Department of Education

# P.S. 176X

# 2009-10
# SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)


**SCHOOL: 75X176**

**ADDRESS: 850 BAYCHESTER AVE, BRONX, NY 10475**

**TELEPHONE: 718-904-5750**

**FAX: 718-904-5753**

# TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

## SECTION I: SCHOOL INFORMATION PAGE

**SCHOOL NUMBER:** 75X176 **SCHOOL NAME:** P.S. 176X

**SCHOOL ADDRESS:** 850 Baychester Ave. Bronx, NY 10475

**SCHOOL TELEPHONE:** 718-904-5750 **FAX:** 718-904-5753

**SCHOOL CONTACT PERSON:** Rima Ritholtz **EMAIL ADDRESS:** rrithol@schools.nyc.gov

| POSITION/TITLE | PRINT/TYPE NAME |
|---|---|
| **SCHOOL LEADERSHIP TEAM CHAIRPERSON:** | Rima Ritholtz |
| **PRINCIPAL:** | Rima Ritholtz |
| **UFT CHAPTER LEADER:** | Victoria McKenna |
| **PARENTS' ASSOCIATION PRESIDENT:** | Xiamara Rojas & Alejandra Alvarez |
| **STUDENT REPRESENTATIVE:** *(Required for high schools)* | |

## DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

**DISTRICT:** 75 **SSO NAME:** District 75

**SSO NETWORK LEADER:** Stephanie McCaskill

**SUPERINTENDENT:** Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| Rima Ritholtz | *Principal or Designee | |
| Victoria McKenna | *UFT Chapter Chairperson or Designee | |
| Xiomara Rojas<br>Alejandra Alvarez | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative *(suggested, for Title I schools)* | |
| | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| District 75 | CBO Representative, if applicable | |
| Valerie Mapp-Palma | Member/Parent | |
| Laura Chaney-Somma | Member/Parent | |
| Sharon Creese | Member/Parent | |
| Ana Alers | Member/Parent | |
| Anna Clarke | Member/Parent | |
| Sharon Walker | Member/Parent | |
| Dana Cilento | Member/Staff 178 | |
| Chantal Paisley | Member/Staff 178 | |

| | | |
|---|---|---|
| Yvette Berger | Member/Staff 181 | |
| Taya Karadimova | Member/Staff 153 | |
| John Siracuse | Member/Staff  169 | |
| Rosa Alvarez | Member/Staff Truman HS | |
| Maria Martinez-Zanghi | Member/Staff 153 | |
| | | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

**Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

---

P.S. 176X, the largest District 75 school, serves 656 students classified with Autism Spectrum Disorder, ages 2.9 – 21. We have 101 classes in 6 community schools. P.S. 176X was recognized by New York State Department of Education, as one of five schools statewide, having "Effective Programs for Students with Autism Spectrum Disorder." We share our practices with many schools and agencies for the New York City Department of Education along with those outside New York City through visitations. Principal Ritholtz is a Cahn Fellows for Distinguished Principals at Columbia University, a cohort of 21 New York City Principals. She was recognized by Time Warner as one of five "Principals of Excellence." P.E.N.C.I.L recognized the school in June of 2009 with The Veteran Partnership Award in recognition of our longstanding relationship with our business partners. This year the school is receiving the UFT School Partnership Award in recognition of the outstanding relationship between administration and staff. These honors speak to the collaborative culture found at P.S. 176X.

All students participate in high quality, individualized, special education programming with goals and objectives based upon assessment. We employ "state of the art" strategies including: Applied Behavior Analysis - Dr. Carbone, TEACCH - University of North Carolina, Chapel Hill, Social Skills in Our Schools - Dr. Michelle Dunn, and expanded worksites for students on the secondary level utilizing the Model Transition Job Readiness Curriculum developed by VESID, University of Buffalo and RRTI. Additional initiatives include: the Integrated Self-Advocacy Curriculum - Valerie Paradiz), SMILE Reading Curriculum - Enid Wolf-Shein, Move to Learn - Barbara Phelaung, the Eden Curriculum, EQUALS Math Program TV Teacher Handwriting Program – Marnie Danielson & Susan Ellis. To address serious behavioral issues, three of our students were selected to be part of an intervention program sponsored by NYS OMRDD. Learning through the Arts is a strategy employed to engage students demonstrating significant cognitive, communicative and social skill delays.

Extensive Professional Development supports teachers, related service providers and paraprofessionals. A four pronged approach to Professional Development includes:

1. On-going meetings with the Principal to share best practices through Professional Learning Communities focusing on curriculum, communication and positive behavior support
2. Weekly cohort meetings conducted by the Assistant Principals providing training on age specific methodologies and curriculum utilized at each of the six sites. These professional learning communities share best practices on TEACCH, ABA, PECS, Augmentative Communication, Eden Curriculum, Meeville to Weeville, Star Reporter, Caught Reading, Fundations, EQUALS Math, Everyday Math among other programs.
3. Classroom based, hands on support provided by School Coach and Curriculum Support Teachers: "hands on, in-class" assistance, mentor individual teachers and meet with cohorts of staff under the guidance of administration.

4. Teachers will participate in professional development activities sponsored by District 75 and/or professional organizations.

In recognition of the extreme challenge of raising a child with autism, we offer a comprehensive parent involvement program. This "Partnership with Parents" has led to a high level of parent satisfaction as evidenced by feedback from the DOE Parent Survey as well as on surveys designed and sent by the school. Parent involvement activities include: informative workshops, monthly classroom based activities, family recreational activities, along with a monthly support group facilitated by the parent coordinator and the school psychologist, to address the special issues in raising a child with autism. Highlights of this program include: 2 Family Fun Nights, 10 week course on Nutrition and Healthy Food Preparation sponsored by Cornell Cooperative Extension after which parents received a certificate, a trip to Camp Ramapo in Rhinebeck, NY for a day of hiking, biking, arts & crafts and camp fire. The principal and the parent coordinator collaborate to coordinate these events. This year the program is being expanded to develop activities to engage siblings of our students.

Our location in 6 community schools, gives us unique proximity to typical peers. We continuously strive to collaborate and maintain smooth, productive, professional relationships with our general education counterparts.

The P.S. 176X Mission Statement

We Believe:

- Each student has the right to be a productive, proud, participating member of a family, community and society.
- All students deserve a just quality of life.
- School is a place where students are safe, nurtured, valued and are involved in opportunities and experiences that maximize their potential.
- School is a place where all constituents work in harmony receiving all necessary supports.
- In the importance of a partnership with parents that supports and respects their aspirations for their children. It is the school's responsibility to equip students who have autism with skills that lead to maximum independence.
- Students should:
    - Be literate
    - Be able to communicate choices.
    - Be able to apply skills learned in school to their adult life.
    - Be able to maintain positive relationships with friends and family.
    - Be able to appreciate and participate in the arts.
    - Be able to care for their personal needs.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot
(Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **School Name:** | P.S. X176 | | | | | | | |
| **District:** | 75 | **DBN:** | 75X176 | **School BEDS Code:** | | 307500012176 | | |
| | | | | | | | | |
| **DEMOGRAPHICS** | | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | √ | 11 | |
| | K | √ | 4 | √ | 8 | √ | 12 | √ |
| | 1 | √ | 5 | √ | 9 | √ | Ungraded | √ |
| | 2 | √ | 6 | √ | 10 | | | |
| | | | | | | | | |

| **Enrollment** | | | | **Attendance** - *% of days students attended* **:** | | | |
|---|---|---|---|---|---|---|---|
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | *(As of June 30)* | 2006-07 | 2007-08* | 2008-09 |
| Pre-K | 22 | 24 | 23 | | 91.7 / 90.8 | | |
| Kindergarten | 42 | 9 | 45 | | | | |
| Grade 1 | 40 | 4 | 49 | **Student Stability** - *% of Enrollment* **:** | | | |
| Grade 2 | 66 | 1 | 52 | *(As of June 30)* | 2006-07 | 2007-08 | 2008-09 |
| Grade 3 | 43 | 4 | 7 | | 95.4 | | 95.3 |
| Grade 4 | 8 | 4 | 7 | | | | |
| Grade 5 | 3 | 1 | 8 | **Poverty Rate** - *% of Enrollment* **:** | | | |
| Grade 6 | 0 | 2 | 3 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 |
| Grade 7 | 5 | 0 | 3 | | 68.8 | 69.6 | 0.0 |
| Grade 8 | 4 | 5 | 4 | | | | |
| Grade 9 | 0 | 0 | 1 | **Students in Temporary Housing** - *Total Number* **:** | | | |
| Grade 10 | 0 | 0 | 0 | *(As of June 30)* | 2006-07 | 2007-08 | 2008-09 |
| Grade 11 | 0 | 0 | 0 | | 6 | 2 | 4 |
| Grade 12 | 22 | 2 | 45 | | | | |
| Ungraded | 218 | 449 | 302 | **Recent Immigrants** - *Total Number* **:** | | | |
| Total | 473 | 506 | 554 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 |
| | | | | | 0 | 0 | 0 |
| | | | | | | | |

| **Special Education Enrollment:** | | | | **Suspensions** *(OSYD Reporting) - Total Number:* | | | |
|---|---|---|---|---|---|---|---|
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | *(As of June 30)* | 2006-07 | 2007-08 | 2008-09 |
| # in Self-Contained Classes | 451 | 482 | 531 | Principal Suspensions | 0 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 22 | 24 | 23 | Superintendent Suspensions | 0 | 0 | 0 |
| Number all others | 0 | 0 | 0 | | | | |
| *These students are included in the enrollment information above.* | | | | **Special High School Programs** - *Total Number:* | | | |
| | | | | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 |
| | | | | CTE Program Participants | N/A | N/A | 0 |
| **English Language Learners (ELL) Enrollment:** (BESIS Survey) | | | | Early College HS Program Participants | 0 | 0 | 0 |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | | | | |
| # in Transitional Bilingual Classes | 3 | 4 | 0 | **Number of Staff** - *Includes all full-time staff:* | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| # receiving ESL services only | 7 | 5 | 0 | Number of Teachers | 109 | 129 | 139 |

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| **SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT** | | | | | | |
|---|---|---|---|---|---|---|
| # ELLs with IEPs | 10 | 12 | 6 Number of Administrators and Other Professionals | 8 | 101 | 110 |
| Number of Educational Paraprofessionals These students are included in the General and Special Education enrollment information above. | | | | N/A | 76 | 73 |
| | | | | | | |
| **Overage Students** (# entering students overage for grade) **Teacher Qualifications:** | | | | | | |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 2006-07 2007-08*(As of October 31)* | | | 2008-09 |
| | 14 | 11 | 20 100.0 100.0 % fully licensed & permanently assigned to this school | | | 100.0 |
| | | | 77.1 72.1 % more than 2 years teaching in this school | | | 66.9 |
| 61.5 53.5**Ethnicity and Gender** - *% of Enrollment:* % more than 5 years teaching anywhere | | | | | | 54.0 |
| *(As of October 31)* 2006-07 2007-08 2008-09 90.0 85.0 % Masters Degree or higher | | | | | | 86.0 |
| American Indian or Alaska Native 1.3 1.2 1.1 100.0 94.1 % core classes taught by “highly qualified” teachers (NCLB/SED definition) | | | | | | 97.1 |
| Black or African American 45.7 44.9 44.4 | | | | | | |
| Hispanic or Latino 43.6 45.4 45.5 | | | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. 3.2 3.4 2.9 | | | | | | |
| White 6.3 5.1 6.1 **Male** 84.6 84.2 83.8 | | | | | | |
| **Female** 15.4 15.8 16.2 **2009-10 TITLE I STATUS** | | | | | | |
| | Title I Schoolwide Program (SWP) | | | | | |
| | Title I Targeted Assistance | | | | | |
| √ | Non-Title I | | | | | |
| Years the School Received Title I Part A Funding: 2006-07 | | | | 2007-08 | 2008-09 | 2009-10 |
| √ **NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY** | | | | | | |
| **SURR School (Yes/No)** | | If yes, area(s) of SURR identification: | | | | |
| | | | | | | |

| **Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:** | | | | | | |
|---|---|---|---|---|---|---|
| | In Good Standing (IGS) | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | |
| | NCLB Restructuring – Year ___ | | | | | |

## SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

**Individual Subject/Area Ratings:**

| **Elementary/Middle Level** | | **Secondary Level** | |
|---|---|---|---|
| ELA: | | ELA: | |
| Math: | | Math: | |
| Science: | | Graduation Rate: | |

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

| | | | **Elementary/Middle Level** | | | **Secondary Level** | | |
|---|---|---|---|---|---|---|---|---|
| **Student Groups** | | | ELA | Math | Science | ELA | Math | Grad Rate |
| **All Students** | | | | | | | | |
| **Ethnicity** | | | | | | | | |
| American Indian or Alaska Native | | | | | | | | |
| Black or African American | | | | | | | | |
| Hispanic or Latino | | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | | |
| White | | | | | | | | |
| | | | | | | | | |
| **Other Groups** | | | | | | | | |
| Students with Disabilities | | | | | | | | |
| Limited English Proficient | | | | | | | | |
| Economically Disadvantaged | | | | | | | | |
| **Student groups making AYP in each subject** | | | 0 | 0 | 0 | 0 | 0 | 0 |

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

| **Progress Report Results – 2008-09** | | **Quality Review Results – 2008-09** | |
|---|---|---|---|
| **Overall Letter Grade:** | | **Overall Evaluation:** | NR |
| **Overall Score:** | | **Quality Statement Scores:** | |
| **Category Scores:** | | Quality Statement 1: Gather Data | |
| School Environment: | | Quality Statement 2: Plan and Set Goals | |
| *(Comprises 15% of the Overall Score)* | | Quality Statement 3: Align Instructional Strategy to Goals | |
| School Performance: | | Quality Statement 4: Align Capacity Building to Goals | |
| *(Comprises 30% of the Overall Score)* | | Quality Statement 5: Monitor and Revise | |
| Student Progress: | | | |
| *(Comprises 55% of the Overall Score)* | | | |
| Additional Credit: | | | |

| **KEY: AYP STATUS** | **KEY: QUALITY REVIEW SCORE** |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| $\surd^{SH}$ = Made AYP Using Safe Harbor Target | ►= Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| – = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| | ◊ = Outstanding |
| | NR = No Review Required |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

## SECTION IV: NEEDS ASSESSMENT

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

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

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

---

The School Leadership Team, the Administrative Cabinet and the UFT Representative for P.S. 176X reviewed and reflected upon the previous year SCEP and Action plans. Given that this is a school for students with Autism Spectrum Disorder, in conducting a comprehensive review we gathered data from: NYSAA, Brigance Inventories, Applied Behavior Analysis data, classroom data and performance tracking, ARIS data, Inquiry Team Data, The Autism Program Quality Indicators (VESID) utilized for school self-evaluation, NYC Learning Environment Survey Report, Principal designed surveys of parent and staff, School Leadership Team feedback, teacher and paraprofessional cohort feedback, past Quality Reviews, Attendance Data, and the NYC Special Education Service Delivery Report.

### *Performance Trends*

P.S. 176X was exempt from the 2008-2009 Quality Review because we obtained the highest score overall and on each of the sub-areas of the **Quality Reviews** for the previous two years. The two reports speak to well established systems that support student achievement, on-going professional development for staff and high levels of parent engagement and satisfaction. A positive school culture, self-reflection and implementation of state of the art practices contribute to high levels of student success reflected in high student attendance rates, consistently at or above 90% along with active parent participation. We were one of 8 schools citywide in 2007-2008 to receive an Outstanding score.

### New York State Alternate Assessment for Individuals with Severe Disabilities

Over 90% of the students at PS176X participate in alternate assessment. PS 176X students have consistently scored at Level 3 and Level 4 in every area assessed, for each year that Portfolios have been submitted.

**Standardize Testing -** 9.3% of PS176x students participate in Inclusion. Approximately half of this group participates in standardized testing, consistently scoring at Level II and III. Administrators meet with the Inclusion teachers on an ongoing basis to review test data, classroom performance and plan remediation ensuring student progress. Behavior plans are designed and monitored to address the specific needs of each student. Students with autism have great difficulty understanding social rules which often contribute to behavioral issues that impact learning.

**Brigance** – The June 09 data listed in the chart below, shows growth with the large majority of students scoring at Level 3 & 4. 392 students participated in Brigance assessment. In ELA the number of Brigance objectives at the lower Level 1 and 2 for the Fall was 1067. In the Spring the number was reduced to 192. In the Fall the Level 3 & 4 was 298 and this increased to 1134 in the Spring. **85.52%** of Brigance Objectives in ELA, for non-standardized assessment students, in both 8:1:1 and 6:1:1 are at the higher Levels of 3 and 4.
Increases in numbers of Brigance objectives mastered across all instructional areas are also highly positive. As can be seen in the table below, the total number of Brigance objectives at the lower Level 1 and 2 in the Fall was 1,784. In the Spring this number was reduced to 391. The number of Brigance objectives at the higher Level 3 and 4 in the Fall was 480 and by the Spring this number was increased to 9,117. This is **95.88%** of Brigance objectives at the higher Levels of 3+4.

| Fall | Level 1 Not Engaged | Level 2 Engaged | Level 3 Supported | Level 4 Independent | Spring | Level 1 Not Engaged | Level 2 Engaged | Level 3 Supported | Level 4 Independent |
|---|---|---|---|---|---|---|---|---|---|
| **ELA** | **159** | **908** | **295** | **3** | | **34** | **158** | **352** | **782** |
| | **Level 1+2= 1067** | | **Level 3+4= 298** | | | **Level 1+2= 192** | | **Level 3+4= 1134** | |
| All Areas | 221 | 1564 | 477 | 3 | | 391 | 332 | 725 | 1392 |
| | Level 1+2= 1784 | | Level 3+4= 480 | | | Level 1+2 = 391 | | Level 3+4= 9117 | |

**ABLLS -** The June 09 data below shows growth with the large majority of students scoring at Level 3 & 4. 158 students participated in ABLLS. In ELA the number of students mastering the various tasks on the ABLLS was **81%**. Disaggregating the data reveals that students performed at or above 76% on 7 of 8 areas. Vocal imitation had a lower score of 67% due to the vocal limitations of a number of students in the program. Deficits in communication and in social and behavioral areas are inherent in the definition of Autism. A large percentage of our students are either non-verbal or limited in their verbal ability. To address this need during the 2009 – 2010 school year we will be targeting the increasing of communication skills for non-verbal or students with limited verbal skills through the expansion of the use of augmentative communication devices.

| Unit | Cooperation & Reinforcer Effectiveness | Visual Perfor-mance | Receptive Language | Motor Imitation | Vocal Imitation | Requests | Labeling | Intraverbal |
|---|---|---|---|---|---|---|---|---|
| 178 | 63/77 | 67/77 | 73/77 | 62/77 | 59/77 | 70/77 | 56/77 | 59/77 |
| 153 | 54/69 | 58/69 | 61/69 | 63/69 | 38/69 | 60/69 | 60/69 | 52/69 |
| 111 | 10/12 | 11/12 | 11/12 | 10/12 | 10/12 | 11/12 | 7/12 | 9/12 |
| TOTALS 1034/1264 **81%** | 127/158 **80%** | 136/158 **86%** | 145/158 **92%** | 135/158 **85%** | 107/158 **67%** | 141/158 **89%** | 123/158 **78%** | 120/158 **76%** |

**Applied Behavior Analysis** – Analysis of ABA data indicates positive trends in student acquisition of skills. Daily data collection and analysis informs instruction, as teachers develop and modify instructional interventions to increase student learning, thereby increasing mastery of goals and objectives.

**Learning Environment Survey** – As reported on the 2008-2009 NYC DOE School Survey, our parent Engagement score increased from last year. Overall, we continue to maintain high scores on all components scoring in the green zone – highest level, scoring 8's and 9's on the vast majority of items. In the areas of Academic Expectation, Communication, Parent Engagement and Safety and Respect scores remained the same or went up or down by only one point remaining in the green zone indicating the highest levels of parent satisfaction with the school across all 4 areas. The area of improvement most requested by parents was "Improved related services." This is due to the shortages of service providers in this area resulting in students being underserved for related services.

Staff responses were also consistently high scoring in dark green zone, which is the highest level. The only area in the light green zone was in the area of Expectation. Previously this area had scored in the dark green area. Analysis of this area by administrators, which included speaking with teachers, revealed that the teachers experienced confusion about the introduction of the ABLLS assessment in September of 2008, as well as the new Verbal Behavior program which was also being instituted at the time. Although we were working with the Carbone Clinic, recognized for its work in this area and with support from the District 75 Office, the teachers of our elementary students, who began implementation of both programs felt considerable anxiety. For the 2009-2010 school year we have made changes in the support staffing and professional development of both of these programs.

**School Surveys of Parents and Staff** – The principal frequently surveys staff, parents and students. Surveys target parent satisfaction with the school in terms of curriculum, communication, culture, student progress. Staff is asked to suggest topics for professional development and indicators of student progress. Students are surveyed on a variety of levels and activities as to their suggestions i.e. adolescent students with autism planned their June 2009 Prom. The school survey for parents was revised to a Likert type scale with four questions with ratings of 1 to 5. Additionally there was a section for parents to write comments. 147 parents responded. The vast majority of parents indicate high levels of satisfaction with the school.

**Inquiry Team –** 151 students participated in the Social Skills and/or Best Buddies programs in conjunction with the consultant Dr. Michelle Dunn. The principal met monthly with each of the 3 Inquiry Teams in the school both with and without Dr. Dunn, to review each student's progress. The Social Responsiveness Scale and the Social Initiation Scale were administered to all 8:1:1 students in November 2008 and again in May 2009. June results for the Social Responsiveness Scale showed that there was an overall increase of 371 points in T scores with 29 students moving up to the next level. This represents a 19.2% improvement. We compared the data from the Social Initiation Scale from June 2009 and November 2008 along with the data collected the previous year in November 2007, for the original 15 Inquiry Team students, looking at both individual and group data. Students have increased initiations in both structured and unstructured settings. Overall, the number of appropriate initiations is increasing while the number of inappropriate initiations is decreasing.

**School Leadership Team feedback Autism Program Quality Indicators (APQI)** – We have an 18 member School Leadership Team which meets monthly to discuss all aspects of the school. We utilize the Autism Program Quality Indicators developed by New York State Department of Education – VESID to evaluate the school. This document was specifically designed for parents and educator to use when evaluating programs for students with autism. The School Leadership Team conducts learning walks annually and uses the APQI to rate the school on 14 areas: Individual Evaluation, Development of the IEP, Curriculum, Instructional Activities, Instructional Methods, Instructional Environments, Review and Monitoring of Progress and Outcomes, Family Involvement and Support, Inclusion, Planning the Move from One Setting to Another, Challenging Behavior, Community

Collaboration, Personnel, Program Evaluation. All staff members also rate school effectiveness utilizing the APQI. Year after year, the APQI yields positive information, and consistently high scores. The issue of equal access to building resources (i.e. gyms, playgrounds, libraries) in the general education buildings, in which we are housed, continues to be an area of concern. The first Learning Walk is for the 2009-2010 SLT is scheduled for November.

**Analysis of Classroom Data** – While the aforementioned student assessment tools are showing growth for the majority of students, it is extremely difficult to measure progress for the majority of this population due to the disability of autism. For the past 15 years every PS176X student has had a Pupil Outcomes Portfolio (POP) containing the most recent data reflecting classroom performance. All teachers take daily or weekly data on specific objectives targeted for each student. Teachers review data to inform instruction. Data is reviewed during weekly case conferences with administrators. Data is shared with parents during conferences and through report cards. Instruction is tailored to meet the needs of students at the Pre K, Elementary, Middle and High School levels; therefore, data collection looks different at each level. The overall trend with regard to the evaluation of student data is positive. When a student is not making progress, team meetings are conducted, including parents, to discuss which aspects of the child's program need to be modified.

**Transition** – While all students continue to graduate from P.S.176X with a variety of adult agency placements, we see a need to update this area as the range of student ability is increasing. Traditionally we have worked with agencies in conjunction with OMRDD. We want to expand our options to include programs sponsored by VESID, We will work with the District 75 Office of Transition to explore and develop additional options for our students.

***Greatest Accomplishments***

- PS176X has been recognized by New York State Department of Education – VESID, as one of 5 schools statewide with "An Effective Program for Students with Autism."
- Very high parent demand for the school as evidenced by the fact that we are the largest New York City School for students with autism, with 101 classes.
- Recipients of numerous grants and awards which enhance the educational experience of our students including: Parents as Arts Partners (3 times), Reso A (2 times), VH-1 Save the Music Grant, New York State Council on the Arts, New York State Music Fund, Dollar Stores Grant, VESID, Time Warner, Beaumont Foundation, Healthy Heart, plus numerous Impact II mini-grants.
- Curriculum which is tailored to a wide variation in cognitive, communicative, social and behavioral needs of the students. Expertise with a variety of methods and materials appropriate to this diverse population.
- Collaborations and Linkages with Community Based Organizations, Public and Private Agencies, and Consultants in the field of Special Education: Ramapo for Children, AHRC, Principal for a Day, Dr. Michelle Dunn, Dr. Carbone, Dr. Kairam, Rose Kennedy Center, Harlem School for the Arts, Pathway to the Arts, Cornell Cooperative Extension, Castle Hill Y.M.C.A., Special Olympics, and Best Buddies.
- Inclusion Program has steadily grown over the years beginning with just one class at the elementary. Now we have 5 classes at the elementary level and 2 classes at the middle school with a total of 61 students.
- Best Buddies Program at the Middle School and High School - Through this international program, we project 29 students in the Middle School and 50 students in the High School ( this number is double last year's) are paired with general education typical peers. Students participate in a variety of recreational activities together such as bowling, pizza parties, karaoke, trips to the zoo, the prom. The benefits to both our students and the general

education students are tremendous. This past summer a Truman H.S., general education student represented our program at the Best Buddies International Conference in Indiana.

- Social Skills Program – We instituted the Social Skills in Our Schools Program (SOS) developed by Dr. Michelle Dunn to address the needs of students in inclusion classes at the elementary level. The program has been modified and extended to teach social skills to students in 8:1:1 classes at the Middle and High School and selected 6:1:1 classes at the Elementary level. The Inquiry Team targeted students new to the program last year at the Middle School to address social communication. This year we will continue to work with Dr. Dunn on implementing and monitoring student progress. We are expanding the program by working with consultant Valerie Paradiz the creator of the Integrated Self-Advocacy Curriculum.
- Transition – We have a comprehensive Transition Program beginning at age 12 through graduation. The Transition Linkage Coordinator works closely with parents on an ongoing basis to ensure appropriate outcomes at graduation including work, living options, medical and legal issues, and recreation. The TLC coordinates workshops and visits to adult programs for parents to help them make informed choices for their children. Issues of guardianship, Medicaid waiver, case management, crisis intervention, working papers, are attended to for each student and their family. As mentioned previously this program will be expanded in the current school year.
- An extensive ARTS program including but not limited to:
    - 75 member school chorus
    - 15 member flute-a-phone ensemble
    - Piano keyboard lab
    - Artists in residence
    - Latin band
    - Rock band
    - Photography
    - Ceramics
    - Visual Arts
    - Trips to performances
    - 44 students participate in ballet
    - 60 students participate in Yoga
- An extensive parent involvement program:
    - Monthly parent workshops – topics include: advocacy, resources, curriculum, related services, eliciting speech and language, addressing behavior, developing social skills, medical & legal issues.
    - Monthly parent support group – led by Parent Coordinator and School Psychologist.
    - Classroom based parent activities – such as Cook with a Book, 100th Day of School, and Poem in Your Pocket.
    - On-going recreational parent and family activities: such as Camp Ramapo Family Camping Trip, School Prom, Movie Nights, Harlem Wizards Basketball Game, Special Olympics.
    - On-going communication to parents - “As We Are” School Journal, Principal Newsletters and Updates, Articles on Autism, Parent Coordinator Monthly Newsletter, and on-going Teacher and Related Service Provider notes are sent home to keep parents informed. Translations are provided as appropriate.
- The Principal’s Leadership has been recognized by her being selected as a Cahn Fellow for Distinguished Principals at Columbia University. She was selected as one of five “Principals of Excellence” by Time Warner and awarded $20,000 for the school. P.E.N.C.I.L recognized the school in June of 2009 with The Veteran Partnership Award in recognition of our longstanding relationship with our business partners. This year the school is receiving the UFT School Partnership Award in recognition of the outstanding relationship between administration and staff.

- We have never suspended any student because we feel that suspension does not have meaning for a student with autism and behavior issues are a function of the disability. Team meetings including parents/guardians address behavioral issues and appropriate plans are developed and implemented with linkages to support agencies as appropriate.

***Significant Aids***

Systems are in place throughout the school to ensure high quality of instruction:

- Ongoing professional development which continuously upgrades teachers' skills including in-classroom support, cohort group meetings, observations, conferences and workshops offered in school, by District and by professional organizations.
- Development of teacher leaders who assist other teachers in each of our 6 sites.
- Active, hands on administration, who meet frequently with staff, observe in classrooms in order to provide feedback and support.
- "Parent friendly" school environment with a high priority on parent satisfaction and respect for the challenges parents face in raising a child with autism, with 2 -3 parent involvement activities per month. Principal works closely with the parent coordinator to be on the pulse of parent needs.
- Administration communicates an educational philosophy which translates into age-appropriate, consistent instructional practices school wide as cited in the Quality Review.
- Linkages and collaborations with outside agencies and state of the art practitioners in the field of autism to support the instructional program and parent needs.
- Implementation of state of the art practices, continually monitoring and self assessing student performance, with an emphasis of matching the appropriate methodologies to the need of each child.
- The Learning Survey parent response reflects a positive culture where parents feel welcomed and that their concerns are being heard; where staff is supported and encouraged to try new techniques, and the acknowledgement our students are children and young adults first before they are students with autism and deserve a high quality of life.
- Budget closely aligned with school goals and objectives as listed on action plans.
- Working closely with District 75 to access support and services as well as staying abreast of current methodologies in the field of special education related to autism.

***Significant Barriers***

**Size of School and Number of New Teachers –** PS176X had already been one of the largest schools in District 75. Late in the spring and again late in the summer, the Principal was informed that the school would be increasing to 101 classes. This necessitated the hiring of almost 40 new teachers plus an accommodation for teachers who were retiring. Additionally, with the new classes comes a significant number of new paraprofessionals. Professional development for such a large staff is our most significant challenge. Providing state-of-the art professional development utilizing a variety of resources provided through school, District 75 and professional organization is a high priority to address this need.

**Assessment –** Given the nature of the population with autism, it is difficult to capture growth with standard measures. We are always modifying and adapting measurement tools along with searching for appropriate instruments to measure growth. As previously mentioned, using all areas of the Brigance Inventories and the ABLLS is assisting us in this area.

**Communication** – Language and communication delays are a primary characteristic of autism. Providing students with autism, who are non-verbal and in 6:1:1 classes with a communication system

is of primary importance. We have been successful in utilizing Alternate Augmentative Communication systems to aid students in improving language and communication skills; however, we need to expand the number of students using these systems, providing the necessary professional development to teachers, and paraprofessionals.

**Related Services –** There is serious shortage of related service providers. We follow the DOE protocol for ascertaining providers but many of our students remain un-served or under served. While our instruction program is rich we recognize that students are entitled to services that they are not receiving. This is a constant source of parental concern and anger. Because we place such a high priority on parent satisfaction, we are frustrated by our inability to provide mandated related services at school.

**Movement to Least Restrictive Environment** – Traditionally the majority of PS 176X students have transitioned to Day Habitation Programs, upon graduation at age 21. While we continue to have students with a range of cognitive, social and behavioral abilities and needs, students are demonstrating improved skills as they enter our high school program due to improved assessment and instruction they have received at PS 176X. There is an identifiable group of students for whom Day Habitation is no longer the optimal outcome. We seek to identify more appropriate outcomes for these students utilizing resources from District 75, VESID, public and private agencies working in conjunction with students and their families.

**Bussing –** This is an area that contributes to major parental angst and frustration along with attendance issues for students. While our attendance is excellent it would be even better if students did not miss school due to bussing problems. We work with Office of Pupil Transportation but all of the issues are beyond the school's control like the related service issue mentioned above.

**Space -** We recognize that the city schools are all dealing with space issues and we are no exception. We continue to divide rooms making the instructional space smaller and smaller. The general education buildings in which we are housed are dealing with the same issues and this frequently results in our programs competing with them for access to extremely limited gym, library, and playground space at each site.

**Priority Needs**

To insure the ongoing skill development of students with autism in 6:1:1, 8:1:1 and 12:1:1 classes we want to focus on continuing and expanding programs noted in our Accomplishment and Significant Aids section, notably:

- The parent involvement program expanding it to include activities for siblings.
- Participation in the arts.

We will also implement programs to address the listed barriers especially in the area of:

- Expanded Transition options for graduating students currently in 12:1:1 & 8:1:1 classes.
- Increasing student skill development with Alternate Augmentative Communication for students in 6:1:1 classes.
- Professional development will be provided for all teachers and paraprofessionals working with students in 6:1:1, 8:1:1 and 12:1:1 classes.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

---

**Movement to Least Restrictive Environment**

By June 2010, 20 % of students in 12:1:1 & 8:1:1 classes who are graduating this year will have access to an expanded variety of post secondary outcomes including those which incorporate opportunities for employment.

**English Language Arts/Communication**

By June 2010, 75% of students in 6:1:1 Classes with Autism Spectrum Disorder, who are non-verbal skills, will demonstrate increased ELA/Communication skills as measured by ABBLS, PECS or Brigance Inventories.

**The Arts**

By June 2010, 75% of students will demonstrate proficiency in the visual and/or performing arts during an arts class or in a school performance during the year.

**Parent Involvement**

By June 2010, we will conduct 2-3 parent engagement activities each month on a variety of topics. Two of these activities will target **siblings** of students with autism.

**Professional Development**

By June 2010, 75% of new teachers will improve their skills as measured by Formal Observations, as a result of participation in a **4 part professional development program** with support from: 1. Principal – on-going workshops, 1. Assistant Principals – weekly cohort meetings, 3. Curriculum Support and other "push-in" classroom based support, 4. Conferences and Workshops provided by school, District 75, and or Professional Organizations.

## SECTION VI: ACTION PLAN

**Directions**: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Movement to Least Restrictive Environment

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010, 20 % of students in 12:1:1 & 8:1:1 classes who are graduating this year will have access to an expanded variety of post secondary outcomes including those which incorporate opportunities for employment. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Administrators and Transition Linkage Coordinator will conference with new **District 75 Director of Transition** to review current P.S. 176X practices and additional options available - October 2009.<br>• Administrators and Transition Linkage Coordinator will review student graduation outcomes for the past 3 years as compared to options currently available to determine if there are additional options available to our students – October 2009.<br>• Administrators and Transition Linkage Coordinator will visit/contact adult programs as identified through the District 75 Director of Transition: VESID, OMRDD, and Agency programs - on-going.<br>• Administrators, Teachers and Transition Linkage Coordinator will identify students who might be appropriate for expanded options including VESID, OMRDD, and Agency programs and District 75 Transition Centers – February 2010.<br>• Administrators and Transition Linkage Coordinator conduct parent workshops and/or Individual Transition Plan/IEP conferences on expanded options with agendas and sign in sheets, on-going review.<br>• Transition Linkage Coordinator work 1:1 with parents of graduates in identifying appropriate adult supports, ongoing.<br>• Administrators, Teachers and Transition Linkage Coordinator will review the Quality of Life Indicators developed by the NYS Institute for Basic Research, for its appropriateness as a measurement tool for this population, ongoing. |

| | |
|---|---|
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | Budget will funds consultants, supplies, personnel – paid preps, per diem, food for parent workshops.<br>Parent Coordinator and Family Worker will work in conjunction with Transition Linkage Coordinator to support families in visiting adult agencies. |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • By June 2010, 20% of graduating students in 12:1:1 and 8:1:1 settings will transition to adult services that provide work opportunities reviewed January, March and June.<br>• In consultation with District 75 Director of Transition, programs and/or agencies will be identified, which are appropriate in expanding options for our graduating students reviewed November, March and June.<br>• 90% of students with completed transition packages including updated psychological, medical, and legal issues addressed by June 2010.<br>• 50% of parents with visitations/contacts to programs reviewed January and June.<br>• 80% of students with appropriate adults supports by June 2010. |

**Subject/Area (where relevant):** English Language Arts/Communication

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010, 75% of students in 6:1:1 Classes with Autism Spectrum Disorder, who are non-verbal skills, will demonstrate increased ELA/Communication skills as measured by ABBLS, PECS or Brigance Inventories. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Assessment of students by teachers to identify current skill level – September & October 2009.<br>• Principal to facilitate collaboration of speech teachers and classroom teachers by:<br>  ▪ Scheduling joint planning time – on-going.<br>• Teachers will develop individual language plans for each student by October 31, 2009.<br>• Administration will consult with Karen Gorman from District 75 Technology Office.<br>• Administration will schedule and provide professional development including use of augmentative communication for staff utilizing in house school and district trainers – on-going.<br>• Teachers will provide daily instruction utilizing appropriate methods & materials matched to student communicative level – on-going.<br>• Administration will monitor daily instruction through formal and informal observations – on-going.<br>• Teachers will conduct on-going assessment through weekly data collection – on-going.<br>• Administration, school coach and curriculum support teachers (mentor teachers) – will provide follow up to professional development, as evidenced by in classroom visits, logs reflecting classroom visits, agendas of meetings – on-going.<br>• School staff will provide parent training on augmentative communication systems.<br>• Teachers will conduct post testing to measure skills – May 2010 |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Administration will provide budgetary support for materials, augmentative devices, and professional development – on-going. |

| | |
|---|---|
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • 75% of students in 6:1:1 classes will show improvement in ELA/Communication as measured by: PECS, ABLLS and/or Brigance Inventories with baseline established by November and measured in June 2010.<br>• 75% of teachers of 6:1:1 classes will collaborate with speech, curriculum support teachers and or administrators on the use of Alternate Augmentative Communication, with agendas and sign in sheets reviewed November, March and June.<br>• 75% of staff will participate in professional development, with agendas and sign in sheets reviewed November, March and June.<br>• Weekly professional development sessions will be conducted with various cohorts of staff with agendas and sign in sheets, reviewed November, March and June.<br>• 90% of NYSSAL, Tax Levy Code 100 & 300 funds spent on materials/equipment reviewed November, March and June.<br>• 10% of parents will participate in language/communication workshops with agendas and sign in sheets, on going review. |

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

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010, 75% of students will demonstrate proficiency in the visual arts, music and/or dance, mastering 2 individual goals from **5 Strands of Learning** from the Blueprint for the Arts: Making, Developing Literacy, Making Connections, Working with Community and Cultural Resources, and Exploring Careers and Life Long Learning. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Principal and Arts Coordinator will schedule Music/Art/Dance activities throughout the year on-going.<br>• Principal will meet with Music/Art/Dance teachers bimonthly to train on the Blueprint for the Arts, collaborate, identify needs and plan activities– on-going.<br>• Music and art teachers will attend professional development activities school based and including DOE sponsored workshops on **"The Blueprint for the Arts"** – on-going.<br>• Music/Art/Dance teachers will choose 2 goals for each student using the 5 Strands of Learning from the Blueprint for the Arts.<br>• Students will participate in weekly Music/Art/Dance classes as scheduled – on-going.<br>• Students will participate in Music/Art/Dance activities with artists-in-residence – on-going.<br>• Parents will be invited to attend performances and activities - bimonthly. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Budget will fund supplies, equipment, personnel and artists-in-residents – on-going |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • 100 of students performing 2 songs in a chorus January 2009.<br>• 40 of students participating in keyboard instruction and playing 2 songs with a band by January 2010<br>• 40 of students performing 2 songs in a drum line by January 2010.<br>• 200 of students performing in a school assembly by January 2010.<br>• 100 students will perform 5 songs in junior or senior chorus by June 2010.<br>• 40 will participate in keyboard instruction and play 5 songs with a band, by June 2010.<br>• 40 students will perform 2 songs in a drum line by June 2010.<br>• 600 students will perform in a school assembly by June 2010.<br>• 25 students will demonstrate 5 yoga positions by June 2010.<br>• 40 students will perform ballet and hip hop dance routines by June 2010. |

| | |
|---|---|
| | • 600 students will produce 5 works of visual art by June 2010.<br>• 5% of the targeted population will show increased scores on the Social Responsiveness' Scale, Brigance and/or ABLLS by June 2010.<br>• 25 students performing 5 yoga positions June 2010.<br>• 75% of students producing 5 works of visual art by June 2010.<br>• 80% of students will master 2 targeted goals from the 5 Strands of Learning from the Blueprint for the Arts. |

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

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010, we will conduct 2-3 parent engagement activities each month on a variety of topics. Two of these activities will target **siblings** of students with autism. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Administrators, Parent Coordinator, School Leadership Team and PTA Executive Board, will review events conducted during the 08-09 school year along with the # of parents/guardians in attendance to plan 09-10 activities – September, October 2009.<br>• Principal will share the results of DOE Learning Survey with the PTA executive board, SLT and school community– September, October 2009.<br>• Principal will share results, of the 08-09 The School Parent Satisfaction Survey, with the PTA executive board, SLT and school community– September, October 2009.<br>• Principal, Parent Coordinator, PTA & SLT in collaboration will survey parents as to their needs and preferences for workshops and activities– September, October 2009.<br>• Principal will review parental involvement survey with the PTA executive board, Parent Coordinator, SLT and school community – September, October 2009.<br>• Events will be targeted and scheduled and presenters and workshops selected by principal in conjunction with parent coordinator and PTA board on-going.<br>• Administrators in conjunction with Parent Coordinator, in consultation with PTA and SLT will develop and schedule 2 events targeting siblings (i.e. Family Fun Night, Movie Night)<br>• A school calendar of year long events will be sent home to all families – on going.<br>• Monthly calendar and PC news as well as articles on autism related issues will be sent home. Translations sent as appropriate on-going.<br>• Principal will communicate with parents in writing 2-3 times monthly. Translations sent as appropriate – on-going.<br>• Events will be conducted both day and evening on four levels: informative workshops, in classroom activities, recreational/family fun activities 2 of which will target siblings, parent support group on-going.<br>• School administrator, pertinent school personnel and PC will attend or present at each school event – on-going.<br>• Attendance will be documented.<br>• Events will be highlighted in Principal and PC newsletters - on-going.<br>• Translators will be present at all sessions. Materials will be translated into Spanish – on-going. |

| | |
|---|---|
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Budget will fund: Presenters, Materials, Food and Transportation and Translation services – on-going.<br>• Parent Coordinator and Family Worker will coordinate with PTA, SLT and Principal |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • By June 2010, 5% of parents will engage in monthly parent engagement activities as evidenced by parent attendance and agendas.<br>• By June 2010, 2 of the offered parent engagement sessions will include opportunities for sibling involvement as evidenced by sibling and or sibling/parent participation.<br>• 5% of parents attending school activities including: workshops, classroom based activities, assemblies, conferences, support group as documented by sign in sheets reviewed by the principal monthly – on-going.<br>• 10 siblings participating in activities documented attendance of individual activities.<br>• 10% of parents completing DOE Learning Environment Survey indicating high levels of satisfaction with the school, Spring 2010.<br>• 15% of parents completing the PS176x School Satisfaction Survey, indicating high levels of satisfaction (4 & 5 on Likert type scale designed by the school.) – May 2010.<br>• Maintenance or improvement of the parental satisfaction on the Learning Survey will be cited in the Spring, 2010. |

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

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010, 75% of new teachers will improve their skills as measured by Formal Observations, as a result of participation in a **4 part professional development program** with support from: 1. Principal – on-going workshops, 1. Assistant Principals – weekly cohort meetings, 3. Curriculum Support and other "push-in" classroom based support, 4. Conferences and Workshops provided by school, District 75, and or Professional Organizations. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Meetings with the Principal to share best practices through **Professional Learning Communities** focusing on curriculum, communication and positive behavior support – with agendas and sign in sheets, ongoing.<br>• Weekly cohort meetings conducted by the Assistant Principals providing training on age specific methodologies and curriculum utilized at each of the six sites. These professional learning communities share best practices on TEACCH, ABA, PECS, Augmentative Communication, Eden Curriculum, Meeville to Weeville, Star Reporter, Caught Reading, Fundations, EQUALS Math, Everyday Math among other programs, with agendas and sign in sheets.<br>• Classroom based, hands on support provided by School Coach and Curriculum Support Teachers: "hands on, in-class" assistance, mentor individual teachers and meet with cohorts of staff under the guidance of administration, logs maintained by support staff.<br>• Teachers will participate in professional development activities sponsored by District 75 and/or professional organizations, reviewed ongoing by Principal.<br>• Administration will conduct formal and informal observations – on-going. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Budget will fund textbooks, equipment, supplies, consultants, professional development, support personnel. |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • 75% of teachers with less than 3 years experience will participate in **on-going cohort meetings with the principal**, on a variety of topics including policy, procedure, working with parents, positive behavior supports, IEP development and implementation, toilet training, working with paraprofessionals among other topics. Meetings documented, Attendance documented and reviewed November, March and June.<br>• 75% of teachers with less than 3 years experience will participate in **weekly cohort** |

| | |
|---|---|
| | **meetings with the assistant principal** on targeted methods and materials. Meetings documented, Attendance documented and reviewed November, March and June.<br>• 75% of teachers with less than 3 years experience will participate in, **classroom based support by assistant principals, coach and mentor teachers including PS176x ABA coordinator**. Meetings documented, Attendance documented and reviewed November, March and June.<br>• 20% of teachers with less than 3 years experience will **attend District 75 Workshops and/or Conferences sponsored by professional organizations**. Meetings documented, Attendance documented and reviewed November, March and June.<br>• 75% of new teachers will receive satisfactory ratings on formal observations. Charted and reviewed with administrative team every month. Support designed by administrative team to meet needs of new teachers.<br>• 75% of new teachers will demonstrate appropriate use of targeted methods and materials through informal observations by administrators - on-going review. |

# REQUIRED APPENDICES TO THE CEP FOR 2009-2010

***Directions:*** *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|---|---|---|---|---|---|---|---|---|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | 5 | | |
| 1 | 3 | 3 | N/A | N/A | | 6 | | |
| 2 | 2 | 2 | N/A | N/A | | 7 | | |
| 3 | 10 | 10 | N/A | N/A | | 19 | | |
| 4 | 9 | 9 | 9 | 9 | | 26 | | |
| 5 | 14 | 14 | 14 | 14 | | 28 | | |
| 6 | 9 | 9 | 9 | 9 | | 6 | | |
| 7 | 9 | 9 | 9 | 9 | | 8 | | |
| 8 | 4 | 4 | 4 | 4 | | 7 | | |
| 9 | | | | | | 16 | | |
| 10 | | | | | | 15 | | |
| 11 | | | | | | 16 | | |
| 12 | | | | | | 17 | | |

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

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

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS) | **Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|---|---|
| **ELA:**<br>Words Their Way, Passage Ways<br>Meeville to Weeville,<br>Wilson Reading and Writing Program<br>Edmark, Scholastic Guided Reading, Star Reporter, Weekly Reader (adapted), Adapted Books<br>Dolch list,<br>Flash Kidz Reading and Lang. Arts<br>PCI Reading Program<br>SRA Reading Program, Distar Language Program<br>Brain Pop | K-5 -Word study for phonics, phonemic awareness, vocabulary and spelling.<br>K-2 - Decoding, encoding & sight word fluency, vocabulary, and oral expressive language development comprehension.<br>K-8 - Decoding, encoding & sight word fluency, vocabulary, and oral expressive language development comprehension.<br><br>K-8 - Sight word fluency<br>K-5 - Spelling activities, phonics, sight word recognition, definitions poetry, parts of speech, abc order, sentences writing, letter writing, and creative writing.<br>K-8 - Decoding, encoding & sight word fluency, vocabulary, and oral expressive language development comprehension.<br><br>Gr. 3-8 - Computer generated reading and language arts activities, differentiated to individual need.<br>Gr. 3-8 – Computer based activities in reading and language arts, differentiated to individual need.<br><br>Size of groups vary –1:1, 2:1, 3:1<br>Service provided during the school day. |
| **Mathematics:**<br>Aim Higher Math,<br>Math Steps, Attack Math, Math Land<br>Everyday Math, PCI Math, Impact Math<br>Continental Press Functional Skills, Menu Math<br>Glenco Math<br>E-Performance, Acuity<br>Brain Pop | Gr. 1-9 - Math reasoning and higher order thinking<br>Gr. K-12 - Basic number concepts, addition, subtraction, multiplication, division, ratios proportions, percents<br>K-8 - Basic number concepts building fact and operations skills.<br>K-8 - Time, Money, Measurement, Calendar Skills<br><br>Gr. 6-8 - Reviewing current general education math skills.<br>Gr. 3-8 - Computer generated mathematics activities, differentiated to individual need.<br>Gr. 3-8 – Computer based activities in mathematics, differentiated to individual<br><br>Size of groups vary – 1:1 2:1, 3:1<br>Service provided during the school day. |

| | |
|---|---|
| **Science:**<br>Addison Wesley-Science, Hard Court People Together McGraw Hill, Foss Kits,<br>Science, Playtime is Science<br>Glencoe Science, NY Science Concepts and Challenges<br><br>Brain Pop | K-5 - Provide visual aids (charts) to reinforce text book information, study sheets and practice tests<br>K-5 - Reviewing current general education science material, vocabulary words, experiments, making predictions.<br>Gr. 7 & 8 - Current general education science material, vocabulary words, experiments, predictions.<br>Gr. 6 - Current general education science material, vocabulary words, experiments, making predictions.<br><br>Gr. 3-8 – Computer based activities in science, differentiated to individual need.<br><br>Size of groups vary – 2:1, 3:1<br>Service provided during the school day. |
| **Social Studies:**<br>McGraw Hill Social Studies, Taking the High Road: New York History & Gov., Hardcourt Social Studies, Quick Reads.<br><br>SOS – Social Skills in Our Schools<br><br>Journey Across Time<br>American Journey<br><br>Writing Workshop<br><br>Brain Pop | K-5 - Reviewing current general ed social studies material, vocabulary words, and concepts.<br><br>Learning set of 27 social rules to assist in appropriate social interactions with peers.<br><br>Gr. 6 concepts, vocabulary, charts, geography, report writing<br>Gr. 7 & 8 concepts, vocabulary, charts, geography, report writing<br><br>Gr. 6-8 graphic organizers to help with report writing<br><br>Gr. 3-8 – Computer based activities in social studies, differentiated to individual need.<br><br>Size of groups vary –1:1, 2:1, 3:1<br>Service provided during the school day. |
| **At-risk Services Provided by the Guidance Counselor:** | |
| **At-risk Services Provided by the School Psychologist:** | Coordinates Best Buddies Program with general education students and staff – middle & HS students.<br>Assist in the development of behavior intervention plans for specific students along teachers, administrators and parents – all ages.<br>Coordinates Girl's Club – all ages.<br>Crisis Intervention with students – all ages. |

| | |
|---|---|
| **At-risk Services Provided by the Social Worker:** | |
| **At-risk Health-related Services:** | |

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) –** Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

**(A-6)**

**Language Allocation Policy**
**2009-2010**

**School District**: 75 **Type of Program**: ___**Bilingual** ___**ESL** _X_ **Both**

**School Building: P.S. 176X** **No. LEP/ELL students served 2009-2010: 33**

**Name of Principal: Rima Ritholtz** **Principal's Signature:** *Rima Ritholtz*

### 2009-2010 SCHOOL BUILDING BILINGUAL/ESL PROGRAM DESCRIPTION

**Team Members**

| | |
|---|---|
| **Rima Ritholtz,** Principal | **Evelyn Santiago**, Assistant Principal |
| **Maria Proietti**, ESL Teacher | **Carmen Andino**, Bilingual Teacher |
| **Dawn Harney**, Parent Coordinator | **Susan Garcia**, Parent |
| **Dan Capozzi**, Coach | **Franklin Hernandez**, Related Services |

P.S. 176X has both a Bilingual and ESL program. Currently, there are 656 students enrolled at P.S. 176X. 7% are White, 44% are Black, 46% are Hispanic, and 3% are Asian. 85% are males and 15% are females. Seventy (70) or 10.7% of students are ELLs (English Language Learners). Six (6) of those students have Individualized Education Plans (IEP) indicating Bilingual Education and participate in Transitional Bilingual Education (TBE) in a self-contained special education class with a ratio of 6 students to 1 teacher and 1 paraprofessional, as mandated for students with autism. There are thirty-three (33) entitled ELLs who receive ESL in self-contained classes with a 6:1:1 ratio, as indicated by their current IEPs. There are thirty-seven (37) X-coded ELLs who are being serviced pursuant to their IEPs and are administered the NYSESLAT annually. The chart below identifies the characteristics of P.S. 176X's entitled LEP/ELL population receiving ESL services. (For purposes of this LAP, the numbers reflected are for entitled ELLs.)

**Alternative Assessment:** 100% of ELLs participate in Alternative Assessment. The native language of twenty-six (26) of these ELLs is Spanish. Two (2) ELLs' native language is Arabic. The remaining five (5) ELLs' native language is listed as "other."

| Grade Level | Number of Entitled Students | Proficiency Level (based on LAB-R, NYSESLAT, etc.) |
|---|---|---|
| **K** | 24 | Beginner |
| **1** | 4 | Beginner |
| **2** | | |
| **3** | 1 | Beginner |
| **4** | | |
| **5** | 2 | Beginner |
| **6** | | |
| **7** | | |
| **8** | 2 | Beginner |
| **9** | | |
| **10** | | |
| **11** | | |
| **12** | | |
| **Total** | **33** | |

**Identification of ELLs:**
The Committee on Special Education (CSE) opens all initial referrals and assigns a CSE case number for public school students, including ELLs. If the Home Language Identification Survey was not completed at CSE, P.S. 176X assists parents in completing this Survey. If the Survey indicates that the student's home language is other than English, the LAB-R will be administered. For students who are already in the NYC Public School system, ATS reports (RLER; LAB-R; RLER; LAT) are also utilized to identify students who are eligible for LAB-R testing and NYSESLAT testing. The CSE/school must determine if the problems being experienced by the child in school are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences and not a disability. (For more specific information on the services provided to newcomers, please see below.)

**Trends in Parent Choice:**
Options for Special Education ELLs (*i.e.*, three program choices, how placement decisions are made, etc.) are fully disclosed and discussed with parents during the educational planning conference at the CSE level. Moreover, P.S. 176X holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In these orientations, parents or guardians have the opportunity to receive materials about ELL programs in their home languages and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form which indicate the program requested for the student.

**Bilingual Program:** The Bilingual Program is composed of one (1) bilingual class: 1 class for six (6) ELL students in the elementary level, all of whom are in New York State Alternate Assessment and do not participate in standardized testing. The bilingual teacher assigned to this class has the following certification: The University of the State of New York Education Department Teacher Certificate: Special Education and Extension of Certificate in Bi-Lingual (other than Elementary) (TLPA-Spanish) - Permanent; New York City Public Schools License: Bilingual Teacher of Special Education (Spanish) in Day Schools – Conditional. The ratio of Native Language to English is 60/40, as this is an Elementary Class at the Beginning Level. The Chart below details instruction.

| **Subject** | **Native Language** | **English Language** |
|---|---|---|
| NLA | 90 | |
| ESL | | 90 |
| Math, Science, Art, Music, APE, ADL, Literacy | 84 | 56 |
| **Total** | 174 | 146 |

The Bilingual Teacher provides instruction in all subject areas. The components of the Bilingual Programs are:

English as a Second Language: All students in bilingual classes receive 360 minutes per week, as required by the Language Allocation Policy (see charts above). The Bilingual Teacher provides this instruction to her class. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction is rigorous and follows the NYS ESL Standards Alternate Performance Indicators for Students with Severe Disabilities, and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support including Brain Pop Español, an Internet based program used both at school and at home. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction which is differentiated to meet individual needs and learning styles.

Native Language Arts. All students in bilingual classes receive a 360 minutes per week of Native Language Arts (NLA), this is more that the required 180 NLA instruction follows the tenets of **Balanced Literacy**, as stated in the P.S. 176X School Education Plan (see attached), emphasizing the development of word study skills and comprehension skills through literature-based and standards-based materials and activities. **NLA** instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as Scott Forseman K (with software): Carteles de rimas y canciones; McGraw-Hill: Lectura 1st; Dias y dias de Poesias; and the Department of Education classroom library. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. All instruction is embedded in a TEACCH (**T**reatment and **E**ducation of **A**utistic and **C**ommunicatively handicapped **CH**ildren – University of North Carolina, Chapel Hill). To comply with the New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities such as: La Casa Adormecida, Sheila la Brava, Cuentos De Otro Paises, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.

English Language Arts: As stated in the DCEP, ELA instruction for ELLs follows the NYC's uniform curriculum and the New York State Standards – Alternate Performance Indicators for Students with Severe Disabilities.

**Balanced Literacy:** The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, with Native Language versions available for ELL's, including those adapted by teachers to meet the needs of students with severe disabilities.

**Content Area instruction:** Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs achieving Cognitive Academic Language Proficiency (CALP) in their native languages and English. For K-8 students at the beginning and intermediate levels of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experience, the Natural Approach, and the use of graphic organizers. The use of technology is incorporated into ESL and content area instruction to give students additional support. This year, Brain Pop Jr., Brain Pop, and Brain Pop Español, internet based programs that reinforce language arts, mathematics, technology, health, science, social studies, art and music, are available to all students both in school and at home to facilitate skill development. Multisensory and multicultural materials are infused throughout all aspects of instruction. Patterns in modality are taken into consideration on an individualized basis. The majority of students with Autism Spectrum Disorder are strong visual learners; therefore, use of the visual modality is emphasized. Visual instruction is part of a multi-sensory approach that also utilized auditory and tactile-kinesthetic modalities. Students with Autism Spectrum Disorder who are tactile defensive would not be taught through a tactile-kinesthetic approach.

**ESL Program**: Twenty-seven (27) entitled ELLs are served in the ESL program. ESL is provided by 1 ESL teacher through a combination of pull-out and push-in models of instruction. The ESL Teacher has the following certification: The University of the State of New York Education Department Public School Teacher Certificate: English to Speakers of Other Languages (K-12).

ESL Instruction: ELLs receive the number of units of ESL required by the Language Allocation Policy. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by a ESL Teacher with Special Education training who had completed the mandated ESL training, prior to permanent certification. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the New York State Standards – Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. This year, Brain Pop Jr., Brain Pop, and Brain Pop Español, internet based programs that reinforce language arts, mathematics, technology, health, science, social studies, art and music are available to all students both in school and at home to facilitate skill development. Multisensory and multicultural materials including Intensive English Open Door series, Easy Visual for ESL students, writing journals, and ESL Dictionary for Visual Learners are infused throughout all aspects of instruction as per School Education Plan for Native Language Arts.

English Language Arts: Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

**Content Performance Data:** Of the 6 students in the Bilingual Class, 5 scored "INV" on the NYSESLAT and 1 in Kindergarten will take the test for the first time in the Spring of 2010. All six students are in New York State Alternate Assessment and do not participate in standardized testing due to severe cognitive deficits associated with autism.

Below is the summary data for English Language Proficiency on the NYSESLAT:

| Grade Levels | Number of Students Lab-R | Number of Students NYSLAT | Students' Levels of English Language Proficiency |
|---|---|---|---|
| K-12 | 41 | 6 | Beginning level – 5 students (4 Elem. 1 JHS)<br>Intermediate Level – 1 students (1 JHS)<br>Decision code 9 – 28 students (7 Elem, 5 JHS, 16 HS)<br>No code – 10 students (2 Elem, 1 JHS, 7 HS)<br>No data – 3 students (3 at Elem ) |

The aforementioned chart lists the details by grade for this data. 41 students were unable to complete the NYSESLAT exam with the following codes on the Exam History Report from ATS: Decision Code 9 "INV," no code or no entry. This is due to the severity of their disability, autism, as well as co-morbidity issues such as: mental retardation and lower cognitive ability. Many of these students are non-verbal with limited receptive and expressive language skills.

The two students at the elementary level, who reached proficiency on the NYSESLAT are students who participate in inclusion classes, indicating higher cognitive ability. The student at the junior high school who attained and Intermediate level of proficiency also participates in inclusion classes.

Over the past three years, only 6 students received proficiency level B on the NYSESLAT and 1 student received an I. The chart below lists the scores of these students. The students beginning level scores seen below show greater skills, in Listening and Speaking over Reading and Writing across grades 1-12. This correlates positively to their cognitive abilities and is consistent with a diagnosis of autism and cognitive delay. One student made slight gains in Listening, and Reading.

| Name | Grade | Ratio | Year | Eng Total | Listening | Speaking | Reading | Writing | Decision |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 6 | 8:1:1 | 09<br>08<br>07 | 046 | 014 | 001 | 010 | 010 | B |
| 2 | 1 | 6:1:1 | 09 | 040 | 008 | 018 | 004 | 010 | B |
| 3 | 6 | 8:1:1 | 09<br>08<br>07 | 038<br>048 | 012<br>015 | 012<br>009 | 011<br>014 | 003<br>010 | B<br>B |
| 4 | 12 | 8:1:1 | 09<br>08<br>07 | 049 | 007 | 027 | 005 | 010 | B |
| 5 | 5 | 8:1:1 | 09<br>08<br>07 | 046 | 013 | 024 | 006 | 003 | B |
| 6 | 12 | 8:1:1 | 09<br>08<br>07 | 061 | 007 | 030 | 009 | 015 | I |
| 7 | 6 | 8:1:1 | 09<br>08<br>07 | 046<br>060 | 014<br>017 | 021<br>020 | 001<br>014 | 010<br>009 | B<br>B |
| Range<br>Mean | | | | 038-061<br>48.22 | 7-17<br>11.88 | 1-30<br>18 | 1-14<br>8.22 | 3-15<br>8.88 | |

All ELL students' receptive and expressive levels seem to be consistent in both English and their Native Language. Picture communication and Total Physical Response (TPR) continue to be the methodologies employed with these cognitively challenged students. Mayer Johnson Picture Symbols and Picture Exchange Communication System (PECS) are used in communication instruction. Picture symbols are labeled with the word in the appropriate language, the Native Language during Native Language Instruction and English during English as a Second Language Instruction. Balanced Literacy methodology is incorporated for these students, most of who are on the Pre-Emergent and Emergent Reading levels.

In gathering data on P.S. 176X's ELLs' performance on city and state assessments, we looked at several sources that provided both quantitative and qualitative data gathered from students from each of the different special needs populations in our school. The main assessment tool used for preschoolers with disabilities is The Assessment of Basic Language and Learning Skills (ABLLS). Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress. Similar data is used for elementary students with autism. In addition to those assessments, The Brigance Inventory is used to measure performance for elementary students with autism and the alternate assessment population. Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards Individualized Education Plans (IEP) goals. Furthermore, all students have portfolios comprised of work samples and teacher assessments that are also reflective of progress.

All entitled ELL students at P.S. 176X are alternate assessment students. The Brigance Inventory demonstrates individual progress and informs differentiated instruction and goals. Related service reports also measure growth with individual students in targeted areas. After reviewing data, following suggestions from the Quality Review and in consultations with teachers, related service providers and parents, instruction was targeted towards increasing independence and students' funds of knowledge in personal and community domains.

Pre-school children with disabilities have very unique needs. Most skills are emerging during these early years and it is essential that growth is measured to ensure that optimum learning is taking place. This supports students as they move to elementary school. Data from The ABLLS and other sources (*i.e.*, classroom checklists, data sheets, parent surveys and consultations with teachers and related service providers) all reveal that communication is a fundamental prerequisite for future learning. Measuring growth in the communication strands on the ABLLS can provide continuous feedback on progress in this domain. At P.S. 176X, review of the data from The ABBLS and other sources reflected overall gains in: 1) Basic Learner Skills (Sections A-P); 2) Academic Skills (Sections Q-T); 3) Self-Help Skills (Sections U-X); and, 4) Motor Skills (Sections Y-Z).

**Transition Plan:** Students in Transitional Bilingual Education or ESL programs who have reached the proficiency level on the NYSESLAT are placed in a monolingual class after passing the NYSESLAT and having their IEPs amended to state that bilingual or ESL instruction is no longer required. These students will be supported for two years with AIS support, ESL (if the teacher's schedule permits), Title III, Champs, and/or tutoring in order to assist in their transition to a completely monolingual setting.

**Longstanding Plan for ELLs:** ELLs who have achieved proficiency in English would transition into monolingual classes, with the transitional support listed above. Students who fall under code SE under the A-11 Extension Form (LEP students with disabilities whose IEP recommends ESL or bilingual instruction) would continue to receive ELL services as per the IEP, utilizing the methodology listed below.

**Students with Interrupted Formal Education (SIFE):**

At the present time, we do not have any SIFE students.

At such time that we do, the services listed below would be utilized:

- Student attendance will be reviewed at weekly school attendance meetings with follow up by the attendance teacher, the parent coordinator, family workers, and school administration to ensure good school attendance and provide appropriate support in both ESL and academic language.
- Students will participate in Academic Intervention Services (AIS) in small groups or on a 1:1 basis dependent upon individual needs.

**Students Who Have Received an Extension of Services:**

At the present time, we do not have any entitled ELL students who have received Extension of Services.

At such time that our entitled ELLs receive an Extension of Services, the services listed below would be utilized:

- Review of student attendance at weekly school attendance meetings with follow up by the attendance teacher, the parent coordinator, family workers, and school administration to ensure good school attendance and provide appropriate support in both ESL and academic language.
- Students will participate in Academic Intervention Services (AIS) in small groups or on a 1:1 basis dependent upon individual needs.
- ESL services will be continued per the student's IEP and in accordance with the proficiency levels indicated on the NYSESLAT.

**Service Provided to Newcomers:**
Student's IEP's are reviewed and appropriate placements made, and related and support services provided. Staff complete student intake package including Home Language Identification Survey. The NYCDOE and P.S.176X Parent Handbooks are given to parent/guardian in their native language. Parents/guardians are encouraged to attend monthly PTA and family involvement activities where translation is provided by Bilingual staff and Family Support Worker. All notices sent home are translated utilizing Translation Funding in Galaxy. The Parent Coordinator and Family Support Worker are available to assist parents. Teachers correspond with families/guardians on an on-going basis concerning student adjustment to school.

At the present time, all thirty-three (33) entitled ELLs at P.S. 176X are classified as newcomers (0-3 years of service). Services provided to these newcomers, as well as those who we may receive in the future, may include, but are not limited to, AIS, Title III, CHAMPS, Project Art, and Buddy System.

**Staff Development:**
During the 2009-2010 school year, P.S. 176X's professional development plan will include topics pertaining to the education of ELLs, such as Strategies and Materials for Native Language Arts instruction, the NYS ESL standards, Balanced Literacy in Bilingual and ESL classes, The Teaching of ESL through Content Areas: Math, Standardized Assessment and Alternate Assessment Methods for ELLs.

P.S. 176X's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the school's instructional coach and curriculum support teachers. In addition, P.S. 176X encourages the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city, and state wide conferences focusing on the education of ELLs.
Paraprofessionals providing support to students transitioning from ESL classrooms meet with the ESL teacher weekly to discuss and reinforce instructional strategies used with the ELLs.

**Collaborative Planning:** All teachers serving ELLs have a common professional development period at the beginning of each day. They meet in cohorts of 6 to 1 to 1 classes, or 8 to 1 to 1 classes. One meeting a week is with the Assistant Principal to discuss curriculum. There is a weekly meeting with the behavior support teacher to address behavioral issues. The ESL teacher is available to meet weekly to support the teachers with ELL instructional support.

**Parent Community Involvement**: Parents are invited to classroom based activities such as Cook with a Book, Hundredth day of School, Poem In Your Pocket Day, as well as multicultural celebrations such as Cinco de Mayo. Through the school's Parent Coordinator, P.S. 176X offers parents of ELLs ongoing information in the home's dominant language and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Native language translators are available at all PTA and school leadership meetings. Newsletters and notices from the school to the home are translated to the family's native language.

**Implications:** Students will gain skills in use of two languages, meeting NYS Standards - Alternate Performance Indicators for students with severe disabilities. Funding sources are used to acquire appropriate materials. Teachers and paraprofessionals participate in professional development. All as documented in PS176x Comprehensive Education Plan.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) K-8 Number of Students to be Served: 30 LEP _____ Non-LEP**

**Number of Teachers 2 Other Staff (Specify) Paraprofessionals, etc.**

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

**Title III, Part A LEP Program**

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

All students at P.S. 176X have been classified as having autism. All of the ELL students at P.S. 176X are in alternate assessment. The Brigance Inventories and the ABLLS, which we use to assess all alternate assessment students with autism, is also utilized for ELLs. We use the Spanish versions of both tools. In Speech, the Preschool Language Scale (4th edition English and Spanish versions) is used to determine language dominance. Native language development and proficiency is assessed formally and informally using the above mentioned tools, from which progress tracking charts are developed and implemented. Teacher observation and anecdotal information is also used. Case conferences are conducted for students on a scheduled basis. Teachers, administrators and parents review progress and make modifications to student's instructional plan as needed.

The **bilingual program** is composed of 1 bilingual (Spanish) class of 6 alternate assessment students with autism spectrum disorder. The students are served by an appropriately certified teacher. The program consists of English as a Second Language, Native Language Arts instruction following tenants of Balanced Literacy. The program is detailed in the attached Language Allocation Policy. Instruction is embedded in a TEACCH structure (Treatment and Education of Autistic and Communication handicapped Children – University of North Carolina, Chapel Hill).
English as a Second Language: incorporating ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction which is differentiated to meet individual needs and learning styles.
Native Language Arts: emphasizes the development of word study skills and comprehension skills through literature-based and standards-based materials and activities. Students are recommended for a minimum of 180 minutes per week, but receive 360 min. in literacy, reading writing and/or math.

English Language Arts: Instruction is based on assessment and individualized for each student. It incorporates a Balanced Literacy Program along with Content Area instruction. Multisensory and multicultural materials are infused throughout all aspects of instruction. The majority of students with Autism Spectrum Disorder are strong visual learners; therefore, use of the visual modality is emphasized. Visual instruction is part of a multi-sensory approach that also utilized auditory and tactile-kinesthetic modalities. Students with Autism Spectrum Disorder who are tactile defensive would not be taught through a tactile-kinesthetic approach. In addition to aforementioned materials we also use Meeville to Weeville, Star Reporter and adapted books. Brain Pop Español, an Internet program is available for both school and home use.

**ESL Program:** 24 ELLs are served in the ESL Program. ESL support is provided by 1 certified ESL teacher through a combination of pull-out and push-in models of instruction. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction which is differentiated to meet individual needs and learning styles. The classroom library includes a variety of books of all levels that reflect the background, needs, and strengths of ELLs. The program includes Content Area Instruction and English Language Arts as described in attached LAP. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols.

**Extracurricular:** We offer a wide variety of enrichment programs during the school day to all students, including our ELL students. Students participate in many performing and visual art activities including: a school chorus, a Latin band, a Rock band, dance ensemble, flute-a-phone ensemble, keyboard ensemble, and drum line to name a few. Students also have the opportunity to learn Yoga, martial arts, photography, ceramics and receive musical instrument instruction. Monthly school performances by students and artists in residence are attended by both students and parents. There is an emphasis on multiculturalism in terms of the type of music, dance and theatrical performances in which students are involved.

**Support services provided to LEP students**: Each site has an assistant principal and a curriculum support teacher, both with expertise in effective instructional practices for students with autism, who provide support to all students including LEP students. Parents are linked to private agencies to provide support as needed by the Parent Coordinator and the bilingual Family Worker.

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

Professional development includes weekly cohort meetings and participation at conferences at school, by District 75, and by professional organizations. Topics pertaining to the education of ELLs, such as Strategies and Materials for Native Language instruction, the NYS ESL standards, Balanced Literacy in bilingual and ESL classes, The Teaching of ESL through Content Areas: Math, Standardized Assessment and Alternate Assessment Methods for ELLs, the Use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities are included. Teachers and paraprofessionals serving ELLs are also supported by the school's instructional coach and curriculum support teachers. In addition, Paraprofessionals in Alternate Placement classrooms meet with the ESL teacher weekly to discuss and reinforce instructional strategies used with the ELLs. The Assistant Principal reviews IEPs with staff in Bilingual classes or of students receiving ESL services. The Assistant Principal also conducts professional development on modifying instructional materials for students. Furthermore, the Assistant Principal reviews with staff materials to be ordered for ELL students.

**Form TIII – A (1)(b)**

**School: P.S. 176X** **BEDS Code: 307500012176**

**Title III LEP Program**
**School Building Budget Summary**

| **Allocation Amount**: | | |
|---|---|---|
| **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)**<br>- Per session<br>- Per diem | (e.g., $9,978)<br><br>$_____ | **(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x $49.89 (current teacher per session rate with fringe) = $9,978.00)**<br>Teacher Salaries |
| **Purchased services**<br>- High quality staff and curriculum development contracts. | (e.g., $5,000)<br><br>$0 | **(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)** N/A |
| **Supplies and materials**<br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | (e.g., $500)<br><br>$1,500 | **(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)**<br><br>Books; Hands-on manipulatives |
| **Educational Software (Object Code 199)** | (e.g., $2,000)<br><br>$1,000 | **(Example: 2 Rosetta Stone language development software packages for after school program)**<br><br>Laureate Learning software for autistic ELLs |
| **Travel** | $200 | |
| **Other** | | |
| **TOTAL** | | |

# APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

## Part A: Needs Assessment Findings

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

We asked teachers, parent coordinator and family worker (bilingual) to identify parents of students who are non-English speaking. We also looked at students in bilingual classes as well as those receiving ESL services.

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

We have 41 families that are non-English speaking.

## Part B: Strategies and Activities

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

We will provide written translation services in Spanish (only language needed). Written translation services will be provided in-house by the bilingual and/or ESL teacher and the bilingual speech teacher. Teachers will be paid per session to complete translation documents in the parents' native language.

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

We will provide oral interpretation at PTA meetings, parent workshops and as-needed. In-house teachers, paraprofessionals, family workers and school aides will provide this service.

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

In September, we send parents written notification of their rights regarding translation and interpretation services in the appropriate covered languages and instructions on how to obtain such services. This information is part of our intake package for new students and their families. We post a sign in the main office and at each of our unit offices, in a conspicuous location that translation services are available. We include procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices as well as teachers solely due to language barriers. We refer parents to the DOE Website as an additional resource.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix*

***NOT APPLICABLE: NON-TITLE 1 SCHOOL..***

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

8. Enter the anticipated Title I allocation for the school for 2009-2010_____

9. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____

10. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____

11. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year_____

12. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

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

***NOT APPLICABLE TO SCHOOL***

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** _____ **SURR**[1] **Phase/Group *(If applicable):*** _____

**Part A: For All School Improvement Schools**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

   (a) Provide the following information: 2009-10 anticipated Title I allocation = $_____; 10% of Title I allocation = $_____.

[1] School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

***NOT APPLICABLE TO SCHOOL***

**SURR Area(s) of Identification:** _____

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

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

| | | |
|---|---|---|
| | | |

# APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

*All schools must complete this appendix.*

## Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

---

## CURRICULUM AUDIT FINDINGS

### KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### *1A. English Language Arts*

#### Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

**ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

100% of PS176x students have autism spectrum disorder and have IEPs which drive instruction. 95% of the students are in alternate assessment and 5% are in standardized assessment. There is no set or prescribed curriculum for students in alternate assessment, nor is there a set of skills delineated for this population of students. This is further complicated by the wide range of cognitive, behavioral and social learning needs of this spectrum disorder. While we follow the New York State Standards Alternate Grade Level Indicators, this is not a curriculum. It is important to note that PS176X students are making progress and are meeting IEP goals and objectives. The 5% in standardized assessment, participating in full time inclusion, have deficits in their ability to process information due to the language issues associated with autism spectrum disorder. They require extensive modification of their ELA course work by staff in order to be successful. The materials are adequate given the staff generated adaptations to meet student need. Overall students in standardized testing are making consistent gains. We use the Autism Program Quality Indicators (NYSED VESID) to evaluate our program and receive consistently high ratings. We were recognized by NYSED as one of 5 schools statewide with an *Effective Program for Students with Autism* in 2003. The leadership of the school has remained constant and we have added to the rich program in subsequent years.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We continue to determine the ELA instructional program for all students through assessment and anecdotal information from teachers and parents. Using the Brigance Inventories and the ABLLS in conjunction with the IEP we identify student skills along with targeted areas for instruction. These targeted areas are then presented using TEACCH or ABA methodology along with thematic units of instruction. Materials are extensive both commercial and teacher made. ELA programs include: Edmark and Meeville to Weeville at the elementary level, Star Reporter at the middle school level, Caught Reading and RAPS (age appropriate emergent level readers) at the high school level. While these are materials for special needs student they still need to be adapted for PS176x student use. We utilize the services of consultants and the materials of experts in the field specifically designed for students with cognitive and communicative deficits. Teachers receive extensive, on-going professional development in the areas of assessment, methodology and material development. Professional development occurs in cohorts led by administration and lead teachers, conferences and workshops at school, at District 75 and by professional organizations. The PreK and Early Childhood programs refer to the general education curriculum in developing instructional programs and adapt that curriculum to the students' needs. However, as students age, many remain cognitively young and that curriculum is no longer age appropriate. We realize that these students will not achieve full proficiency on NYS exams due to their severe cognitive and developmental delays. However, our program does address the skills that they will need for appropriate and positive adult outcomes. This year we are piloting the Eden Curriculum, which is a well know curriculum in the field of educating students with autism.

---

***1B. Mathematics***

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

**Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

<u>Please respond to the following questions for Key Finding 1B:</u>

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

100% of PS176x students have autism spectrum disorder and have IEP's which drive instruction. 95% of the students are in alternate assessment and 5% are in standardized assessment. There is no prescribed curriculum for students in alternate assessment, nor is there a set of skills delineated for this population of students. This is further complicated by the wide range of cognitive, behavioral and social learning needs of this spectrum disorder. While we follow the New York State Standards Alternate Grade Level Indicators, this is not a curriculum. It is important to note that PS176X students are making progress and are meeting IEP goals and objectives. The 5% in standardized assessment have deficits in their ability to process information due to the language issues associated with autism spectrum disorder. They require extensive modification of their math course work by staff in order to be successful. The materials are adequate given the staff generated adaptations to meet student need. Overall students in standardized testing are making consistent gains.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We determine the Math instructional program for all students through assessment and anecdotal information from teachers and parents. Using the Brigance Inventories and the ABLLS in conjunction with the IEP we identify student skills along with targeted areas for instruction. These targeted areas are then presented using TEACCH or ABA methodology along with thematic units of instruction. Materials are extensive both commercial and teacher made. Materials include: Everyday Math, Math Steps, Mathland, Attack Math, Remedia Math. This year we are adding the Equals program by Able Net for students in alternate assessment. All these materials require adaptation for our students. We utilize the services of consultants and the materials of experts in the field specifically designed for students with cognitive and communicative deficits. Teachers receive extensive, on-going professional development in the areas of assessment, methodology and material development. Professional development occurs in cohorts led by administration and lead teachers, conferences and workshops at school, at District 75 and by professional organizations. The PreK and Early Childhood programs refer to the general education curriculum in developing instructional programs and adapt that curriculum to the students' needs. However, as students age, many remain cognitively young and that curriculum is no longer age appropriate. We realize that these students will not achieve full proficiency on NYS exams due to their severe cognitive and developmental delays. However, our program does address the skills that they will need for appropriate and positive adult outcomes. This year we are piloting the Eden Curriculum, which is a well know curriculum in the field of educating students with autism.

---

**KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

[X] Applicable [ ] Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELA instruction at PS176X is based upon state of the art practices for students with Autism Spectrum Disorder, such as ABA, TEACCH, PECS, Alternate Augmentative Communication Systems, Social Skills in Our Schools, Positive Behavior Support, Work Study, Best Buddies, Learning through the Arts programs. These programs incorporate a variety of strategies including direct instruction, independent work, small group instruction, 1:1 instruction, multi-sensory instruction, computer assisted instruction and hand-over-hand instruction, differentiated by student need, instruction generalized to settings in school, at home and in the community. We work with consultants who are considered to be experts in the field on the aforementioned strategies.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We continue to collaborate with expert consultants, attend conferences and read professional journals to remain current in the field of Autism and are always looking for additional appropriate practices to incorporate into the instructional program.

---

***2B – Mathematics Instruction***

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

100% of PS176x students have autism spectrum disorder and have IEPs which drive instruction. 95% of the students are in alternate assessment and 5% are in standardized assessment. There is no set or prescribed curriculum, nor is there a set of skills delineated for this population of students. This is further complicated by the wide range of cognitive, behavioral and social learning needs of this spectrum disorder. While we follow the New York State Standards Alternate Grade Level Indicators, this is not a curriculum. It is important to note that all PS176X students are making progress and are meeting IEP goals and objectives.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We continue to collaborate with consultants, attend conferences and read professional journals to remain current in the field of Autism and are always looking for additional appropriate practices to incorporate into the instructional program.

---

**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have very low teacher turnover and all teachers are appropriately licensed. However, this year we have 35 new teachers due to the growth of the school. The autism population is growing; consequently, we open new classes every year adding new teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

There is a professional development support system in place at each of our six sites to address the needs of new teachers. In addition to DOE required mentoring, each new teacher is assigned both a PS176X mentor teacher and a buddy teacher. New teachers attend on-going workshops given by administrators and lead teachers. A typical new teacher will receive in-classroom and workshop support three to four times a week.

---

**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have 30 students that are ELL. The Bilingual and ESL Teacher and the Bilingual Speech Teacher attend professional development on an ongoing basis on both ELL and extensive professional development related to teaching children with autism. They assist in the preparation of the LAP report and are familiar with its contents. Our ELL students score at Levels III and IV on the NYSAA , which is consistent with the scores for non ELL. However, given the pervasive impact of autism on the student, we feel that our strategies are helping students to make gains. Training on ELL instruction alone is not enough for these teachers. We welcome any assistance or guidance that can help us improve ELL instruction.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The 30 ELL students do not participate in standardized testing due to their severe cognitive delays. Progress is monitored on an ongoing basis. Students are assessed with the Spanish version of the Brigance Inventories or the ABLLS. Targeted descriptors are tracked. ELL student performance on NYSAA is at level III and IV, which is consistent for all student trends at PS176X.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

100% of PS176x students have autism spectrum disorder and have IEPs. 95% of the students are in alternate assessment and 5% are in standardized assessment. Teachers receive extensive, on-going professional development in the areas of assessment, methodology and material development, positive behavior support, social skill development, language and communication, IEP development and implementation, working with parents, related services, transition, vocational education, technology, literacy, math, science, social studies, activities of daily living including toilet training. Professional development occurs at 4 levels:

1. Teachers with less than 3 years experience participate in **on-going cohort meetings with the principal**, on a variety of topics including policy, procedure, working with parents, positive behavior supports, IEP development and implementation, toilet training, working with paraprofessionals among other topics
2. Teachers with less than 3 years experience participate in **weekly cohort meetings with the assistant principal** on targeted methods and materials.
3. Teachers with less than 3 years experience participate in, **classroom based support by assistant principals, coach and mentor teachers including PS176x ABA coordinator**.
4. Teachers with less than 3 years experience **attend District 75 Workshops and/or Conferences sponsored by professional organizations**.

Several indicators support the fact of excellent professional development at PS176X

- The highest rating on the Quality Review for the past two years.
- Recognition by NYSED – VESID.
- Serving as a mentor school for District 75.
- Hosting visitors from the tri-state are wishing to replicate our program.
- Consistent student progress.
- High levels of parent and teacher satisfaction on the Learning Environment Survey Report.
- Rich variety of innovative activities for students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to provide professional development.

**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S.176x administrative team consisting of the principal, assistant principals and lead teachers reviewed the findings and identified areas that are relevant to our students. The administration shared the findings with the school community at staff faculty conferences, SLT and PTA meetings and got feedback from these groups.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

100% of PS176x students have autism spectrum disorder and have IEP's. 95% of the students are in alternate assessment and 5% are in standardized assessment. Test modifications are not an issue for those in alternate assessment. The students in standardized testing have all accommodations met both on tests and in the classroom. Administration regularly check to ensure and accommodations are being made. There is alignment between goals and objectives and content taught in the classrooms. IEPs include behavioral goals and objectives.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

*This appendix will not be required for 2009-10.*

***NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS***

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

This Page Intentionally Left Blank

## APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

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

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

---

**Part A: FOR TITLE I SCHOOLS**

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

**Part B: FOR NON-TITLE I SCHOOLS**
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   **We currently have 8 Students in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
   **N/A School does not receive any set-aside funds.**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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

## OFFICE OF ENGLISH LANGUAGE LEARNERS
## GRADES K-8 LANGUAGE ALLOCATION POLICY
## WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

# Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

| | |
|---|---|
| SSO/District District 75 | School P.S. 176X |
| Principal Rima Ritholtz | Assistant Principal Evelyn Santiago |
| Coach Dan Capozzi | Coach |
| Teacher/Subject Area Maria Proietti/ESL Teacher | Guidance Counselor |
| Teacher/Subject Area Carmen Andino/Bilingual Teache | Parent Alejandra Alvarez |
| Teacher/Subject Area | Parent Coordinator Dawn Harney |
| Related Service Provider Franklin Hernandez | SAF |
| Network Leader Stephanie McCaskill | Other |

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

| | | | | | |
|---|---|---|---|---|---|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 1 | Number of Certified NLA/FL Teachers | 1 |
| Number of Content Area Teachers with Bilingual Extensions | 1 | Number of Special Ed. Teachers with Bilingual Extensions | 1 | Number of Teachers of ELLs without ESL/Bilingual Certification | |

### C. School Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total Number of Students in School | 656 | Total Number of ELLs | 63 | ELLs as Share of Total Student Population (%) | 9.60% |

# Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

# Part III: ELL Demographics

## A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | 2 | 2 | | 1 | | 1 | | | | **6** |
| **Dual Language** (50%:50%) | | | | | | | | | | **0** |
| **Freestanding ESL** | | | | | | | | | | |
| **Self-Contained** | 20 | 2 | 0 | 0 | | 0 | | | 2 | **24** |
| **Push-In** | | | | | | | | | | **0** |
| **Total** | **22** | **4** | **0** | **1** | **0** | **1** | **0** | **0** | **2** | **30** |

## B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
| **TBE** | | | | | | | | | | 0 |
| **Dual Language** | | | | | | | | | | 0 |
| **ESL** | | | 30 | | | | | | | 0 |
| **Total** | **0** | **0** | **30** | **0** | **0** | **0** | **0** | **0** | **0** | 0 |

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

## 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 | TOTAL |
| Spanish | 2 | 2 | | 1 | | 1 | | | | **6** |
| Chinese | | | | | | | | | | **0** |
| Russian | | | | | | | | | | **0** |
| Bengali | | | | | | | | | | **0** |

| Transitional Bilingual Education | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | |
| Urdu | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 0 |
| Haitian Creole | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 |
| Korean | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | 0 |
| Other | | | | | | | | | | 0 |
| **TOTAL** | 2 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 6 |

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: ___

Ethnic breakdown of EPs (Number)

African-American: ___ Asian: ___ Hispanic/Latino: ___

Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

| Freestanding English as a Second Language | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | |
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **TOTAL** |
| Spanish | 17 | | | | | | | | | 17 |
| Chinese | | | | | | | | | | 0 |
| Russian | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | 0 |
| Arabic | 2 | | | | | | | | | 2 |
| Haitian Creole | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 |
| Korean | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 0 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Albanian | | | | | | | | | | 0 |
| Other | 5 | | | | | | | | | 5 |

## Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **TOTAL** | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

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

| | Beginning | Intermediate | Advanced |
|---|---|---|---|
| **For All Program models** | | | |
| ESL instruction for *all* ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs** | | | |
| Native Language Arts | 90 minutes per day | 90 minutes per day | 45 minutes per day |

**Native Language Arts and Native Language Support**

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

| NLA Usage/Support | TBE |
|---|---|
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |
| 50% | |

| 25% | | | |
|---|---|---|---|
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

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

## Parental Involvement

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

# Part IV: Assessment Analysis

### A. Assessment Analysis

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

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

| NYSESLAT Modality Analysis | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Listening/ Speaking | B | | 1 | | | | 1 | 3 | | |
| | I | | | | | | | | | |
| | A | | | | | | | | | |
| | P | | | | | | | | | |
| Reading/ Writing | B | | 1 | | | | 1 | 3 | | |
| | I | | | | | | | | | |
| | A | | | | | | | | | |
| | P | | | | | | | | | |

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

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

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

# Part V: LAP Team Assurances

| **Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate. | | | |
|---|---|---|---|
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | School Achievement Facilitator | | |
| | Network Leader | | |
| | Other | | |
| | Other | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Signatures | |
|---|---|
| School Principal | Date |
| Community Superintendent | Date |

| Reviewed by ELL Compliance and Performance Specialist | Date |
| --- | --- |
| | |
| | |

Rev. 10/7/09