



**P.S. 176X**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75X176**

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

**TELEPHONE: 718-904-5750**

**FAX: 719-904-5753**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

**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 NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** 754

**NETWORK LEADER:** Stephanie McCaskill

**SUPERINTENDENT:** Gary Hecht

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rima Ritholtz	*Principal or Designee	
Victoria McKenna	*UFT Chapter Chairperson or Designee	
Madeline DeJesus	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wayne Palma	Member/Parent	
Alejandra Alvarez	Member/Parent	
Sharon Creese	Member/Parent	
Ellen Scheer	Member/Parent	
Cynthia Vega Harrington	Member/Parent	
Ana Alers	Member/Parent	
Ana Clark	Member/Parent	
Sharon Walker	Member/Parent	
Cassandra Dougherty	Member/Teacher	

Chantal Paisley	Member/Teacher	
Yvette Berger	Member/Teacher	
Taya Karadimova	Member/Teacher	
John Siracuse	Member/Teacher	
Rosa Alvarez	Member/Teacher	
Maria Martinez-Zanghi	Member/Teacher	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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P.S.176X, the largest District 75 School, serves 689 students with autism, ages 2.9 – 21, with 103 classes in 6 community schools. P.S.176X was recognized by NYS-SED, as one of five schools statewide, having “Effective Programs for Students with Autism Spectrum Disorder.” Principal Ritholtz was recognized by the following: Cahn Fellows for Distinguished Principals - Columbia University, Time Warner - “Principals of Excellence,” P.E.N.C.I.L - Veteran Partnership Award, UFT School Partnership. These honors speak to the high standards and collaborative culture at P.S.176X.

Students participate in high quality, individualized, special education programming with individualized goals and objectives based upon assessment and ongoing monitoring of progress. “State of the art” strategies include: Applied Behavior Analysis, TEACCH, PECS, Social Skills in Our Schools, appropriate reading and math curriculum, work/study, and instructional and augmentative communication. We collaborated with NYS OMRDD on a positive, behavior intervention program. Learning through the Arts helps to engage students demonstrating significant cognitive, communicative and social skill delays. Yale University Child Study Team positively evaluated our programs, practices and interventions.

A four pronged professional development program supports staff:

1. Principal led meetings, sharing best practices on curriculum, communication and positive behavior support.
2. Assistant Principal led weekly cohort meetings on age specific, aforementioned methodologies and curriculum.
3. Classroom based support provided by Administration, School Coach and Mentor Teachers.
4. Professional development activities sponsored by District 75 and/or professional organizations.

Comprehensive parent involvement programs address the challenge of raising a child with autism. “Partnership with Parents” has led to a high level of parent satisfaction evidenced by feedback from surveys. Parent involvement activities include: informative workshops, monthly classroom based activities, family recreational activities, monthly support group facilitated by the parent coordinator and the school psychologist. Highlights include: Family Fun Nights, weekend bowling including siblings, a course on Nutrition and Healthy Food Preparation sponsored by Cornell Cooperative Extension, camping at Ramapo in Rhinebeck, NY for a day of family fun. The principal, PTA, and the parent coordinator collaborate to coordinate these events.

The Best Buddies Program where PS176X students are matched with their general education peers is a great success.

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.
- Students are safe, nurtured, valued and are involved in opportunities and experiences that maximize their potential.
- 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.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1									
Grade 2									
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4									
Grade 5									
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7									
Grade 8									
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10									
Grade 11									
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded									
<b>Total</b>									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

The 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, ABBS data, 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, NYCDOE 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 Quality Review for two years. We obtained the highest score overall and on each of the sub-areas of the **Quality Reviews** in '06-'07 and '07-'08. 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. The 2009-1010 trends are the same. New York State Alternate Assessment (NYSAA) ELA scores for the 247 participating students indicate that 94% of students performed at Levels 3 and 4.

**Standardized Testing** – 76 or 11% of PS176X students participate in Inclusion programs. Students participate in age appropriate, general education classes with the support of an inclusion paraprofessional. Inclusion teachers provide remediation and academic intervention and support the general education teacher.

The chart displays the grade level and number of students in general education.

Elementary School		Middle School	
Grade	# of students	Grade	# of students
Kindergarten	3	6 <sup>th</sup>	15
1 <sup>st</sup>	17	7 <sup>th</sup>	11
2 <sup>nd</sup>	10	8 <sup>th</sup>	4
3 <sup>rd</sup>	6		
4 <sup>th</sup>	6		
5 <sup>th</sup>	4		

Approximately half of this group participates in standardized testing, consistently scoring at Level 2 and 3. Administrators meet with the Inclusion teachers on an ongoing basis to review test data, classroom performance and plan remediation ensuring student progress. Behavior plans which focus on social skills development 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 2010 data shows growth with the large majority of students scoring at Levels 3 & 4. **389** students participated in **Brigance Inventories of Developmental Skills. Brigance data for all students was entered on the online program which greatly helped with tracking and analysis of data.** Results are presented in the table below. Increases in numbers of ELA Brigance objectives mastered for students in 6:1:1 classes are highly positive.

- In ELA the number of Fall, Brigance objectives for these students at Level 1 and 2 was **419** and at Level 3 and 4 it was **145**.
- In the Spring the number of objectives at Levels 1 and 2 was reduced to **104** and Level 3 and 4 increased significantly to **465**.
- 81.7% of Brigance Objectives for students in 6:1:1 classes are at the higher Levels of 3 and 4. This exceeds our goal of 80%.
- A similar trend is seen for all 6:1:1 students in **all** Brigance Indicators with 83% scoring at the higher levels of 3 and 4.

**Table 1 – ELA Brigance Results – 6:1:1 students**

Fall 2009	Level 1 Not Engaged	Level 2 Engaged	Level 3 Supported	Level 4 Independent	Spring 2010	Level 1 Not Engaged	Level 2 Engaged	Level 3 Supported	Level 4 Independent
<b>ELA</b>	<b>49</b>	<b>370</b>	<b>145</b>	<b>0</b>		<b>20</b>	<b>84</b>	<b>203</b>	<b>262</b>
	<b>Level 1+2=419</b>		<b>Level 3+4=145</b>			<b>Level 1+2=104</b>		<b>Level 3+4=465</b>	
All Areas	92	666	263	0		24	139	368	422
	Level 1+2=758		Level 3+4=263			Level 1+2=163		Level 3+4=790	

The table below shows Brigance results students in **all ratios in ELA and all areas**. The table below shows the increases in numbers of ELA Brigance objectives mastered for all students are highly positive.

- In the Fall, the total number of Brigance objectives at the lower Levels 1 and 2 was **1078** and the number at Levels 3 and 4 was **385**.
- In the Spring, the number of ELA Brigance objectives at Levels 1 and 2 was reduced to **104** and the number of objectives at Levels 3 and 4 was significantly increased to **1173**.
- This is 90.6% of ELA Brigance objectives at the higher Levels of 3+4.
- A similar trend is seen for all students **in all areas** with 90.68% of students scoring at Level 3 and 4.

**Table 2 Brigance Results – All students: 6:1:1, 8:1:1, 12:1:1, All Areas.**

Fall 2009	Level 1 Not Engaged	Level 2 Engaged	Level 3 Supported	Level 4 Independent	Spring 2010	Level 1 Not Engaged	Level 2 Engaged	Level 3 Supported	Level 4 Independent
<b>ELA</b>	<b>132</b>	<b>946</b>	<b>385</b>	<b>0</b>		<b>18</b>	<b>103</b>	<b>352</b>	<b>821</b>

	<b>Level 1+2=1078</b>		<b>Level 3+4=385</b>			<b>Level 1+2=121</b>		<b>Level 3+4=1173</b>	
All Areas	217	1716	639	0		25	194	673	1459
	Level 1+2=1933		Level 3+4=639			Level 1+2=219		Level 3+4=2132	

**Assessment of Basic Language and Learning Skills (ABBLs)** – The June 2010 data shows growth for the large majority of students. Table 3 shows the ABBLs data. **203** students participated in **ABBLs**. All Elementary Units utilized sections A-H, primarily **ELA** skills:

- 3678 skills were completely mastered.
- 1,725 skills were partially mastered.
- This represents 76% exceeding our goal of 75%.
- Adding the 21% of students achieving partial mastery, the level increases to 97%.
- Students exhibited greater gains in the following areas: Cooperation & Reinforcer Effectiveness, Visual Performance, Motor Imitation, Vocal Imitation and Requests. Receptive Language, Labeling and Intraverbals had smaller gains. Two units, P169 and P111, used all 26 areas of the ABBLs. When we add those areas, the total number of completely mastered items increases to 5,497 and partially mastered increases to 2219. The additional skills include the areas of Math, Activities of Daily Living, Gross and Fine Motor.

**Table 3 ABBLs results – Number of Skills Learned**

Unit	Cooperation & Reinforcer Effectiveness 19 skills		Visual Performance 27 skills		Receptive Language 57 skills		Motor Imitation 27 skills		Vocal Imitation 20 skills		Requests 29 skills		Labeling 47 skills		Intraverbal 49 skills	
	Sept	June	Sept	June	Sept	June	Sept	June	Sept	June	Sept	June	Sept	June	Sept	June
<b>PS178</b>																
Total Mast	424	515	227	387	545	830	310	513	336	470	188	343	108	195	56	101
Part Mast.	518	541	361	427	1076	1238	660	797	421	533	462	638	413	612	172	283
<b>PS153</b>																
Total Mast	260	325	198	319	451	578	246	231	164	187	129	204	109	167	46	77
Part Mast	472	605	408	590	936	1160	475	493	291	309	345	457	381	462	174	295
<b>PS111</b>																
Total Mast	77	110	83	114	113	185	77	121	49	85	34	67	18	32	7	20
Part Mast	73	75	65	63	169	189	92	101	41	47	42	50	48	81	25	53
<b>PS169</b>																
Total Mast	388	624	360	588	739	1184	345	572	333	518	249	469	363	606	93	240
Part Mast	344	367	381	423	862	1000	461	530	280	321	377	418	612	739	541	302
<b>TOTALS</b>																
Total Mast	1243	1600	1002	1448	2379	3185	1328	1721	967	1323	874	1378	903	1417	318	620
Part Mast	889	1047	854	1066	1967	2349	1028	1124	612	677	764	925	1041	1282	740	1150
<b>Total Gain</b>																
<b>Sept-June</b>	Mastere	357		446		806		393		356		504		514		302
<b>Grand Total</b>	Pt Mas.	158		212		382		96		65		161		241		410
															Mastere	3678
															Pt Mas	1725

**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.

**Social Responsiveness Scale** – The June 2010 results show steady gains with the majority of students scoring in the 59T range indicating improved social skills.

To date 187 students in 8:1:1 and 12:1:1 ratio classes, from PS176X @ Truman HS, IS 181, PS153 and PS178, are actively participating in the **Social Skills in Our Schools Program (SOS) in conjunction with the consultant Dr. Michelle Dunn**. 61 of these students also participate in the Best Buddies Program at the high school and intermediate school. The 189 participating students were pre-tested with the Social Responsiveness Scale (SRS) in November 2009 and 187 were post-tested in May 2010 with the results analyzed in June 2010. The SRS measures behavior across 5 areas: Social Awareness, Social Cognition, Social Communication, Social

Motivation and Autistic Mannerisms. A total t score is also computed. Resulting t scores fall into one of three ranges:

- T scores of 76T or higher indicate severe cases of Autism or PDD-NON.
- T scores of 60T- 75T indicate moderate levels of deficiencies in reciprocal social behavior.
- T scores of 59T or less indicate mild levels of deficiencies.

Students also took Chapter Tests as they progressed through the SOS Program. This goal is the work of one of the school's **Inquiry Teams**. The principal met monthly with the Social Skills in Our School Team both with and without Dr. Dunn, to review progress.

The results are displayed in the table below. The trends are highly positive. 150 of 187 students or 80% had improvements in total t scores.

- Most students' t scores were in the **59T or less** range indicating the most appropriate levels of behavior. The total number of students scoring in this range increased from 112 to 124, a 6.4% gain for 90% of the students in this level, which surpasses our 5% goal. Additionally the number of students, at this level, showed improvement in five of the six sub areas. As many students have been participating in the SOS Program for 2 to 3 years this also speaks to skill maintenance.
- 56 of 68 students or 82% in the **60T-75T**, middle range decreased in severity in all 6 areas of the SRS. This is a positive gain as the majority of those students moved into the highest level.
- 5 of the 6 students at the lowest **76t or less** had decreased total t scores which also indicate improvement within the level with one student moving up to the mid range. Social Motivation and Autistic Mannerisms had the least improvement while Social Awareness and Social Communication had the greatest gains.

Previous year's data indicates that more students were in the 60T-75T or moderate range, indicating that over the course of 2 – 3 years students have made significant improvements. Dr. Dunn is compiling the data for the past three years, which will be available in the Fall of 2010.

**Table 4 - Social Responsiveness Scale Results – Number of Students Scoring at each Level**

	Total # of students		Social Awareness		Social Cognition		Social Communication		Social Motivation		Autistic Mannerisms	
	Sept	June	Sept	June	Sept	June	Sept	June	Sept	June	Sept	June
59T or less Mild	112	124	122	137	96	103	108	122	145	144	128	131
60T – 75T Moderate	68	56	58	48	85	74	74	58	41	37	51	44
76T or higher Severe	6	5	7	0	6	7	5	5	1	4	8	10

### Deep Interests of Students with Autism

We worked with Consultant Valerie Paradiz, on Deep Interests of Students with Autism. We met 4 times with the consultant. Students and staff were identified and discussions took place on how to implement the program.

- Inventories of high interest activities were distributed to students
- High interest activity was incorporated in students' daily programs
- Changes in student behavior were monitored
- Program was assessed by staff.

The staff at Truman HS where we piloted this program did not find the strategies particularly helpful for the students because:

1. We have already incorporated high interest activities as part of the students' instructional program.
2. Not everyone agreed with using bizarre or idiosyncratic interests due to the fact that students had already been weaned from these stereotypical activities. An example of this is a female student who likes

wrestling. Encouraging this 21 year old student with autism, as was recommended, to write to wrestlers seemed a step backwards as she is now a competent worker and has many other interests. As much as we respect the culture of autism, the school's philosophy leads us to help students develop mainstream, real world interests in addition to their deep interests.

**Learning Environment Survey** – the results from the 2009-2010 NYC DOE School Survey are consistent with those of previous years. Once again the scores for Academic Expectations, Communication, Engagement and Safety & Respect are in the dark green zone, indicating the highest levels of parent, teacher, or student satisfaction compared to other schools. Further examination of the data by population responding (parent, teacher or student) reveals the following:

**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 2010 Prom. There was a section for parents to write comments. 223 parents responded. The vast majority of parents indicate high levels of satisfaction with the school. Parents continue to have concerns about lack of sufficient related service providers and recreational programs after school.

### Inquiry Teams

The table below shows the 14 Inquiry Teams and their conclusions.

**Table 5 – Inquiry Teams & Conclusions**

Unit	Topic	Conclusions
178	SMILE Phonics	Students are showing more interest in reading and spelling. All students are mastering words and sounds. Increased Brigance Inventories Scores correlate with these improvements.
178	MEville to WEville	This program has been more beneficial to 8:1:1 classes. The writing activities were not appropriate for 6:1:1 classes
178, 153, 169	Equals Math	Lessons and materials require adaptation for our students; however, all students participating in the program have increased scores in the math sections of the ABLLS and Brigance Inventories. The P169 team felt the program is more appropriate for students in 8:1:1 classes or 6:1:1 classes where students have fewer interfering behaviors.
178	TV Teacher	Most students made progress. This program is better for individual instruction. We would like to have Occupational Therapists involved with this program during the 2010-2011 school year.
178	Use of augmentative communication devices during lunchtime to increase requesting.	Difficult to tell the extent of progress because of subjective responses to questionnaires. Better data collection is needed.
178	Student generalization of PECS skills to Logan ProxTalker	Students proficient in PECS successfully transitioned to Logan ProxTalker. A slight increase in social interaction by students was noted.
153	Use of Interactive WhiteBoards for instruction.	Student motivation, attention, participation, interaction and engagement increased during lessons incorporating use of WhiteBoards.
153	Sensory Input	Teachers increased understanding of sensory integration and how it can positively impact on classroom behavior.

153	Verbal Behavior	Verbal Behavior program was successful in decreasing behavior issues and increasing communication
153	Foundations	Students in the 3 participating classes gained knowledge of sound/letter correspondence, syllable recognition and sentence structure. Reading proficiency increased as did clarity of speech.
181	EdPerformance	88% of teachers using the program found it to be an effective tool for assessing, grouping, and tracking student progress.
181	Eden Curriculum	90% of teachers in 6:1:1 classes at the middle school found the Eden Curriculum to be effective.
Truman HS	Deep Interests	Participating teachers had questions about the program as we already incorporated high interest activities as part of the students' instructional program. Not everyone agreed with using bizarre or idiosyncratic interests due to the fact that students had already been weaned from these stereotypical activities. As much as we respect the culture of autism, the school's philosophy leads us to help students develop mainstream, real world interests in addition to their deep interests.
178,153,181 Truman HS	Proloquo2go	Participating classroom teachers, speech teachers, and technology teachers gained proficiency in developing augmentative communication boards in the ipod for use with their students.

**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 idea to target activities for siblings came from the SLT. This led to bowling and other activities specifically targeting parents.

**Analysis of Classroom Data** – The aforementioned student assessment tools are showing growth for the majority of students. Additionally, for the past 14 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** – Increasing options for our graduating students was a major focus this past school year. Traditionally we have worked with agencies in conjunction with OMRDD. We have expanded our options to include programs sponsored by VESID, We will continue to work with the District 75 Office of Transition to explore and develop additional options for our students. This year two graduates are transitioning to programs with supported work. Six students were travel trained and three were rerouted so that they now travel directly to their work study sites from home.

## **Greatest Accomplishments**

- Yale University Child Study Team visited the school to review our programs and practices. The review was highly favorable. They noted a highly successful blending of “state of the art practices,” with implementation of strategies tailored to the needs of individual students.
- 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 103 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. Three PS176X Art Teachers and their respective classes had their art work selected for the 2009-2010 **Very Special Arts Calendar. The PS176X Peace on Earth Singers were the winners of the first “District 75 Idol” Talent Contest.** PS 176 students performed in the Very Special Arts Festival and the Dance Festival. The school is the recipient of a \$9,000 grant from the **Schubert Organization for Theatre and Puppetry.** We received a grant from the **Little Kids Rock Guitar Workshop.**
- Curriculum 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 – SOS Program, Dr. Carbone-ABA, Dr. Kairam-Head of Pediatrics at Bronx Lebanon Hospital, 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 6 classes at the elementary level and 3 classes at the middle school with a total of 76 students.
- Best Buddies Program at the Middle School and High School - Through this international program, we have 30 students in the Middle School and 31 students in the High School 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 and the prom. The benefits to both our students and the general education students are tremendous.
- 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 in place for 3 years and 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. As mentioned above the program is highly successful with students demonstrating more appropriate social skills. Dr. Dunn informs us that this is the largest study ever conducted on social skill development for students with autism.
- 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 continues to be expanded.

- An extensive ARTS program including but not limited to:
  - A Junior & Senior school chorus
  - Flute-a-phone ensemble
  - Piano keyboard instruction
  - Artists in residence
  - Latin band
  - Rock band
  - Photography
  - Ceramics
  - Visual Arts
  - Trips to performances
  - Ballet & Modern Dance
  - Yoga
- Ramapo for Children – over night camping trip for 14 adolescent students from our high school site participated in activities such as: high ropes course, rock climbing wall, swimming, boating and camp fire activities. This was the first time away from home for many of the students as well as the first time they participated in many of the outdoor activities.
- 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, 100<sup>th</sup> Day of School, and Poem in Your Pocket.
  - On-going recreational parent and family activities: such as Camp Ramapo Family Camping Trip, School Prom, Weekend Bowling, 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.
- We collaborated with the New York State Department of Education on positive behavior supports. Selected students were involved in a project to increase appropriate behaviors and lessen self stimulatory and self abusive behaviors.
- 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 with The Veteran Partnership Award in recognition of our longstanding relationship with our business partners. The school has received the UFT School Partnership Award in recognition of the outstanding relationship between administration and staff.

### ***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 75 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.
- Team meetings to address behavioral, cognitive and social needs to the students.
- “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. For the September 2010-2011 school year we are increasing to 103 classes. Keeping a staff this size current on effective programs and practices for educating students with autism requires extensive professional development.

**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. We will continue to expand services in this area.

**Related Services** – There continues to be a 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 instructional program is rich, and we work with parents to move students to less restrictive mandates, 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** –We have students with a range of cognitive, social and behavioral abilities and needs. While many 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 who have significant cognitive delay and severe behavioral issues. We continue to seek more appropriate outcomes for all students utilizing resources

from District 75, OMRDD, VESID, public and private agencies working in conjunction with students and their families to insure the best outcomes. Barriers include not having enough access to District 75 Travel Trainers, parent resistance, lack of slots for our students in less restrictive programs. To date 99% of students transitioned to adult programs. The student that did not transition to an adult program was due to a documented lack of parent cooperation.

**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, along with implement programs to address the listed barriers:

- In the area of **Movement towards Least Restrictive Environment** by reducing paraprofessional and related service supports, moving students to less restrictive class size ratios including Inclusion.
- In the area of **ELA**: To increase instructional coherence throughout the school for all ratios by infusing “Balanced Literacy” methodology in all Reading programs.
- In the area of **Math**: To increase instructional coherence in Math Instruction by provided professional development to all teachers working with students in 6:1:1, 8:1:1 and 12:1:1 classes.
- The **parent involvement program** to focus on Transition Issues to address parental concerns about travel training, the Bronx Transition Center and other adult options.
- Student participation in **the arts** because the arts are a successful and motivating vehicle for helping students acquire a variety of skills.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**By June 2011, 5% of students with related and/or support services, will demonstrate movement towards a less restrictive environment by change in one of the following: increase in class size ratio, reduction of frequency or increase of group size for related services, decrease in crisis management or special transportation paraprofessional support.**

**By June 2011, students will demonstrate improved proficiency in ELA/Communication skills as indicated by a 5% increase on the ABBLS and/or Brigance Indicators.**

**By June 2011, students will demonstrate increased understanding in mathematics as indicated by a 5% increase on the ABBLS and/or Brigance Inventories.**

**By June 2011, there will be an increase in parents at the intermediate and high school units as evidenced by 5% parent participation in the “Transition Awareness Program,” attending presentations, visiting agencies and participating in an individual conference including their child.**

**By June 2011, students will demonstrate increased proficiency in the visual arts, music and/or dance, demonstrated by mastering 2 individual goals from the 5 Strands of Learning from the NYCDOE Blueprints for the Arts.**



<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Number of cases reviewed November, March and June.</li> <li>• Number of behavior plans developed, implemented and reviewed November, March and June.</li> <li>• 5% of students with change in support and/or related service including group size and/or frequency, towards a less restrictive ratio in one year.</li> <li>• Attendance at professional development for teachers and paraprofessionals documented.</li> <li>• Number of parents participating in conferences documented by PC and reported to the principal and her administrative staff.</li> </ul>
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**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, students will demonstrate improved proficiency in ELA/Communication skills as indicated by a 5% increase on the ABBS and/or Brigance Indicators.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Assessment of students by teachers to identify current skill level – September &amp; October 2010.</li> <li>• Teachers will develop reading plans incorporating individual needs including use of augmentative communication devices where appropriate and appropriate instructional grouping, for each student by October 31, 2010.</li> <li>• Administrators and cohort of lead teachers will identify reading programs for each ratio and age group by October 31, 2010.</li> <li>• Administration will schedule and provide professional development on balanced literacy and specific reading programs at each level, for staff utilizing in house school and district trainers and training provided by series publishers – on-going.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will provide daily instruction utilizing appropriate methods &amp; materials matched to student reading level – on-going.</li> <li>• Administration will monitor daily instruction through formal and informal observations – on-going.</li> <li>• Teachers will conduct on-going assessment through weekly data collection – on-going.</li> <li>• 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.</li> <li>• School staff will provide parent training on reading programs –on-going.</li> <li>• Teachers will conduct post testing to measure skills – May 2011.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Administration will provide budgetary support utilizing Instructional, NYSTL, Tax Levy Codes 100 &amp; 300 funds for materials, and professional development, Code 400 food and transportation.</li> <li>• 50% of NYSTL, 20% of Tax Levy Code 100 &amp; 300 funds spent on materials/equipment reviewed November, March and June.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 75% of students will show improvement in reading as measured by: ABLLS and/or Brigance Inventories with baseline established by November and measured in March and June 2010.</li> <li>• 75% of staff will participate in professional development, with agendas and sign in sheets reviewed November, March and June.</li> <li>• Weekly professional development sessions will be conducted with various cohorts of staff with agendas and sign in sheets, reviewed November, March and June.</li> <li>• 10% of parents will participate in language/communication workshops with agendas and sign in sheets, on going review.</li> </ul>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, students will demonstrate increased understanding in mathematics as indicated by a 5% increase on the ABBS and/or Brigance Inventories.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment of students by teachers to identify current skill level – September &amp; October 2010.</b></li> <li>• <b>Teachers will develop math plans incorporating individual needs and appropriate instructional grouping, for each student by October 31, 2010.</b></li> <li>• <b>Administration will schedule and provide professional development on specific math programs at each level, for staff utilizing in house school and district trainers and training provided by series publishers – on-going.</b></li> <li>• <b>Teachers will provide daily instruction utilizing appropriate methods &amp; materials matched to student math level – on-going.</b></li> <li>• <b>Administration will monitor daily instruction through formal and informal observations – on-going.</b></li> <li>• <b>Teachers will conduct on-going assessment through weekly data collection – on-going.</b></li> <li>• <b>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.</b></li> <li>• <b>School staff will provide parent training on mathematics programs - ongoing.</b></li> <li>• <b>Teachers will conduct post testing to measure skills – May 2011</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Administration will provide budgetary support utilizing Instructional, NYSTL, Tax Levy Codes 100 &amp; 300 funds for materials, and professional development, Code 400 for food &amp; transportation.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 75% of students will show improvement in math as measured by: ABLLS and/or Brigance Inventories with baseline established by November and measured in March and June 2010.</li> <li>• 75% of staff will participate in professional development, with agendas and sign in sheets reviewed November, March and June.</li> <li>• Weekly professional development sessions will be conducted with various cohorts of staff with agendas and sign in sheets, reviewed November, March and June.</li> <li>• 10% of parents will participate in math workshops with agendas and sign in sheets, on going review.</li> </ul>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be an increase in parents at the intermediate and high school units as evidenced by 5% parent participation in the “Transition Awareness Program,” attending presentations, visiting agencies and participating in an individual conference including their child.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Administrators, Parent Coordinator, Transition Linkage Coordinator School Leadership Team and PTA Executive Board, will plan 2010-2011 “Transition for Parents” activities targeting workshops topics and selecting presenters – September, October 2010.</b></li> <li>• <b>Administrators, Parent Coordinator, Transition Linkage Coordinator School Leadership Team and PTA Executive Board will implement schedule of “Transition for Parents” activities– on-going.</b></li> <li>• <b>Transition Linkage Coordinator will schedule visitations to adult agencies and Bronx Transition Center.</b></li> <li>• <b>School administrator, pertinent school personnel and PC and TLC will attend and/or present at each school event – on-going.</b></li> <li>• <b>Translators will be present at all sessions. Materials will be translated into Spanish – on-going.</b></li> <li>• <b>District 75 Office of Transition will present parent workshop.</b></li> <li>• <b>District 75 Office of Travel Training will present a parent workshop.</b></li> <li>• <b>District 75 Transition Center will present a parent workshop.</b></li> <li>• <b>Monthly calendar and as well as articles on Transition for Students with Autism and related issues will be sent home. Translations sent as appropriate on-going.</b></li> <li>• <b>Events will be conducted both day and evening on Transition.</b></li> <li>• <b>Attendance will be documented.</b></li> <li>• <b>Events will be highlighted in Principal and PC newsletters - on-going.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Administration, Transition Linkage Coordinator, Parent Coordinator and Family Worker will provide individual follow-up as needed – on-going.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Instructional Budget will fund: Presenters – Code 600, Materials - Code100, Food and Transportation – Code 400, and Translation services-per session funds.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>10% of parents will engage in monthly parent engagement activities as evidenced by parent attendance and agendas, reviewed January and June 2010.</b></li> <li>• <b>8 presentations on Transition for parents by June 2010.</b></li> <li>• <b>5% of parents visiting agencies by June 2010.</b></li> <li>• <b>Number of students travel trained based upon District 75 Travel Training availability, reviewed January and June 2010.</b></li> </ul>



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- 100 of students performing 2 songs in a chorus January 2010.
- 40 of students participating in keyboard instruction and playing 2 songs with a band by January 2011
- 40 of students performing 2 songs in a drum line by January 2011.
- 200 of students performing in a school assembly by January 2011.
- 100 students will perform 5 songs in junior or senior chorus by June 2011.
- 40 will participate in keyboard instruction and play 5 songs with a band, by June 2011.
- 40 students will perform 2 songs in a drum line by June 2011.
- 600 students will perform in a school assembly by June 2011.
- 25 students will demonstrate 5 yoga positions by June 2011.
- 40 students will perform ballet and hip hop dance routines by June 2011.



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	3	N/A	N/A		0		
1	17	17	N/A	N/A		2		
2	10	10	N/A	N/A		8		
3	6	6	N/A	N/A		6		
4	6	6	6	6		8		
5	4	4	4	4		6		
6	15	15	15	15		21		
7	11	11	11	11		14		
8	4	4	4	4		8		
9								
10								
11								
12								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Foundations, Meeville to Weeville, Words Their Way, Wilson Reading and Writing Program, Star Reporter, Weekly Reader(adapted), PCI Reading Program, SRA Reading Program, TV Teacher, Handwriting Without Tears, Critical Thinking Series, SMILE, Explode the Code, Quick Reads, Edmark, Dolce list, Adapted Books RAPS, Caught Reading Brain Pop</b></p>	<p><b>K-2 Decoding, encoding &amp; sight word fluency, vocabulary and oral expressive language development comprehension</b>  <b>3-5 Word Study for phonics, phonemic awareness, vocabulary and spelling.</b></p> <p><b>6-8 Sight word fluency, spelling activities, phonics, definitions, poetry, parts of speech, sentence writing, letter writing, creative writing,</b>  <b>K-8 Decoding, encoding &amp; sight word fluency, vocabulary and oral expressive language development comprehension</b>  <b>K-8 Sight word reading</b>  <b>K-8 Decoding, encoding &amp; sight word fluency, vocabulary and oral expressive language development comprehension.</b>  <b>K-5 Handwriting` skills, phonemic awareness</b></p> <p><b>K - 8 Sight word, grammar, word association</b>  <b>K – 2 Decoding, phonemic awareness</b>  <b>K-8 Sight word fluency, Spelling activities, phonics, sight word recognition, definitions, poetry, parts of speech, alphabet order, sentence writing, letter writing, creative writing, and emergent readers</b></p> <p><b>K - HS Sight word reading</b></p> <p><b>HS Comprehension, word endings, vocabulary</b></p> <p><b>3 -8 Computer generated reading and language arts activities, differentiated to individual need.</b></p> <p><b>Size of groups vary – 1:1, 2:1, 3:1</b>  <b>Service provided during the school day</b></p>

<p><b>Mathematics:</b></p> <p><b>Equals, Envisions, Math Steps, Attack Math, Everyday Math, PCI Math, Impact Math, Continental Press Functional Skills,</b></p> <p><b>Menu Math</b></p> <p><b>E-Performance, Acuity Brain Pop</b></p>	<p><b>K – 12 Basic number concepts building fact and operation skills.</b></p> <p><b>K – 8 Basic number concepts building fact and operation skills, time, money, calendar skills, measurement</b></p> <p><b>HS - Functional Math Skills</b></p> <p><b>3 – 8 Computer generated mathematics activities, differentiated to individual need.</b>  <b>3 – 8 Computer based activities in mathematics, differentiated to individual.</b></p> <p><b>Size of groups vary – 1:1, 2:1, 3:1</b>  <b>Service provided during the school day</b></p>
<p><b>Science:</b></p> <p><b>Hard Court,</b></p> <p><b>People Together, McGraw Hill, Foss Kits, Playtime is Science,</b></p> <p><b>Glencoe Science, NY Science McGraw Hill, Weekly Reader</b></p> <p><b>Brain Pop</b></p>	<p><b>K – 5 Provide visual aids (charts) to reinforce text book information, study sheets and practice tests</b></p> <p><b>K – 5 Reviewing current general education science material, vocabulary words, experiments, making predictions</b></p> <p><b>6 – 8 Current general education science material, vocabulary words, experiments, predictions</b></p> <p><b>3 – 8 Computer based activities in science, differentiated to individual needs.</b></p> <p><b>Size of groups vary – 1:1, 2:1, 3:1</b>  <b>Service provided during the school day</b></p>
<p><b>Social Studies:</b></p> <p><b>McGraw Hill Social Studies, New York History and Gov., Hardcourt Social Studies, News 2 You, Maps and Globes, Scotts Foresman Social Studies,</b></p>	<p><b>K – 5 Reviewing current general ed social studies material, vaocabulary words and concepts.</b></p> <p><b>6 – 8 concepts, vocabulary, charts, geography, report writing, using graphic organizers to Help with report writing</b></p>

<b>Houghton Mifflin Social Studies SOS – Social Skills in Our Schools,</b>	<p>Learning set of 27 social rules to assist in appropriate social interactions with peers.</p> <p>Size of groups vary 1:1, 2:1, 3:1 Service provided during the school day.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Coordinates Best Buddies Program with general education students and staff – middle &amp; HS students.</p> <p>Assist in the development of behavior intervention plans for specific students along with teachers, administrators and parents – all ages.</p> <p>Coordinates Girls' Club – all ages.</p> <p>Crisis Intervention with students – all ages.</p>
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s)  K-12  Number of Students to be Served:  35  LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers  3  Other Staff (Specify)  Bilingual paraprofessionals, paraprofessionals, etc.

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

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language

and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S.176X, the largest District 75 School, serves 689 students with Autism Spectrum Disorder, ages 2.9 – 21. Of these students 75 or 11% are classified as English Language Learners. We have 103 classes in 6 community schools. P.S. 176X's bilingual program consists of one self-contained, non-graded, special education class with a ratio of 6 students to 1 teacher and 1 paraprofessional, as mandated for students with autism. The bilingual program is an ungraded, block, homogenous model. 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) (TLAP-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. Twenty-nine (29) entitled ELLs are served in P.S. 176X's Freestanding ESL program. These ELLs are non-graded (special education) and homogeneous. ESL is provided by 2 ESL teachers through a combination of pull-out and push-in models of instruction. The ESL Teachers have the following certification: English to Speakers of Other Languages (K-12). All 35 students in these two programs are in New York State Alternate Assessment and do not participate in standardized testing. The majority of the 689 students in the school also participate in NYSAA, with only 10% students participating in standardized testing.

The ELL program by grade is as follows:

Grade	Numbers of Students	Proficiency Level
K	3 - ESL	Beginner
1	19 - ESL 6 - Bilingual	Beginner Beginner
2	1 - ESL	Beginner
3	1 - ESL	Beginner
4	1 - ESL	Beginner
HS	2 - ESL	Beginner

P.S.176X was recognized by NYS-SED, as one of five schools statewide, having “Effective Programs for Students with Autism Spectrum Disorder.” We share our practices with schools and agencies through visitations. Students participate in high quality, individualized, special education programming with goals and objectives based upon assessment with ongoing monitoring of progress. “State of the art” strategies include: Applied Behavior Analysis, TEACCH, Social Skills in Our Schools, and worksites for students in high school, SMILE Reading Curriculum, the Eden Curriculum, EQUALS Math Program, TV Teacher Handwriting Program and “proloquo2go” augmentative communication using ipods.

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. We collaborated with NYS OMRDD on an intervention program to address serious behavioral issues. Learning through the Arts helps to engage students demonstrating significant cognitive, communicative and social skill delays. Professional development is on-going and comprehensive. "Partnership with Parents" has led to a high level of parent satisfaction evidenced by feedback from surveys. Yale University Child Study Team positively evaluated our programs, practices and interventions.

The aforementioned components are included in the Title III - Supplemental Instructional Program for ELL Students for the 2010-2011 school year.

### **Supplemental Instructional Program**

The PS176X Supplemental Instructional Program is a hands-on, high interest, interactive, learning by doing, arts based literacy program that will take place on 5 Saturdays, for three hours from 10am-1pm, meeting once a month from January through May 2011. The Supplemental Instructional Program is supervised by a PS176X administrator. Three teachers, one of whom has bilingual certification and two special education teachers who have participated in the 10 hour, Jose P. Training and who also speak Spanish will provide services for the students. Three paraprofessionals who speak Spanish will also assist students.

18 ELL students with Autism Spectrum Disorder, in 6:1:1 ratio classes as mandated by their Individualized Educational Plans (IEP) are placed in instructional groups based upon cognitive levels and age. Instruction is differentiated. The highly motivating, active participation nature of the program assists these students in increasing attention and communication skills. Incorporating assistive communication devices, technology, and Mayer Johnson picture symbols along with the afore mentioned ESL methodologies, addresses the needs of these ELL students with Autism Spectrum Disorder and is infused throughout instruction. ELL students were chosen for the program based upon their assignment to either the transitional bilingual program or the freestanding ESL program at the elementary grade level units, along with parent consent for the supplemental program. None of these students participate in standardized assessment. All students participate in NYSAA. Spanish is the language of all participating students. All are at the Beginner Level of English Language Proficiency.

The grades and proficiency levels are as follows:

Grade	Numbers of Students	Proficiency Level
K	3 - ESL	Beginner
1	19 - ESL 6 - Bilingual	Beginner Beginner
2	1 - ESL	Beginner
3	1 - ESL	Beginner
4	1 - ESL	Beginner

Classes participate in activities that reinforce the following ESL and ELA Standards:

- Standard 1. Students will listen, speak, read and write in English for information and understanding.
- Standard 2. Students will listen, speak, read and write in English for literary response, enjoyment and expression.
- Standard 5. Students will demonstrate cross-cultural knowledge and understanding.

Every session includes three periods: Storytelling, Music/Dance/ Movement and Art and Literacy. All student participate in all three activities during each of the 5 sessions.

- Storytelling reinforces Standards 1 and 5. Students practice basic listening, speaking, reading writing skills, incorporating use of augmentative communication devices and Mayer Johnson picture symbols. Stories include poetry and folk tales of various U.S. cultures.
- Music/Dance/Movement reinforces Standards 2 and 5 as students use music/dance/movement as a means of responding to the various stories they hear and read. Students demonstrate familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.
- Literacy through Art activities reinforce Standards 2 and 5 as students use art as a means of responding to the various stories they hear and read. Students demonstrate familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.
- Special activities will include guest storytellers and performers.

The enrichment skills provided by these activities reinforce daily instruction by increasing students' ability to attend to and participate in language activities and increase their skill in using alternate communication devices along with picture symbols.

### Literature

Numerous studies and organizations cite the effectiveness of incorporating the arts in the instruction of ELL students. : As described on their website, "Habla is an educational center and lab school based in Mérida, Yucatán, México, dedicated to fostering school environments that promote the success of all students from multiple cultural backgrounds. For teachers, artists, and school leaders, Habla offers: cultural and language experiences, teacher institutes, and an annual international educational forum." Their annual journal on best practices cites several studies concerning the effectiveness of learning through the arts as a best practice in the instruction of ELL students.

The Educational Alliance at Brown University cites numerous studies on best practices for ELL students. As stated on their website, "One project at the Carson school sponsored an after school "Arts Lab" which allows teachers to work with small groups of students of mixed ages and language abilities while experimenting with learning. The curriculum integrates drama, music, and art with language arts. The project has produced promising results and will be expanded over the next three years thanks to an Annenberg Grant and teaching assistance from a local non-profit arts organization, Whirlwind."

Berriz, B. R. (2002). Connecting classroom and community through the arts and oral narrative. In Z. F. Beykont (Ed.), *The power of culture: Teaching across language difference* (pp. 147-163). Cambridge, MA: Harvard Education Publishing Group. This report was contained in an annotated bibliography that was compiled as part of the OELA/NCELA Roundtable on Teacher Education and Professional Development of ELL Content Teachers. As stated in the review, "The author reports on several ways teachers in three settings are teaching across the cultural and linguistic divide. She first discusses specific strategies used in one teacher's elementary school classroom to integrate academic content, the arts, and oral narrative through the Family Map and the Family Story Quilt. She then discusses her observations of a series of literacy workshops and bookmaking projects involving middle school students with limited formal education and their families, along with innovative efforts that connect classroom learning and community knowledge at the high school level."

Another study from the OELA/NCELA cites the effectiveness of including parents in programs for ELL students. Atunz, B. (2000). When everyone is involved: Parents and communities in school reform. In *Framing effective practice: Topics and issues in educating English language learners*. Washington, DC: National Clearinghouse for Bilingual Education. Retrieved February 20, 2008 from <http://www.ncele.gwu.edu/pubs/tasynthesis/framing/framing.pdf> As stated in the review, "This chapter in the NCELA Technical Assistance Synthesis focuses on the role of parent and community involvement in the education of English language learners. The author addresses the importance of such involvement, barriers to it, and ways to support increased involvement, including several examples and common strategies. The author also provides a case study of the San Francisco Unified School District "

While these studies do not specifically address ELL students who also have autism, our special education teachers can make the adaptations our students require.

### Assessment

All students are pre and post tested with the Brigance or ABLLS-R.

The Supplemental Instructional Program is supervised by a PS176X administrator.

Three teachers, one of whom has bilingual certification and two special education teachers who have participated in the 10 hour, Jose P. Training and who also speak Spanish, along with three paraprofessionals who are bilingual (English/Spanish), will provide the above service for the students.

### **Professional Development**

There will be two professional development sessions for all of the teachers and paraprofessionals participating in the Supplemental Instructional Program. The sessions will be conducted after school for two hours from 3:15 pm to 5:15 pm, one in December 2010 and one in March 2011. The Bilingual Speech Teacher will conduct both sessions. Session One will focus on strategies for teaching ELL students and developing activities for ESL Standards 1,2, and 5 for students with Autism Spectrum Disorder.

**Parent Involvement**

Every Saturday session includes parent involvement. Parent involvement consists of participation in a workshop focused on how to encourage language and communication skills for ELL children with Autism Spectrum Disorder led by a PS176X teacher, followed by a an arts activity, with their child conducted by the guest artist from Young Audiences.

**Section III. Title III Budget**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 7236.30	<u>Saturday Program</u> \$ 939.78 Principal per session – 18 hrs @ 52.21 2694.06 Teacher per session – 3 teachers, 18 hr ea. @49.89 1564.92 Paraprofessional per session – 3 paras, 18 hr ea @ 28.98 211.74 Paid Preparation – 3 teachers, 2hr @ 35.29 155.22 Secretary per session – 6 hrs. @ 25.87 \$ 5565.72  <u>Professional Development</u> \$ 299.34 Teacher per session – 3 teachers, 2 hr ea @ 49.89 173.88 Paraprofessional per session – 3 paras, 2 hr ea @ 28.98 299.34 Presenter teacher per session – 6 hrs @ 49.89 \$ 772.56  <u>Parent Involvement</u> \$ 898.02 Presenter teacher per session – 18 hrs @ 49.98  All rates include fringe benefits.
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$ 2340.00	Young Audiences : \$ 390 Stories and Music of the World 390 Ballet Mexicana 390 Danza Espana 390 Bolero

		390 Flamenco Latino			
		390 Los Planeros de la 21			
		<u>\$2340 Total</u>			
<b>Supplies and materials</b>	\$ 1178.77		<b>unit</b>		
- Must be supplemental.		<b>Item</b>	<b>price</b>	<b>amount</b>	<b>cost</b>
- Additional curricula, instructional materials. Must be clearly listed.		crayons, large	22.95	2	45.90
		people colors	7.95	3	23.85
		pencils	7.95	3	23.85
		Confette glue	16.95	3	50.85
		Glue sticks	4.95	2	9.90
		Glue tubes	12.95	1	12.95
		marker	2.29	3	6.87
		Collage boards	7.95	2	15.90
		Superbright tagboard	8.95	2	17.90
		white tagboard	4.95	3	14.85
		Collage box	59.95	1	59.95
		Bilingual photo lib.	49.95	3	149.85
		Sp/Eng library	99	1	99.00
		Dr. Seuss Sp lib	44.95	1	44.95
		Sp/eng Board Bk	54.95	1	54.95
		Vocab wd rings	29.95	3	89.85
		World Inst	89.95	1	89.95
		Eng/Sp songs	59.95	1	59.95
		Sp wd bank	59.95	3	179.85
		Sp/Eng puzzles	29.95	3	89.85
		paper gr 1	4.95	3	14.85
		tempra painers	10.95	3	32.85
		Roll on painters	19.95	3	59.85
		Wrist/ankle bells	29.95	1	29.95
				<b>Total</b>	<b>1178.77</b>
<b>Equipment</b>	\$ 1380.00		<b>unit</b>		
		<b>Item</b>	<b>price</b>	<b>amount</b>	<b>cost</b>
		cd			
		player	189.00	3	567.00
		Cheap Talk 8	157.00	3	471.00
		Big Mac	114.00	3	342.00
					<b>1380.00</b>

<b>Travel - MetroCards for students and parents</b>	\$ 864.00	\$ 432.00 Metrocards for 18 students for 6 sessions @ \$4.00 round trip <u>432.0</u> Metrocards for 18 parents for 6 sessions @ \$4.00 round trip \$ 864.00 Total
<b>Other – food</b>	\$ 2000.04	\$ 333.34 Each session for 18 students and 18 parents.
<b>TOTAL</b>	\$ 1499.11	

### 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**

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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.

Parent orientation sessions for newly enrolled students take place in the spring, prior to enrollment, and in the fall, and are open to all parents, including parents of newly enrolled ELL students. Various educational topics are discussed, materials are distributed to parents, and instruction is provided to allow parents to apply the materials received and the skills acquired in their home setting. Topics scaffold one upon the next in order to provide building blocks for parents to assist their child to access, acquire and utilize the life skills required to foster independence. P.S. 176X also offers parents of ELLs this information in the home's dominant language. Also, parents are linked to private agencies to provide support as needed by the Parent Coordinator and the bilingual Family Worker.

Parents are also 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.

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 54 families that are non-English speaking. The major finding of our written translation and oral interpretation needs is that the dominant native language of our parents is Spanish. Findings are reported to the school community through faculty meetings, the school leadership team meetings, and parent meetings. On a case-by-case basis, written translation services were provided in-house by the bilingual and/or ESL teacher and the bilingual speech teacher. Oral translation services were provided by in-house teachers, paraprofessionals, family workers and school aides on an as-needed, case-by-case basis.

## **Part B: Strategies and Activities**

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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**

**N/A**

*All Title I schools must complete this appendix.*

**Directions:**

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

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

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.



**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**N/A**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURR schools must complete this appendix.*

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

**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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

### **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).

There are 2 PS176x 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 your 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 on-site tutoring. District 75 students are eligible to attend any programs run through the STH units at the ISC.

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

**N/A**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. X176						
<b>District:</b>	75	<b>DBN:</b>	75X176	<b>School</b>		307500012176	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	23	22	23				NR
Kindergarten	45	6	6				
Grade 1	49	7	13				
Grade 2	52	0	6				
Grade 3	12	6	6				
Grade 4	7	6	6				
Grade 5	8	11	5				
Grade 6	3	7	12				
Grade 7	3	6	7				
Grade 8	4	3	4				
Grade 9	1	0	0				
Grade 10	0	1	0				
Grade 11	0	0	0				
Grade 12	45	0	0				
Ungraded	302	582	600				
<b>Total</b>	<b>554</b>	<b>657</b>	<b>688</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		95.3	93.9

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	69.6	0.0	NA

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	4	5

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	531	635	0	Principal Suspensions	0	0	2
# in Collaborative Team Teaching (CTT) Classes	23	22	22	Superintendent Suspensions	0	0	1
Number all others	0	0	659				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	5	TBD	Number of Teachers	129	139	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	101	110	0
# receiving ESL services only	0	28	TBD				
# ELLs with IEPs	6	68	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	76	73	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	20	27	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	72.1	66.9	0.0
				% more than 5 years teaching anywhere	53.5	54.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	86.0	0.0
American Indian or Alaska Native	1.1	0.9	0.9	% core classes taught by "highly qualified" teachers	94.1	97.1	0.0
Black or African American	44.4	43.2	42.9				
Hispanic or Latino	45.5	45.8	45.6				
Asian or Native Hawaiian/Other Pacific	2.9	3.3	2.9				
White	6.1	6.7	7.7				
<b>Male</b>	83.8	84.9	86.5				
<b>Female</b>	16.2	15.1	13.5				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Network 2</b>	District <b>75</b>	School Number <b>176</b>	School Name <b>P.S. 176X</b>
Principal <b>Rima Ritholtz</b>		Assistant Principal <b>Erica Faccilonga</b>	
Coach <b>Dan Capozzi</b>		Coach	
Teacher/Subject Area <b>Maria Proietti/ESL Teacher</b>		Guidance Counselor	
Teacher/Subject Area <b>Hae Ran Song/ESL Teacher</b>		Parent <b>Alejandra Alvarez</b>	
Teacher/Subject Area <b>Carmen Andino/Bilingual Teach.</b>		Parent Coordinator <b>Dawn Harney</b>	
Related Service Provider <b>Franklin Hernandez/Bilngl Spch</b>		Other	
Network Leader <b>Stephanie McCaskill</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>688</b>	Total Number of ELLs	<b>76</b>	ELLs as Share of Total Student Population (%)	<b>11.05%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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 by one or more of P.S. 176X's certified ESL teachers: Maria Proietti or Hae Ran Song. The ESL Teachers have the following certification: English to Speakers of Other Languages (K-12). 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. Students who speak Spanish and were not successful in the English LAB-R will take the Spanish LAB-R. This test will be administered by Carmen Andino who speaks Spanish and 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) (TLAP-Spanish) Permanent; New York City Public Schools License: Bilingual Teacher of Special Education (Spanish) in Day Schools – Conditional. The ESL and Bilingual teachers conduct the annual NYSESLAT testing. They review the results and make the appropriate instructional modifications based upon student performance. Testing indicates that the majority of students are making steady progress. The CSE/school must determine if any learning 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.

Options for Special Education ELLs (i.e., three program choices: Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL; 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 on an as needed basis, to inform them of the different ELL programs that are currently available: TBE and ESL. In these orientations, parents or guardians have the opportunity to receive materials about ELL programs in their native languages and to ask questions about ELL services (with assistance from a translator and/or DOE translation services, as needed). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form which indicate the program requested for the student. After reviewing the Parent Survey and Program Selection along with the LAB-R and NYSESLAT testing data and the student's IEP forms from the previous few years, students are placed in an appropriate ELL program. P.S. 176X ELL program features both freestanding ESL and a transitional bilingual education program which directly align with parental requests. Parent workshops are scheduled throughout the year to keep parents informed and to discuss student progress. Family Worker, Maritza Febres, who is bilingual, along with Parent Coordinator, Dawn Harney conduct outreach to parents of ELL's on an as needed basis. Written notices are sent to parents in their native language.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	76
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	6		6								6
ESL	63		63	5	1	5	2	2	2		70
<b>Total</b>	<b>69</b>	<b>0</b>	<b>69</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>76</b>

Number of ELLs in a TBE program who are in alternate placement: 8

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>							

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	21	3	3	1		6	5	1	1	3	2	11	60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2		1						1				4
Haitian														0
French		1												1
Korean		1												1
Punjabi														0
Polish														0
Albanian														0
Other		2		1	1									4
<b>TOTAL</b>	<b>3</b>	<b>27</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>11</b>	<b>70</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Bilingual Program: P.S. 176X's bilingual program consists of one self-contained special education class with a ratio of 6 students to 1 teacher and 1 paraprofessional, as mandated for students with autism, all of whom are in New York State Alternate Assessment and do not participate in standardized testing. This bilingual program is an ungraded, block, homogenous model. 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
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NLA	360		
ESL		360	
Math, Science, Art, Music, APE, ADL, Literacy		360	120
Total	720	480	

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

**English as a Second Language:** All students in the bilingual class are at the beginning level and receive 360 minutes of ESL per week, as required by the Language Allocation Policy (see chart above). The Bilingual Teacher provides this instruction to the 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 and Alternate Grade Level 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 using different instructional approaches per students' IEPs. Instruction is differentiated through individualized goals and objectives specified on the IEP along with providing students with 1:1 instruction, targeting specific skills, and small group instruction with students with similar needs working together.

**Native Language Arts:** All students in the bilingual class are at the beginning level and receive 360 minutes per week of Native Language Arts (NLA), this is more than the required 180 NLA instruction, following the tenets of Balanced Literacy, 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 Foresman 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 including Smart Boards and Augmentative Communication Devices. All instruction is embedded in a TEACCH format (Treatment and Education of Autistic and Communicatively handicapped CHildren – 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.

**ESL Program:** Thirty (30) entitled ELLs are served in P.S. 176X's Freestanding ESL program. ESL is provided by 2 ESL teachers through a combination of pull-out and push-in models of instruction. These ELLs are ungraded (special education) and homogeneous. The ESL teachers have the following certifications: English to Speakers of Other Languages (K-12).

**ESL Instruction:** ELLs receive the number of units of ESL required by CR Part 154 (e.g., 360 minutes per week for beginner and intermediate level LEPs, grades K-8). 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. Instruction is differentiated through whole group instruction, heterogeneous small group cooperative work and individual instruction based upon assessment and IEP goals and objectives.

**Content Area Instruction:** For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by an ESL teacher with Special Education training. 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 and Alternate Grade Level Performance Indicators for students with severe disabilities (NYSAA - AGLI's). 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 includes listening, speaking, reading and writing and is supported by multicultural library books, the use of technology, and the adaptation of literacy materials following NYSAA standards to meet the needs of students with severe disabilities. Remedial Reading Programs include: Edmark, Meeville to Weville, Bold Print, Caught Reading, SRA, Star Reporter.

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 ELLs, including those adapted by teachers to meet the needs of students with severe disabilities.

Math: Math instruction for ELLs follows NYSAA standards for students with severe disabilities and utilizes a variety of Math programs: Equals, Envisions, Everyday Math, Attack Math. Students are matched to Math program based upon assessment. A hands on, multisensory, learning by doing using manipulatives approach, supported by technology including the Smart Board is utilized.

Science: Science instruction for ELLs follows NYSAA standards for students with severe disabilities and utilizes the following Science programs: Playtime as Science, Foss Science and functional science based Activities for Daily Living (i.e. identifying weather conditions to know how to dress, identifying temperatures for cooking, etc.).

Social Studies instruction for ELLs follows NYSAA standards for students with severe disabilities and utilized the Social Skills in Our Schools program, along with News 2 You and Weekly Reader for current events.

Students with Interrupted Formal Education (SIFE):

At the present time, P.S. 176X has three (3) SIFE students. The students are provided with the following services:

- Students participate in Academic Intervention Services (AIS) in small groups and/or on a 1:1 basis, dependent upon individual needs.

Service Provided to Newcomers:

Newcomer ESL student's IEP's are reviewed, appropriate placements are made, and related and support services are 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 sixty-nine (69) 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, Ramapo for Children and Buddy System.

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. Currently, the five (5) ELLs

receiving service from 4 to 6 years at P.S. 176X are X-Coded.

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

- 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.

**Plan for Long-Term ELLs:**

At the present time, P.S. 176X has two (2) Long-Term ELLs (i.e., completed 6 years). Long-term ESL students are served according to their IEP mandates and NYSESLAT scores. Students that require an alternate placement paraprofessional have their needs met by the school. The paraprofessional serves the student according to his/her IEP. Students receive mandated related services. Students also participate in the following instructional activities: integrated curriculum activities/lessons; instructional technology and extended day tutoring. Furthermore, on-going instructional intervention is scheduled to help students achieve improvement in Language Proficiency through ability grouping, one-to-one tutoring, and the use of specialized materials. Assessment is obtained through ECLAS-2, Standardized Testing, Brigrance Inventories and informal teacher observation. This data is necessary in designing lessons that meet specific areas of need.

**Longstanding Plan for ELLs:**

ELLs who have achieved proficiency in English would transition into monolingual classes, with the transitional support listed above. When needed, former ELLs are given the opportunity to continue attending programs for ELLs during and after school. Tutorial support programs for one to two years after exiting can be offered to students during this transition period. Also mainstream teachers are notified and work with ESL and Bilingual teachers to provide additional support if needed. 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 aforementioned methodologies.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.





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. As previously mentioned Math, Science and Social Studies instruction follows the New York State Alternate Assessment - Alternate Performance Grade Level Indicators for students with severe developmental disabilities. Aforementioned methods and materials along with differentiated instructional approaches assist students in demonstrating competency on targeted IEP goals and objectives.

#### Continuing Transitional Support:

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. Currently, P.S. 176X has one (1) such ELL who is currently receiving continuing transitional support [ and, who has not been counted in any of the calculations in this LAP Submission Form].

#### Instructional Materials and Native Language Support:

As stated previously, P.S. 176X's ELLs are supported through the use of software and multimedia, which further 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 ELLs, including those adapted by teachers to meet the needs of students with severe disabilities. There are also bilingual paraprofessionals at P.S. 176X providing additional support.

In P.S. 176X's bilingual class, 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 Foresman 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 (Treatment and Education of Autistic and Communicatively handicapped CHildren – 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 Pais, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.

All support and resources appropriately correspond to the ELLs' ages and grade levels and are adapted to the particular ELL's learning disability (e.g., creation of adapted Boardmaker books, etc.).

#### Assistance of Newly Enrolled ELLs:

Student's IEP's are reviewed and appropriate placements are made, and related and support services are 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. There are also many bilingual paraprofessionals within the school providing additional support. They can assist in getting important information to the student in addition to answering their questions.

#### Extracurricular:

P.S. 176X offers 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.

This year we are initiating a Saturday program with Title III funds. The PS176X Supplemental Instructional Program is a hands-on, high interest, interactive, learning by doing, arts based literacy program that will take place on 10 Saturdays, for three hours from 10am-1pm, meeting twice a month from February through June 2011. The Supplemental Instructional Program is supervised by a PS176X administrator. Three teachers all of whom have Bilingual or ESL certification will provide services for the students. Three paraprofessionals who speak Spanish will also assist students.

18 ELL students with Autism Spectrum Disorder, in 6:1:1 ratio classes as mandated by their Individualized Educational Plans (IEP) are placed in instructional groups based upon cognitive levels and age. Instruction is differentiated. The highly motivating, active participation nature of the program assists these students in increasing attention and communication skills. Incorporating assistive communication devices, technology, and Mayer Johnson picture symbols along with the aforementioned ESL methodologies, addresses the needs of these ELL students with Autism Spectrum Disorder and is infused throughout instruction. ELL students were chosen for the program based upon their assignment to either the transitional bilingual program or the freestanding ESL program at the elementary grade level units, along with parent consent for the supplemental program. None of these students participate in standardized assessment. All students participate in NYSAA. Spanish is the language of all participating students. All are at the Beginner Level of English Language Proficiency.

Support services provided to LEP students:

Each of P.S. 176X's sites 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.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

During the 2010-2011 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, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries, family worker and parent coordinator serving ELLs will also be supported through Coaching services provided by the school's instructional coach and curriculum support teachers, which also focus on topics such as transitioning from elementary to middle and/or middle to high school. In addition, P.S. 176X encourages the attendance of aforementioned staff at district, city, and state wide conferences focusing on the education of ELLs. Furthermore, 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. 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.

Bilingual and monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by the ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Bilingual and monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology, content areas, and Jose P. ESL Training.

### E. Parental Involvement

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

Parent orientation sessions for newly enrolled students take place in the spring, prior to enrollment, and in the fall, and are open to all parents, including parents of newly enrolled ELL students. Various educational topics are discussed, materials are distributed to parents, and instruction is provided to allow parents to apply the materials received and the skills acquired in their home setting. Topics scaffold one upon the next in order to provide building blocks for parents to assist their child to access, acquire and utilize the life skills required to foster independence. P.S. 176X also offers parents of ELLs this information in the home's dominant language. Also, parents are linked to private agencies to provide support as needed by the Parent Coordinator and the bilingual Family Worker.

Parents are also 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.

Review of student attendance at weekly school attendance meetings with follow up by the attendance teacher, the parent coordinator, family worker and school administration to ensure good school attendance and provide appropriate support in both native language and English.

Linkages to outside agencies for medical, recreational, and/or case management are facilitated by the school through the Parent Coordinator, PTA and Family Worker. Agencies include: AHRC, YAI, Bx. Lebonon Hospital, Rose Kennedy Center, YMCA, Ramapo for Children.

The Principal conducts an annual Parent Survey to determine needs. Monthly workshops, support group and classroom based activities provide parents with opportunities to ask questions and raise any concerns.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		3	2	1	1		3	3		1	2	1	3	20
Intermediate(I)		1	1		1									3
Advanced (A)														0

Total	0	4	3	1	2	0	3	3	0	1	2	1	3	23
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B		1					1				1	1	1
	I		2	2		1		1	2		1	1		2
	A		1			1			1					
	P			1	1	1		1						
READING / WRITING	B		3	2	1	1		3	3		1	2	1	3
	I			1		1								
	A		1											
	P					1								

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	1	15	18

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0		1		3		14		18

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	0		2		0		6		8

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		0		1		9		10

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								

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

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

The previous charts list the details by grade for this data. However, many students were unable to complete the NYSESLAT exam with the following codes on the Exam History Report from ATS: “INV,” “OTH”, 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.

Nevertheless, as the charts above demonstrate, there have been advances at P.S. 176X across all four modalities, with students even scoring “Advanced” and “Proficient” in Listening, Speaking, Reading, and Writing. For example, four students achieved English proficiency in the areas of Listening and Speaking, while one student achieved proficiency in the areas of Reading and Writing. Moreover, three students achieved the “Advanced” English proficiency level in the areas of Listening and Speaking, while one student achieved “Advanced” in Reading and Writing. Additionally, twelve students achieved the “Intermediate” English proficiency level in the areas of Listening and Speaking. All ELL students' receptive and expressive levels seem to be consistent in both English and their Native Language. The majority of students participating in NYSAA scored at level 4: ELA - 15 of 18 students, Math - 14 of 18 students, Science - 6 of 8 students and Social Studies - 9 of 10 students. 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 ELL population, we examined 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 consulting with teachers, related service providers and parents, instruction was targeted towards increasing independence and students' funds of knowledge in personal and community domains.

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 ABLLS 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).

### Additional Information

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

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		