SLT Chairperson: Shernice Blackman

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_

Student Representative(s): Nicole Johnson  
Jordan Wittingham

**District Information**

District: 75 Superintendent: Gary Hecht

Superintendent's Office Address: 400 First Avenue, New York, New York

Superintendent's Email Address: GHecht@schools.nyc.gov

Phone Number: 212-802-1501 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: District 75 Director: Adrienne Edelstein

Director's Office Address: 400 First Avenue, New York, New York  
email address: AEdelstein@schools.nyc.gov

Director's Email Address: \_\_\_\_\_

Phone Number: 212 802-1501 Fax: 212 802-1678

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 Robin Ponsolle	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Nicole Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Joseph Tola	Member/ Parent	
Gwenn Sacks	Member/ Parent	
Jennifer Paul	Member/ Parent	
Corinthia Campbell	Member/ Staff	
George Chakery	Member/ Staff	
Anna Koskinas	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fran Kleiss	Member/ Parent	
Steven Mintzer	Member/ Staff	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P177 continues to be a multi-sited organization within District 75. Our four sites consist of the following locations: 177@Main Site which educates four hundred and thirty students with developmental disabilities ranging in age from 6-21 years of age. Ratios represented at this site are 6:1:1, 8:1:1 and 12:1:1's.

177@295 that is composed of seven classes of which five classes are of 6:1:1 ratio and two classes of 12:1:4 which are multiply handicapped ranging in age from 5-13 years of age.

177@139 is our elementary inclusion site which currently educates fourteen students in general education classes with supports from our Setts teachers.

177@190 is our junior high school inclusion site which currently has eight students enrolled in general education classes with supports from our Sett teacher.

The acronym for our mission statement is We C.A.R.E. C is for consistent communication between all people within our organization especially and most importantly inclusion of our parents/guardians. We are also focused on strengthening the communication skills of each and every child within our organization. A-is and continues to be applauding all efforts that are produced by all our students and staff as well as assessing all our teaching methods and curriculum on the impact it has on our students. R is for continued research in finding new and innovative programs that may have an impact on our students and the different ways they learn as well as the rigor that we present to our students, staff and parents/guardians on a daily basis. E is for the effort and education that we produce that impacts on our students and the achieving of their goals. This statement continues to be a main emphasis on all of us who work within our organization that establishes a culture of consistency, caring and respect for our students.

177 has a large student population that is of the transition years. We strive to expose as many students to worksite experiences both in school and out in the community at large. This year, we have established thirty six different worksites where are students experience skills necessary for their future independence. Students who are not quite old enough or who have limited worksite experience will begin with jobs within the school environment. Our different classes such as culinary, school store and cafeteria/custodial work all benefit our students in receiving skills for future employment. We are very lucky to have such a receptive community who greet our students and welcome them into their working environments. Our students have received so many immeasurable skills from their community worksite experiences and this has enabled them to prepare for work as they articulate out of our school at the age of 21.

Another aspect of transition is to acquaint and educate our parents/guardians with the tools they need to plan for the students as they exit our school at 21. Workshops centered on the "Front Door" policy along with guardianship, are continually planned for at our school. We have guest speakers throughout the course of the year inviting parents/guardians to come and see the important information being given out. Parent Support Groups also gives our parents/guardians time to share information from where you can find doctors/dentists that treat students with autism, as well as learning certain behavioral tips on what works for certain parents at home. All of these activities make our school very active but so worthwhile for the future of all our students.

The focus this year is to put greater emphasis on the student and how he communicates especially with his peers. Do they share with one another and is some type of discussion between their peers being established. We feel that it is of utmost importance for our students to take notice and recognize their peers and in some way acknowledge that they have established some form of communication with their peers. This is also part of the Danielson Framework 3C which is also emphasized on the observation forms for all teachers. Students with autism need the motivation to seek out people especially their peers and this is a huge component of everyday strategies we try and foster with all our students.

177Q continually strives to foster continued collaboration between all aspects of our school community. Our teachers meet twice a week for cohort meetings where inquiry and data research are fostered. They are also encouraged to attend professional development activities given through our District 75 as well as those given by central DOE. We encourage them to turn key training as much as possible during their cohort meetings exposing all teachers to what

they have learned at their professional development. Our parents receive workshops twice monthly with guest speakers as well as having a support group where questions and networking become an important aspect of their meetings. We also provide sibling support meetings for our brothers/sisters of our students. During these meetings, these youngsters can form relationships with other siblings as well as discuss certain things which are sometimes hard for them to express. It is their time which is so important to them as well as their families.

Our school continues to strive to provide everyone involved with our students the training and professional development that they require in order to have a positive and lasting impact on all our students. From our parents/guardians, to all staff including paraprofessionals and school aides, we continually strive and ask for agendas that they feel would benefit them in educating our students. Open and consistent communication allows us the opportunity to know what we need and where we are going. We listen to all and strive to accommodate as much as we can for those that ask. Education is important for our students as well as all staff, and parents/guardians so that our students will receive the best overall experience to become independent and productive members of their community.

Research and inquiry continues to play an important role for both our staff as well as for our parents/guardians. We continually look at data to see what new information and planning strategies we can implement to assist in teaching our students. We provide workshops and support groups to our parents/guardians along with the siblings of our students in order to assist them when dealing with our students.

## 75Q177 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	500	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		89.7%
% Free Lunch	51.3%	% Reduced Lunch		0.6%
% Limited English Proficient	19.9%	% Students with Disabilities		99.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American		34.1%
% Hispanic or Latino	22.9%	% Asian or Native Hawaiian/Pacific Islander		15.8%
% White	25.2%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.67	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

It is evident that our students are severely lacking in the area of their writing skills. We have been working with our 12:1 and 8:1 populations since last year in encouraging more writing skills to be emphasized in their classrooms. Results have been encouraging but we would like to see best practices throughout all our populations and functioning levels especially our 6:1:1 population. Writing and emerging writing skills can be done in a variety of ways and we are going to promote this in this year’s action plan.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

There will be an increase in writing skills for all students in 12:1:1, 8:1:1, and 6:1:1 populations as measured by a 10% increase in baseline SANDI assessment results collected in September 2015 when compared to assessment results from May 2016. Emerging writing skills will be emphasized and writing rubrics will be formulated for emerging writers during cohort meetings.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Baseline SANDI</li> </ul>	<p>Whole School</p>	<p>9/2015 – 6/2016</p>	<p>Homeroom teachers</p>

<ul style="list-style-type: none"> <li>• Use of SANDI to formulate IEP goals for 12:1:1, 8:1:1 and 6:1:1 students.</li> </ul>			Administration
<ul style="list-style-type: none"> <li>• Use of Attainment writing skills curriculum for 12:1:1 and 8:1:1 students,</li> <li>• Coordination and implementation of reading programs successful for our alternate assessment students.</li> <li>• Implementation of 20 minutes a day of journal writing for all ratios of 12:1:1, 8:1:1 and 6:1:1's.</li> <li>• Professional development in the areas of emerging writing skills as well as persuasive writing techniques and the making of choices through writing.</li> <li>• Writing rubrics developed by cohort meetings to meet the needs of different populations. These rubrics will be posted on the students' work samples throughout the year.</li> <li>• Piloting District 75 authors' works in out 12:1:1 and 8:1:1 population.</li> <li>• SANDI Assessment results finalized in June 2016.</li> </ul>	12:1:1 and 8:1:1 students	9/2015-6/2016	<p>Homeroom teachers of 12:1 and 8:1 populations</p> <p>School Coach</p> <p>Literacy Teachers</p> <p>District 75 professional development opportunities as well as outside consultants</p>
<ul style="list-style-type: none"> <li>• Communication with parents/guardians as well as sharing of work samples through communication logs, parent-teacher conferences, report cards, parent workshops and updating of IEP goals.</li> <li>• Parent workshops by our literacy and homeroom teachers during parent and guardian support groups.</li> </ul>	12:1:1, 8:1:1 and 6:1:1 populations	9/2015-6/2015	<p>All Homeroom Teachers</p> <p>Literacy Cluster Teachers</p> <p>School Based Coach</p> <p>Administration</p>
<ul style="list-style-type: none"> <li>• Personal goals and assessments as related to student writing skills.</li> <li>• Administrative walkthroughs which will emphasize writing and emerging writing skills with teachers during observation feedback.</li> </ul>	12:1, 8:1 and 6:1:1 populations	9/2015-6/2015	<p>Administration</p> <p>Homeroom Teachers along with literacy teachers.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• Purchase of ELA/Writing curriculum in the amount of \$5,000 from core curriculum for elementary, middle and secondary grades.</li> <li>• Professional development for teachers in the area of emerging writing skills.</li> <li>• Literacy, speck and library teachers will collaborate on increasing writing skills for all populations.</li> </ul>										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, school and cohorts will review writing samples from all classes and assess how they are progressing from fist samples utilizing writing rubrics.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As we ended last year with our first consistent math program throughout all our classes, there was data showing the improvement of math skills throughout our organization. This was recognized by our SANDI scores along with improvement on our NYSAA (New York State Alternate Assessments ) scores as well. We now see the importance of keeping up with a consistent program which reinforces and allows our students the consistency they require in learning and achieving new math skills. The Attainment Math Program which is aligned to the common core standards allows us the opportunity to adapt and modify for our students as well. It is necessary now to be consistent with all our students and the utilization of a math program that enables them to grow and learn. As new students enter our program, we will now provide these students the opportunity to assimilate into a new math program with the rest of their peers.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all new students articulating into 177 for the 2015-2016 school year 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 2015 baseline collection period.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1.</p> <ul style="list-style-type: none"> <li>• All new students who have entered our school in September 2015 will participate in an age specific program provided by the Math Attainment Program.</li> </ul>	<p>All new and present students in all ratios (6:1, 12:1 and 8:1 ratios).</p>	<p>9/2015 to 6/2016</p>	<p>Homeroom teachers in collaboration with added assistance from math cluster teacher.</p>
<ul style="list-style-type: none"> <li>• Monthly meetings with ESL, Speech and Homeroom teachers to discuss progress as well as initiate data sheets that will focus on specific vocabulary utilized by math program as well as having the vocabulary taught and utilized in different subject areas while reinforcing the promoted words from the math program.</li> </ul>	<p>All ESL students in our 12:1:1, 8:1:1 and 6:1:1 population</p>	<p>9/2015 to 6/2016</p>	<p>ESL and homeroom teachers as well as cluster teachers from all disciplines.</p> <p>Administration</p>
<p>2.</p> <ul style="list-style-type: none"> <li>• ESL teachers will modify and provide homeroom teachers opportunities in utilizing the school's Math Curriculum (Attainment) and adapting to meet the needs of our ELL students as well as reinforcing during push in or pull out periods of ESL.</li> <li>• Title III workshops will provide our students along with our parents/guardians opportunities to express and show how math and the vocabulary associated with the curriculum can be taught and carried to the home environment.</li> </ul> <p>3.</p> <ul style="list-style-type: none"> <li>• SLT, PTA and IEP meetings along with Parent/Teacher Conferences will introduce and expand our parents/guardians in the math curriculum being utilized by the students this year. Books and opportunities for reinforcement at home in the area of math will also be discussed.</li> </ul>	<p>All ESL students</p> <p>Parents/Guardians Of all students along with SLT and PTA members</p>	<p>Ongoing throughout the 2015-2016 school year</p>	<p>ESL and Homeroom teachers</p> <p>Guest speaker</p> <p>Administration</p> <p>Homeroom teachers</p>

<p>4.</p> <ul style="list-style-type: none"> <li>• New teachers to the Math curriculum will receive mentoring and assistance from one of their colleagues who implemented the program last year.</li> <li>• All teachers will be given the opportunity to attend workshops given by District 75 and the Attainment Company</li> <li>• Classroom observations by the administration will provide feedback to teachers in assisting them with expanding and generalizing math concepts throughout the day and different subjects.</li> </ul>	<p>New teachers to math curriculum</p>	<p>9/2015</p>	<p>Homeroom teachers with cluster teacher and school coach</p> <p>Administration</p> <p>Administration</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Collaboration between speech, ESL and homeroom teachers at monthly meetings</li> <li>• Title III workshops will provide opportunity for our teachers as well as our parents/guardians in the amount of 11, 000.</li> <li>• Per session funds from instructional money( \$3,000)</li> <li>• Per diem money for attendance at professional development workshops for our teachers (\$3,000.00)</li> </ul> <p>Scheduled assessment periods for our teachers to give to their students.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, data sheets from the data keeper of Attainment Math will be collected to see if students are making progress towards their goals. Teachers may also utilize SANDI assessment to see if they feel progress is being made toward the next goal on the SANDI assessment in the area of math along with the results of Sandi/Fast scores in November 2015.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our 2014 to 2015 Quality Review “Area of Focus” is Quality Indicator: 1.2 Pedagogy. As per our 2014-2015 Quality Review summary report, we will need to provide student learners with increased opportunities to take ownership of their learning. A review of observation ratings given to teachers on the Advance system indicates the 7% of the ratings given for component 3c Student Engagement were Developing. As a result of these data, we will focus on strategies to increase student engagement and ownership of their own work.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By increasing teacher collaboration during teacher team meetings, there will be a 33% decrease in the number of ‘Developing’ ratings given to teachers on Component 3c of Advance Teacher Ratings during walkthroughs by June 2016 as compared to June 2015 ratings.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Twice weekly cohort meetings with teachers of similar classes.</li> </ul>	<p>Teachers of homeroom and cluster positions</p>	<p>Sept 2015/June 2016</p>	<p>Administration</p>

<ul style="list-style-type: none"> <li>• Cohort meeting agendas that explore engagement and ownership strategies for students with special needs as determined by school administration.</li> <li>• Teachers will provide students with opportunities for self-assessment and to provide feedback to their teachers. Cohort teams will share and discuss strategies for facilitating.</li> <li>• Teacher teams will share strategies for engaging students by integrating opportunities for students to explain their thinking, reflect on the lesson, provide feedback, and work in collaborative groups.</li> </ul>			Homeroom and cluster teachers
<ul style="list-style-type: none"> <li>• Walk through observation feedback to teachers</li> <li>• Pre- and post-observation discussion with administrators to discuss feedback and strategies.</li> <li>• Classroom inter visitations</li> </ul>	Teachers	Oct 2015 to June 2016	Administration
<ul style="list-style-type: none"> <li>• District 75 and P177 professional development for teachers and paraprofessionals.</li> <li>• Classroom team meetings to discuss strategies for increasing student engagement and ownership.</li> </ul>	Teachers Paraprofessionals	Sept 2015 to June 2016	Administration Homeroom teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session Money for Curriculum Planning (4,000) Per Diem Money for attendance at inter-visitations throughout the organization and District (1,000) Paid Prep Money for attendance at professional development opportunities. Instructional and common core money in the amount of (5,000) to by kits and new books											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>In March 2016, Sandi/Fast will reflect increases in student scores in math achievement over baseline Sandi assessment collected during September/October period in 2015.</u>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In order to continue to stress the need for participation in planning transition planning for all out students, we will continue to provide to both our parents/guardians and our students the opportunity to participate in transition planning as well as providing sequential steps as what needs to be in place before a student reaches 21 years of age or their attendance at a new school for our inclusion students.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an additional 5% increase in parental/guardian involvement in student transition planning as evidenced by overall parent/guardian attendance in transition workshops, IEP meetings, and parent support groups along with tours of future placements as compared to the 2014-2015 school year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Identification of all students who will be articulating out of the DOE at 21 years of age.</li> </ul>	<p>12:1, 8:1 and 6:1 populations</p>	<p>9/2015</p>	<p>Homeroom Teachers</p>

<ul style="list-style-type: none"> <li>• Homeroom teachers will identify students who are 14 years of age and begin to discuss transition planning with parents/guardians.</li> </ul>			<p>Transition coordinator</p> <p>Voc 1 Assessment for Teachers and Parents</p>
<ul style="list-style-type: none"> <li>• Voc.1 assessments will be completed by all transition aged students in collaboration with parents and guardians</li> </ul>	All students who are 14 and older	10/2015	<p>Parents/Guardians</p> <p>Homeroom Teachers</p> <p>Guidance Counselors</p>
<ul style="list-style-type: none"> <li>• September 2015: Parent/guardian welcome breakfast stressing and informing parents/guardians the importance of transition planning.</li> <li>• October/November 2015: transition planning will be discussed with parents/guardians at IEP meetings.</li> <li>• October 2015: Transition coordinator will reach out to parents/guardians of students who will be aging out and stress the importance of taking tours and attendance at “Front Door” workshops to secure placement for our students.</li> <li>• November 2015: P177 will secure a meeting for our parents/guardians regarding the “Front Door” policy from New York State.</li> <li>• January 2016: The schools will illicit assistance from active parents/guardians to reach out to parents/guardians regarding the importance of transition planning. The school will also actively participate in “reaching out” to all parents/guardians.</li> </ul>	Parents/Guardians	9/2015	<p>SLT</p> <p>Administration</p> <p>Parent Coordinator</p> <p>Guidance Counselors</p> <p>Homeroom Teachers</p> <p>Transition Coordinator</p>
<ul style="list-style-type: none"> <li>• Guidance counselors will assist all families in securing case managers for our students.</li> <li>• The parent coordinator will secure guest speakers for our parents/guardians in discussing future planning.</li> <li>• Special meetings for our parents/guardians of our inclusion students allowing them the opportunity to visit future inclusion classes as well as affording our new parents/guardians the ability to “meet the teacher and visit their child’s new school”</li> </ul>	9/2015-6/2016	Ongoing through the 2015-2016 school year	<p>Parent Coordinator</p> <p>Guidance Counselors</p> <p>Transition Coordinator</p> <p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Telephone messaging to all parents /guardians</p> <p>Parent Support Groups along with PTA Meetings with agendas</p> <p>Annual Transition Fair with outside vendors and organizations</p>

Refreshment and supplies in support of meetings (1,500)

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, we will identify parents/guardians who have not yet attended a workshop or a tour for our students who will be articulating out of our school at the age of 21. Every effort will be made to make contact and confirm appointments for these parents/guardians. We hope to have 75% attendance by our parents/guardians at the tours or workshops for students who are aging out at the age of 21 by 1/2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Below grade level in ELA Our school educates students in grades K-12.	Repetitive reading, software programs and teacher modification of lessons.	We provide one to one instruction and tutoring as well as small group instruction.	Service is provided during the school day as well as our after school program for our middle school students who are enrolled.
<b>Mathematics</b>	Student functions far below grade level All our students receive ais in mathematics.	Variety of “hands on” manipulatives as well as software and real life situational skills. Additional cluster person to assist our homeroom teachers.	Differentiated lessons in small groups.	Service is provided during the school day as well as after school for middle school students.
<b>Science</b>	Student performs well below grade level.	“Hands on” experiments provided by an additional cluster teacher in our science room.	Small group lessons	Service is provided throughout the school day.
<b>Social Studies</b>	Students fall well below grade level.	Students receive added social studies services through a designated cluster teacher as well as career builders and worksite learning in the community. These are provided by worksite developer and career builder cluster teacher.	One to one instruction as well as small group learning both in the classroom and outside in the community.	Service is provided throughout the school day both in school and out in the community and worksites.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	205 students are mandated by their Individual Education Plans to receive counseling.	Students receive counseling and social skills through their guidance counselors. If students are in crisis, guidance counselors will see	One to one counseling or small group counseling with guidance counselors Emergency counseling will be	Service is given during school hours.

		students and follow up with parents/guardians if necessary.	given on an as needed basis or if warranted.	
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## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**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. **[P177Q]**, 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. **[P177Q]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**

**P177Q]**, 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Robin Sue Ward School</u>	DBN: <u>75Q177</u>
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
Total # of ELLs to be served: <u>24</u>
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: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

## 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 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,

## Part B: Direct Instruction Supplemental Program Information

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 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

## Part B: Direct Instruction Supplemental Program Information

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 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 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

### Part D: Parental Engagement Activities

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 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)	_____	
	<u>\$528.40</u>	<u>1 Supervisor x 5 Thursdays x (2hrs. x \$52.84)= \$528.40</u>
	<u>\$1515.00</u>	<u>3 Teachers (2 ESL Teachers and 1 Special Education/Technology ) x 5 Thursdays x 2hrs x \$50.50</u>
• Per session	<u>\$ 871.50</u>	<u>3 Paraprofessionals x 5 Thursdays x 2hrs. per Thursday x \$29.05</u>
• Per diem	<u>\$ 303.00</u>	<u>1 Getting Ready to Learn Teacher Trainer x 3 Thursdays x 2hrs. \$50.50</u>
	<u>\$ 264.20</u>	<u>Professional Development Program</u>
	<u>\$345.00</u>	<u>1 Supervisor x 5 Thursdays x 1 hour per Thursday x \$ 52.84= \$264.20</u>
	<u>\$435.75</u>	<u>3 Teachers (2 ESL &amp; 1 Teacher of Tech) x 5 Thursdays x 1 hour per Thursday x \$23.00 = \$345.00</u>
	<u>\$280.08</u>	<u>3 Paraprofessionals x 5 Thursdays x 1 hour per Thursday x \$29.05= \$435.75</u>
		<u>1 Secretary x 3hrs. x 3 x \$31.12= \$ 280.08</u>
Purchased services	<u>\$5,000.00</u>	<u>1 Dance Facilitator Ballet Hispanico- to provide direct instruction to</u>

**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"> <li>High quality staff and curriculum development contracts.</li> </ul>		<u>facilitate partner dancing for students and parents (5Thursdays x 2 hours) and 1 hour Professional Development x 5 Thursdays to Title III Staff.</u>
Supplies and materials	<u>\$ 50.00</u>	<u>1 case of assorted color paper</u>
<ul style="list-style-type: none"> <li>Must be supplemental.</li> </ul>	<u>\$ 35.66</u>	<u>Fabric Markers(4 pk)</u>
	<u>\$ 35.88</u>	<u>Painters Caps (12)</u>
<ul style="list-style-type: none"> <li>Additional curricula, instructional materials.</li> </ul>	<u>\$ 59.59</u>	<u>White T Shirts(6 (3)pk-Adult large)</u>
	<u>\$ 712.00</u>	<u>Scholastic Non-Fiction Readers(8pk)</u>
	<u>\$ 23.94</u>	<u>Crayola Drawing Markers(6 pks)</u>
	<u>\$ 21.00</u>	<u>Creatology Art Roll (6)</u>
<ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>	<u>\$ 7.00</u>	<u>Sharpener-non electrical (1)</u>
	<u>\$ 8.00</u>	<u>Blue/Black pens (1 boxes each)</u>
	<u>\$ 10.00</u>	<u>1 gallon elmers glue</u>
	<u>\$ 4.00</u>	<u>pencils (2 boxes)</u>
	<u>\$ 40.00</u>	<u>5 boxes of dot velcro</u>
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>\$ 400.00</u>	<u>8 Students x 5 instructional sessions x \$5.00 round trip=\$200.00</u> <u>8 Parents x 5 instructional sessionsx \$5.00 round trip= \$200.00</u>
Other	<u>\$ 250.00</u>	<u>Refreshments for parents</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<b><u>\$11,200.00</u></b>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Queens</b>	School Number <b>177</b>
School Name <b>The Robin Sue Ward School</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Kathy Posa</b>	Assistant Principal <b>Michelle Clarke-Dickerson</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Laura Urban/ENL</b>	School Counselor
Teacher/Subject Area <b>Don Brosnan/ENL</b>	Parent <b>Mrs. Crespo</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Veronica D'Angelo</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>509</b>	Total number of ELLs	<b>110</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	110	<b>Newcomers</b> (ELLs receiving service 0-3 years)	25	<b>ELL Students with Disabilities</b>	110
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	42	<b>Long-Term</b> (ELLs receiving service 7 or more years)	43

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	25			42			43			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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		1		4	1	1	9	3	6	7	2	2	20	0
Chinese							2		3	2		3	4	0
Russian										2			1	0
Bengali						1	1	1	1	1	1	1	4	0
Urdu			1										1	0
Arabic												1		0
Haitian							1		1	1				0
French														0
Korean				1		1	1		2				4	0
Punjabi												1		0
Polish										1			1	0
Albanian														0
Other				1		1	1					3	2	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	1	3		2	15	4	12	11	3	11	7	29	0
<b>Emerging</b> (Low Intermediate)				1	1			1	2		1	1	5	0
<b>Transitioning</b> (High Intermediate)			1		1									0
<b>Expanding</b> (Advanced)									1					0
<b>Commanding</b> (Proficient)						1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total						1						1		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4					0
5					0
6					0
7					0
8					0
NYSAA		4	35	7	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4									0
5									0
6									0
7									0
8									0
NYSAA			5		34		7		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)			1		10		1		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	11		11	
NYSAA Mathematics	11		11	
NYSAA Social Studies	11		10	
NYSAA Science	11		10	

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. Data is collected twice yearly and help inform our schools instructional plan, by answering the following questions: Are our students showing growth? Students' progress is analyzed by inquiry teams who utilize the SANDI Smart Plan to examine each students' fall and spring scores in the reading and math domains of the SANDI. Sub-groups of ELLs are targeted and those students below proficiency in a particular skill area will have SMART IEP goals written to improve assessment results.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO 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 teach word recognition, comprehension and fluency. All programs for ELLs are alligned to the CCLS.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home 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 conjunction with the NYSESLAT (SANDI, SANDI FAST, Attainment Assessments and NYSAA) to assist us in understanding the data patterns. 2013-2014 SANDI assessment data indicate that our ELL's score higher in the reading domain than

in the mathematics domain of the SANDI. Subsequently, one instructional goal for the 2015-2016 school year is for our students to increase their performance in the area of mathematics. Currently our ESL program 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 student's new 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other 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).  
We evaluate the success of our program for ELLs using a variety of measures including but not limited to; Sandi, Sandi FAST, NYSAA. Some programs include: Attainment Reading and Mathematics; Attainment Social Studies, UNIQUE Learning System, and Failure Free Reading.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
We will administer Home Language Identification Survey to new NYS admits in grades K to 12 as well as those who have not been in a NYS public school for 2 or more years. Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again. We will determine home language based on HLIS results, which include an interview with the student and parent in the language of preference. Next we will administer the NYSITELL to only those students whose home language is not English and eligible for the NYSITELL. (A more in-depth interview and review of work will be conducted to determine NYSITELL-eligibility.) This will be completed within the student's first 10 days of attendance in our school. The ELPC screen in ATS is updated and the parent's initial choice of program is documented in the ELPC screen.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
We need to identify the SIFE status within 30 days of enrollment in our school, which can be modified up to 12 months of initial enrollment. SIFE also consists of interrupted and/or inconsistent education. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire will be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. It is offered in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish, and Urdu. The Literacy Evaluation for Newcomer SIFE (LENS) is a multilingual group of diagnostics designed to measure the home-language literacy skills SIFE students bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
Our school will form a Language Proficiency Team (LPT) for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. It will consist of an Assistant Principal, an ENL teacher and one of our school psychologists, as well as the student's parent or guardian. We will ensure that a qualified interpreter or translator of the language or mode of communication of the parent is also present at each meeting. This will be completed within the student's first 20 days of attendance in our school.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
CSE typically handles distribution of entitlement letters.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section).  
The ELL is placed within ELL program within 10 days but parent (or student 18 or older) can appeal within 45 days. Parents and students have right to a re-identification process within 45 days of initial enrollment. The student's parent or guardian, teacher (with written consent from the parent) or the student himself (if over 18 years old) may initiate a review in writing. Once the request is submitted, the re-identification process will be completed within 10 calendar days of receipt of the written notice. If the CSE must be consulted, the process must be completed within 20 school calendar days.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
As we are a D75 school, the CSE placement team has already evaluated the student and determined whether or not they will be placed in a Bilingual self-contained class or a monolingual self-contained class. The CSE also determines their class ratio (12:1:1, 8:1:1, or 6:1:1). The CSE makes the determination during the student's initial evaluation, if bilingual services are needed. Once the IEP is written by the CSE, the parents are informed of the committee's determination and a program placement is decided upon. The parents are made aware, at the CSE level, of the programs and services that their child is eligible for.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
As we are a D75 school, we do not administer the Parent Surveys and are not responsible for the Program Selection forms. The Program is determined at the initial evaluation at the CSE level.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
N/A
9. Describe how your school ensures that placement parent notification letters are distributed.  
This does not apply to a D75 school because the parent has already signed off on the placement of their child in our program. This was determined at the CSE level and the student's IEP prescribes the placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
10. Our school retains all ELL related documentation in the student's cumulative record file, and as attachments in SESIS to their IEP. The ENL teachers also keep a copy of any HLIS and related documents.
11. 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.  
The students who are eligible to take the NYSESLAT will be taken from documents 1 and 1a. Documents 1 and 1a are demographic spreadsheets that are part of the schools ELL Compliance Binder. A list of these students will be compiled also using ATS reports (RLER, RLAT, RLAB, REXH et al.) and then they will be grouped first by grade and then by IEP ratio. Each grade band will be scheduled first for the Speaking portion of the NYSESLAT individually, and then for Sessions 1, 2, and 3. Each group will be scheduled three times to allow sufficient time for each student to be administered each of the three NYSESLAT sessions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The school ensures that the parents are made aware of their child's ELL status by holding two Parent/Teacher conferences and one IEP meeting, where the student's ENL teacher is present. The IEP contains the ELL program eligibility information, as well as mentioning their ENL services under their child's Management Needs on the student's IEP. The parents are made aware at these meetings that the student is entitled to ENL services.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the parent comments at the IEP meetings, we have determined that the trend in program choices by our parents is the free-standing ENL model. Our ENL's have 18 different home languages and we are restricted in class sizes by our student's IEPs. Currently 35% of our ENLs are mandated to a 6:1:1 placement, 18% are mandated 8:1:1, and 46% are mandated either 12:1:1 or 12:1:4. Additionally, our ENL's attend school in 4 different offsite locations. We are aware that the Aspira Consent decree, signed August 29, 1974, established the right of New York City public school students with limited English proficiency to receive bilingual education. However, our student population of ELLS's is in the severely cognitively impaired range, many of our ELL's are non-verbal or minimally verbal. Subsequently, one main focus of our ENL program is to teach our students how to communicate verbally and through alternative communication devices. because our students come from so many different language backgrounds, English is often the only common language. For this reason a freestanding ENL program is best.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Freestanding ENL Programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs come from many different language backgrounds, and English is often the only common language among the students. As part of the new CR Part 154 all ENLs will receive a specified amount of standalone ESL and integrated ESL instruction. Standalone ESL is instruction to develop English language skills so that the students can succeed in core content courses. It will be delivered by a certified ESL instructor. Integrated instruction is used to build English language skills through content instruction and will be delivered through co-teaching by an ESL teacher and content area teacher. The ENL minutes each student receives will be dictated by their proficiency level. 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 as determined by their IEP.
  - b. TBE program. *If applicable.*

At this time, our school does not offer a TBE/DL program
  - c. DL program. *If applicable.*

At this time, our school does not offer a TBE/DL program
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have two licensed ESL teachers who provide instruction to our ENLs through the push-in and pull-out models of ESL instruction. Often 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 Entering level students receive 540 minutes at the high school level (at least 180 minutes in both standalone and integrated instruction), and 360 minutes of ESL instruction at the middle and elementary school levels (at least 90 minutes in standalone and 180 minutes in integrated instruction). Emerging level students at all grade levels receive 360 minutes of ESL instruction per week (at least 90 minutes of standalone and 180 minutes of integrated instruction) and our Transitioning and Advanced level students receive 180 minutes of ESL instruction per week (at least 90 minutes of integrated instruction for Transitioning students and at least 180 minutes of integrated instruction for Expanding students). Throughout the year the ESL teachers collaborate with the classroom teachers in Cohorts 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 core content is delivered in each program model. 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 to foster language development, and meets the demands of the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 bilingual paraprofessionals.
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. The classroom teachers also assess the student's using SANDI and SANDI Fast twice a year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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, the UNIQUE learning system for our developing ELLs, scaffolded lessons and graphic organizers for our former ELLs, and multi-sensory approaches and The Picture Exchange Communication System (PECS) for our SIFE students.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

During the re-identification process which can take up to 45 calendar days, the student who has been identified as an ELL will continue to receive the ENL services that he is entitled to as an entitled ELL student. If it is determined by the LPT that the student is an ELL, his/her services will continue without interruption. If the determination is made that the student has been wrongly identified as an ELL, then the ENL services will terminate as soon as that decision has been approved by the principal. If the student has not been identified as an ELL, and this determination is being appealed, then the student will be provided with ENL instruction which will terminate if the LPT and the principal decide that the student is truly not an ELL. The parents will be notified within 10 days of the committees' determination.

8. 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 is the key grade level curriculum that our teachers of ELL-SWDs use to provide ELL-SWDs access to academic content areas of science, social studies, and math, and to accelerate English language development in these areas. Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. Teachers download and interact with monthly, instructional, thematic units of study. Each unit contains lesson plans with curriculum adaptations and interactive materials teachers can implement into classroom learning activities. Additionally, real world, Community Based Instruction (CBI) is integrated throughout and across all content areas.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The entire curriculum of self contained special needs school was developed in order to accommodate our SWD's and our ENL 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 models of instruction, one to one instruction, differentiated grouping, and collaborative team teaching with PT's, OT's, speech therapists, counseling, paraprofessionals, and ESL teachers to help accommodate our students. Finally, ELL's participate in a variety extra-curricular activities, such as: Band; Basketball; Theatre and in our After-School Program. The rich academica and extra-curricular programs enable our ELL's the opportunity to achieve their IEP goals and to attain language proficiency. We do not have ICT classes because our school is a self contained special needs school.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

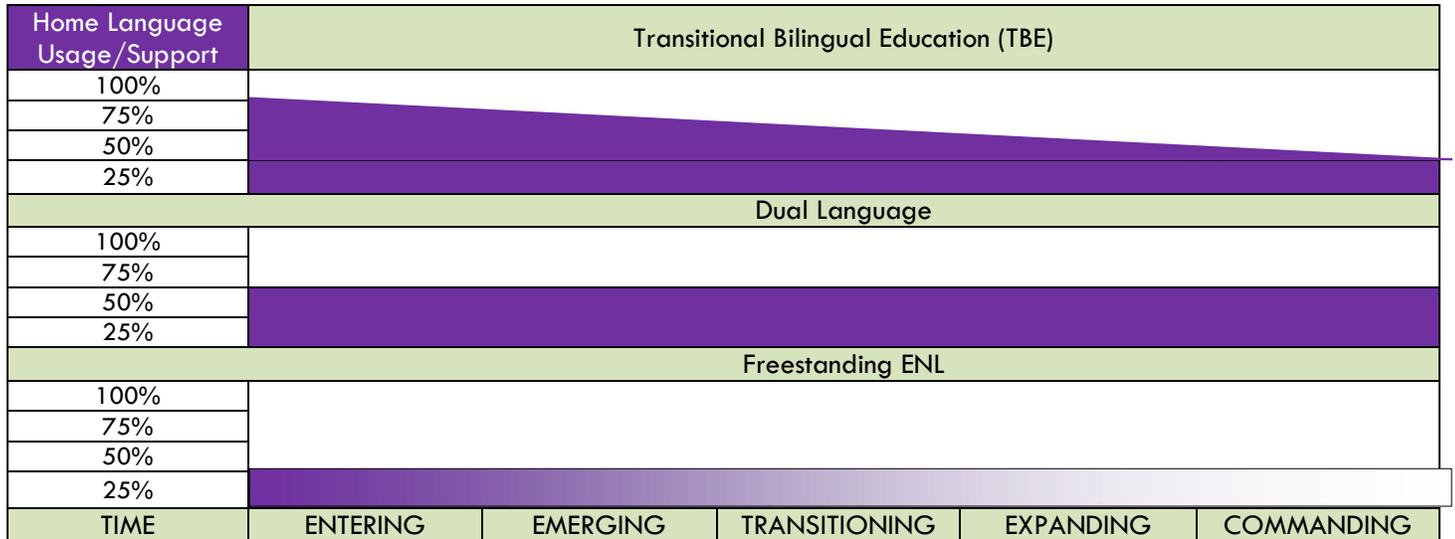


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. These goals are targeted beyond each specific ELL sub group and are targeted to the need of each individual student. 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 to accelerate English language development in these areas. We have a team of dedicated math, science and literacy coaches to support ENLs academically in core content areas.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?  
Our Attainment Math program will be enhanced by a cluster teacher who will provide additional instruction in Attainment Math using manipulatives and electronic tablets. We have a Debate program that was introduced during the 2014-2015 school year. This program worked well with our verbal students and will be continued and enhanced this year. We are also starting a school newspaper that will be run by one of our classes. The goal of this class will be to publish a winter and spring newspaper that will be shared with our school community.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services for ELLs will be discontinued in the upcoming year.
14. 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, the school newspaper, student council, band and debate. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The Unique Learning System and iPads are currently used to support ELLs. We also use teacher-made materials, adapted books, manipulatives, computers, and smart boards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
For the school year 2015-16 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The school ensures that all required services are provided and that all services and supports are age/grade appropriate. This is done through teacher observations and cohort group meetings with cooperating teachers. Time is allotted during the school day, once or twice a week, for the ENL teachers and the classroom teachers of the ENL students to meet and discuss the areas of instruction and levels of work the students need. We make sure that all of our content is appropriate for the age and ability level of each of our students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
A program that assists our newly enrolled ELLs before the beginning of the school year is our summer school program. It must be on their IEP and they will be placed in a smaller class so that they can have more support initially while they assimilate into our diverse school population. One of the school's guidance counselors will pick up the student, either individually or in a group (as per their IEP) to help them assimilate and get used to our school environment. Our parent coordinator will also welcome the student and their family and make sure they are aware of outside programs and services that they can apply for to better help their child function in school and society. If the parent needs an afterschool or Saturday program, our parent coordinator is able to put them in touch with the proper agencies that can assist the family in getting the services they need. Similarly, during the school year our new ENL students are afforded the same programs and services.
19. What language electives are offered to ELLs?  
Language electives are not offered at our school because all of our students are exempt from this requirement. We are a D75 IEP driven school.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A-There are no Dual Language programs offered at our school.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The professional development requirements for the upcoming school year are as follows: 15% of the total hours will be ELL-specific PD for all teachers and 50% of the total hours will be ELL-specific PD for Bilingual Education and ENL/ESL teachers. This will be accomplished through Jose P. training PD days for newer classroom teachers and Compliance Meetings for the ENL teachers. We will accomplish this during our cohort meetings and school-wide staff development days, as well as attending District 75 staff development trainings given throughout the school year. Staff development days for the 2015-16 school year will be held on September 8, November 3, and June 9.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional development that is offered at the district level will include other PD workshops given by the D75 ENL Coaches in regard to best practices for co-teaching and integrating language and content instruction for ELLs, as well as workshops for ENL teachers that are dedicated to language acquisition in alignment with core content area instruction. The two ENL teachers will also provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development. This will create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The support that is provided to the staff to assist ELLs when they transition from elementary to middle school and middle school to high school is through our Level 1 vocational assessment which is done when the student turns 12 years old. There is a student survey, a parent survey and a teacher survey. This is done so that the post-secondary goals of the student can be addressed early on in the student's educational plan. When the student turns 14 years old, transitional goals must be included in their IEPs. This ensures that the needs and wants of both the student and their parents are documented and addressed and planning for the student's future can begin early. Our Transitional Coordinator, Ms. DeGennaro, assists teachers, parents and students in determining which long term programs would best fit the student's interests and abilities. The guidance counselors are also available to assist staff in determining the best path for a student to follow.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our school will meet the professional development requirements of 15% of the total hours being ELL-specific PD for all teachers and 50% of the total hours being ELL-specific PD for Bilingual Education and ENL/ESL teachers. Agendas and attendance sheets from ELL-specific meetings will be kept on file at the school. This will show the break down in content specific topics to show that the 15% and 50% of the hours needed have been addressed. The ENL teachers will keep copies of the agendas of the PDs that they attend that are given by the D75 ENL coaches. This will provide the evidence of our professional development opportunities.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 home and/or presented using the preferred language of the parent or guardian. The parents are also invited to meet with the school staff at their convenience during the school day. At these meetings (usually at the IEP meeting) the student's language proficiency assessment results and language development needs in all content areas are discussed. The student's speech teacher is also present at these meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  2. The school maintains records of all meetings by providing an attendance sheet at these meetings and then scanning this sheet into SESIS so it can be a permanent record of the attendance at the meeting. The meeting is also recorded on the student's cumulative record card as are any phone conversations and letters that are sent home. Any meetings and conversations that pertain to the student's IEP are recorded as an event in SESIS.

3. Educational research shows a positive correlation between effective parental involvement and student achievement. We seek to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Our program is informed by Title III and Title I. Title III, Part A: is designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs. Title I: Parent Involvement Set-aside, addresses the support of parent involvement activities and programs. Below are some of the activities at our school that we have used in the past year to foster parental involvement for parents of ELLs:

- At Title III workshops parents/guardians participated in dance as a tool to increase physical movement and social interaction among our adolescent English Language Learners with intellectual disabilities.
- PTA Support Groups initiated workshops for parents on guardianship and behavior management topics.
- Parent workshops by the speech department discussed communication skills (e.g., communication logs, parents-teacher conferences, report cards, updated IEP goals).
- Workshops were given to the 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.
- Workshops provided to parents/guardians in PTA Support Groups to encourage and provide healthy living recipes and exercise for all our families.
- Family Fun Day with parents/guardians.
- Parent Orientation Breakfasts discussed transition planning.
- IEP meetings with parents identified key transition requirements for our parents/guardians of articulating students.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Some of the community based organizations we partner with are ANABIC, Mercy Drive, Queens Parent Resource Network, SNAP, CookShop, Grow to Learn, Lifeswork, and Ballet Hispanico.
5. How do you evaluate the needs of the parents?

The school's parent involvement programs are 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 conducts an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms are used to design strategies to more effectively meet the needs of parents, and enhance the school's program. This information is maintained by the school.

6. How do your parental involvement activities address the needs of the parents?

It has been communicated to us that our parents need support and information in the areas of communication skills for students with Autism, transition services, instructional strategies for students with disabilities, guardianship, and behavior management. We feel our parental involvement strategies address these needs.

#### **D. Additional Information**

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

**Paste response here:**

School Name: **P177**

School DBN: **75Q177**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathy Posa	Principal		
Michelle Dickerson	Assistant Principal		
Veronica D'Angelo	Parent Coordinator		
Laura Urban	ENL/Bilingual Teacher		
Mrs. Crespo	Parent		
Donald Brosnan/ENL	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN:            **School Name: Robin Sue Ward School**  
                  **Superintendent: Gary Hecht**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The types of documents that need to be translated are: IEP meeting notifications, Parent-teacher notices, parent workshop flyers, PTA notices, and school events. Written translations will be provided by the translation services of the New York City Department, and in-house staff. The documents are disseminated from the main office.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have parent-teacher conferences in the fall and spring. We also hold IEP meetings for each student once a year to which we invite the parent. If the parent wants to meet about an issue their child is having, we provide translation services using in-house personnel. During official conferences we hire translators so that we have enough translators for all the parents who need them. If the guidance counselor has to call, they utilize an in-house translator.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Oral translation for our ELL parents is needed in: Chinese, Korean, Spanish, and Mandarin. Throughout the school year, parents of ELLs will be informed about language assistance services in the following 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 is sent home in the appropriate home language. Prior to the distribution of any school document/notices the in-house team works on creating a translated version of that document in the parents native language. This procedure ensures that all documents are sent out in

a timely fashion. If we are unable translate documents using our in-house resources of our bilingual staff, we will send the documents to the Office of Translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. We have staff that speak Spanish, Cantonese, Mandarin, Bengali, Punjabi, Arabic, Greek, Tagalog, and Korean.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the opening meeting in September, teachers of English as a New Language, will explain verbally and provide in written step by step translation services to all staff. Additionally, the ENL teachers will push-into teacher team meetings during the months of September and October to provide teacher team members with an overview of ENL services and how to use translation services and the over the phone interpretation services.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P177Q will post a sign for translation and interpretation services in the appropriate languages. Parent's Bill of Rights in DOE translated languages is available at the security desk and in the parent coordinator's office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

For the 2015-2016 school year, parents of students who receive ENL services will be sent a survey in September and June. The needs assessment survey will provide parents of ELL's with the opportunity to have input on programs and workshop topics. Additionally, parents will rate the services received during the previous school year. The data collected from the survey will be analyzed for next steps in program planning and services for our ELL's and their families.