



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P10X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X010

PRINCIPAL: BARBARA HANSON **EMAIL:** BHANSON1@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barbara Hanson	*Principal or Designee	
Maureen Brady	*UFT Chapter Leader	
Andrea Daniels	*PA President /Parent	
Nancy Maurer	Chairperson/Paraprofessional	
Elissa O’Brien	Financial Liaison/Assistant Principal	
Christina Muniz	Staff/Teacher	
Donell Ford	Staff/Teacher	
Xiomara Carvajal Nunez	Staff/Teacher	
Maura Haggerty	Staff/Teacher	
Chenay Maxwell Johnson	Staff/Paraprofessional	
Tracey Krawchuk	Staff/Teacher	
Anita Kong	Parent	
Priscilla Rodriguez	Parent	
Tamika Codington	Parent	
Nina DeNardo	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, there will be an increase in student achievement in ELA for targeted students in grades 4 through 7, who did not meet criteria for proficiency as demonstrated by a mean scale score growth of 5% as on the NYS ELA exam, predictive assessments or periodic assessments.

Comprehensive needs assessment

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

Upon review of the last 5 years of ELA state test data, the percent of P10X standardized students at level one has decreased while the percent of student achieving level two or higher has increased. In 2006, 61 percent of standardized students in grades 3-8 were on level one. In 2011 that number dropped to 57 percent. Conversely, in 2006, 37 percent of standardized students achieved a level two or higher in ELA state tests. By 2011 the percent of students achieving level two or higher increased to 43 percent.

Based on the data, P10X constituencies conclude that we need to accelerate student growth as evidenced by further decreases in students at level one and hastened increase in the number of standardized students achieving level two or higher.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

P10X will accelerate student growth by carefully monitoring ELA standardized student achievement at baseline and periodically throughout the school year: Staff will meet regularly and receive ongoing PD:

- Use of Scantron (October, January, and April) to target skill deficit areas
- Instructional focus will be adjusted based on subtopic data from Scantron.
- ELA curriculum assessments and use of ELA intervention assessments (ongoing)
- Continued use of Foundations (ongoing throughout the year) which provides intervention strategies for phonological/phonemic awareness, phonics and spelling
- Implementation of Treasures and Ramp-up curriculum (September through June) to enhance reading comprehension skills.
- Teachers meet twice weekly during common preps to review student testing data, individual student work samples, and best practices. In addition, teachers will

be provided Professional Development at a variety of venues and meeting monthly in Professional Learning Communities (PLC) that concentrate on sharing and expanding effective research- based instructional strategies. Topics include: “What good readers are thinking,” Informing instruction based on Scantron data, curriculum mapping, “Making Meaning from Reading Passages,” and “Effective Teacher Follow- up Questions,” “Common Core Learning Standards,” among others.

- The Professional Learning Communities (PLC) will monitor student sub-populations such as English Language Learners, African American and Hispanic males, among other at risk groups.
- All students will participate in ELA culminating tasks that will be presented and evaluated using rubrics based on Common Core Learning Standards at the annual P10X Literacy Fair.
- New teachers receive mentoring.
- District and School based coaches assist teachers throughout P10X.
- The school based coach and assistant principals facilitate the monthly learning communities.
- Assistant Principals and Unit Teachers arrange schedules for common preps.
- Smart Boards have been secured through grants awarded, to integrate interactive technology throughout instruction. Ongoing training in using Smart Boards during instruction is offered to staff throughout the school year.
- P10X administration also provided teachers with a timeline of topics to address during their twice weekly common preps. The timeline includes collecting baseline data at the beginning of the year (September through October) reviewing ongoing growth during the school year and final results at the end of the school year (June).
- Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback
- New Teacher School-Based Professional Development workshops (once a month)
- Inter-visitations (Ongoing)
- Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of ELA assessments to inform instruction. (Ongoing throughout the year).
- Parental notification of student progress and achievement through the “Engrade” system (4 times a year)

Indicators of Interim Progress:

- **Scantron assessment results in ELA (October : 1.5% increase; January: 3% increase; April: 5% increase)**
- **Predictive assessment results in ELA (January: 3% increase)**
- **Student Action Plans in the area of ELA**
- **QRI-4 results (5% increase by May administration)**
- **NYS ELA results (May: 5% increase)**
- **Teacher review of student action plans and data during Cohort Meetings**
- **Teacher-student conferencing**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);

- Supporting or hosting Family Day events; (Literacy fair, Science Fair, Fall Ball; Carnival)
- Establishing a Parent Resource Center/Area; instructional materials for parents;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; (Engrade, daily conduct sheets, communication notebooks)
- Distributing a school newsletter designed to keep parents informed about school activities and student progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Teachers are provided an extensive variety of PD throughout the year, on both the school and district based levels, based on needs assessment.**
- **New teachers are provided inter-visitation opportunities throughout the school year to observe best practices.**
- **Teachers participate in twice weekly common prep meetings to share best practices, view student work and adjust instruction**
- **New teachers participate monthly in the P10X "New Teacher Institute."**
- **Administration facilitates pre-observation meetings, formal observations and post observation conferences to monitor instructional practices.**
- **Administration conducts informal classroom walkthroughs and provides feedback to staff.**
- **All new teachers are mentored**
- **Administration reviews all teachers' annual professional teaching goals.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Positive Behavior Support program to help students decrease behaviors that interfere with learning and increase coping skills
 - Using an Anti-Bullying Curriculum with students to help improve school safety and to create a safe learning environment.
 - P10X Parent Curriculum Day – Holding an annual Parent Curriculum Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.
 - P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.
 - Marquis Studios – an Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.
 - P.O.T.S.- A donation drive for the homeless, whereby students collect, sort and package items and then deliver them to food pantries.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **School-Based Professional Development for staff in 8:1:1 and 12:1:1 standardized classes using Tax Levy Funds**
- **School -Based ELA Committee**
- **Interclass Visitations**
- **Cohort Meetings**
- **Classroom staff Team Meetings**
- **Budgetary support through Tax Levy and NYSTL Funding for materials and Professional Development**

- Classroom, Content Area, Cluster, and AIS Teachers; Paraprofessionals
- Speech Teachers
- School-Based Mentor
- School Based Coach
- School Administrators

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, there will be an increase in student achievement in mathematics for targeted students in grades 4 through 7, who did not meet proficient criteria, as demonstrated by a mean scale score growth of 5 % on NYS Math exam, predictive assessments or periodic assessments

Comprehensive needs assessment

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

Upon review of the last 5 years of mathematics state test data, the percent of P10X standardized students at level one has decreased significantly while the percent of student achieving level two or higher has increased appreciably. In 2006, 69 percent of standardized students in grades 3-8 performed on level one in mathematics. In 2011 that number dropped to 33 percent. Conversely, In 2006, 30 percent of standardized students achieved a level two or higher on the mathematics state tests. By 2011 the percent of students achieving level two or higher increased to 67 percent.

Based on the data, P10X constituencies conclude that we need to continue student growth in mathematics as evidenced by further decreases in students at level one, and continue to increase the number of standardized students achieving level two or higher on state mathematics tests.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

P10X will continue student growth in mathematics by carefully monitoring the standardized student achievement at baseline and

periodically throughout the school year: Staff will meet regularly and receive ongoing PD:

- Use of Scantron (November, February, March) to target deficit skill areas.
- Instructional focus will be adjusted based on subtopic data from Scantron.
- Math curriculum assessments (ongoing)
- Implementation of Everyday Math and Impact Math curriculum (September through June).
- Teachers meet twice weekly during common preps to review student testing data, individual student work samples, and best practices. In addition, teachers will be provided Professional Development at a variety of venues and meeting monthly in PLC's that concentrate on sharing and expanding effective research-based instructional strategies. Topics include: "Informing instruction based on Scantron data, curriculum mapping, "Effective Teacher Follow-up Questions," "Common Core Learning Standards," among others.
- The PLC's will monitor student sub-populations such as English Language Learners, African American and Hispanic males, among other at risk groups.
- All students will participate in Mathematics culminating tasks that will be presented and evaluated using rubrics based on Common Core Learning Standards at the annual P10X Science Fair.
- New teachers receive mentoring.
- District and School based coaches assist teachers throughout P10X.
- The school based coach and assistant principals facilitate the monthly learning communities.
- Assistant Principals and Unit Teachers arrange schedules for common preps.
- **Interactive Smart Board lessons to increase student engagement**
- Smart Boards have been secured through grants awarded, to integrate interactive technology throughout instruction. Ongoing training in using Smart Boards during instruction is offered to staff throughout the school year.
- P10X administration also provided teachers with a timeline of topics to address during their twice weekly common preps. The timeline includes collecting baseline data at the beginning of the year, (September through October) reviewing ongoing growth during the school year and final results at the end of the school year (June).
- Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback
- New Teacher School-Based Professional Development workshops (once a month)
- Inter-visitations (Ongoing)
- Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of math assessments to inform instruction. (Ongoing throughout the year).
- Parental notification of student progress and achievement through the "Engrade" system (4 times a year)

Indicators of Interim Progress:

- **Scantron assessment results in mathematics (October : 1.5% increase; January: 3% increase; March: 5% increase)**
- **Predictive assessment results in Mathematics (January: 3% increase)**
- **Student Action Plans in the area of Mathematics**
- **Everday Math and Impact math quizzes (5% increase by May administration)**
- **NYS Math results (April: 5% increase)**
- **Teacher review of student action plans and data during Cohort Meetings**
- **Teacher-student conferencing**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.**
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- Supporting or hosting Family Day events; **(Fall Ball; Carnival)**
- Establishing a Parent Resource Center/Area; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; **(Engrade, daily conduct sheets, communication notebooks)**
- Distributing a school newsletter designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Teachers are provided an extensive variety of PD throughout the year, on both the school and district based levels, based on needs assessment.**
- **New teachers are provided inter-visitation opportunities throughout the school year to observe best practices.**
- **Teachers participate in twice weekly common prep meetings to share best practices, view student work and adjust instruction**
- **New teachers participate monthly in the P10X "New Teacher Institute."**
- **Administration facilitates pre-observation meetings, formal observations and post observation conferences to monitor instructional practices.**
- **Administration conducts informal classroom walkthroughs and provides feedback to staff.**
- **All new teachers are mentored**
- **Administration reviews all teachers' annual professional teaching goals.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Positive Behavior Support program to help students decrease behaviors that interfere with learning and increase coping skills
 - Using an Anti-Bullying Curriculum with students to help improve school safety and to create a safe learning environment.
 - P10X Parent Curriculum Day – Holding an annual Parent Curriculum Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.
 - P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.
 - Marquis Studios – an Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.
 - P.O.T.S.- A donation drive for the homeless, whereby students collect, sort and package items and then deliver them to food pantries.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **School-Based Professional Development for staff in 8:1:1 and 12:1:1 standardized classes using Tax Levy Funds**
- **School -Based Science/Math Committee**
- **Interclass Visitations**
- **Cohort Meetings**
- **Classroom staff Team Meetings**
- **Budgetary support through Tax Levy and NYSTL Funding for materials and Professional Development**
- **Classroom, Content Area, Cluster, and AIS Teachers; Paraprofessionals**
- **Speech Teachers**
- **School-Based Mentor**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, targeted students in the 6:1:1 ratio will increase appropriate social interaction with their peers, as evidenced by a 10% increase in communication skills as profiled in speech/ language formal and informal assessments.

Comprehensive needs assessment

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

Based on a needs assessment from the Communication Committee, it was found that students in the 6:1:1 ratio lack the appropriate social skills needed to interact within the community. During the Chapter 683 program, when students were brought into the community it was found that students lacked the appropriate social behaviors /etiquette needed for daily social interactions. The performance of the students will be assessed by aligning formal/informal speech assessments to the ELA Common Core Learning Standards grades K-5 for Speaking and Listening and Language.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Targeted students in 6:1:1 will be assessed by teachers using the ABLLS and informal speech assessments(September/Octoberand May)**
- **Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback**
- **Monthly Team Meetings for classroom staff to discuss student progress**
- **Monthly Professional Learning Community (PLC) meetings for teachers of 6:1:1 students to discuss student assessments and communication programs (ongoing thru the year).**
- **School-based and District-based Professional Development workshops (Ongoing thru the year)**
- **Speech teachers provide training to classroom staff on individual communication systems.**
- **Speech teachers collaborate with classroom teachers on Student Action Plans (Ongoing thru the year)**
- **Speech teachers push-in for related services (Ongoing thru the year)**
- **Communication Committee meetings (Monthly)**
- **Support from District Autism Coach (Oct thru June)**

- **Provide Parent Training on providing ‘social interactions’ for students**

Indicators of Interim Progress:

- **ABLLS assessments completed for 6:1:1 students in grades K-5**
- **Speech teachers attend monthly Communication Meetings (agendas and sign-in sheets)**
- **Improved outcomes from Communication Assessments**
- **5% increase on the number of skills obtained in selected sections on the ABLLS**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide parent workshops on communication/social interactions for students
 - Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
 - Supporting or hosting Family Day events; (Fall Ball; Carnival)
 - Parent Coordinator has a Parent Resource Center/Area with valuable information regarding community resources.
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
 - Distributing a school newsletter designed to keep parents informed about school activities and student progress. This is also published on the school website.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Teachers are provided an extensive variety of PD throughout the year, on both the school and district based levels, based on needs assessment.**
 - **New teachers and Speech Teachers are provided inter-visitation opportunities throughout the school year to observe best practices.**
 - **School-Based Coaches provide instructional feedback regarding best practices and methodologies used within our school.**
 - **Teachers participate in twice weekly common prep meetings to share best practices, view student work and adjust instruction.**
 - **Administration facilitates pre-observation meetings, formal observations and post observation conferences to monitor instructional practices.**
 - **Administration conducts informal classroom walkthroughs and provides feedback to staff.**
 - **All new teachers and speech teachers are mentored**
 - **Administration reviews all teachers’ annual professional teaching goals.**

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Get Ready to Learn –This program helps students to self-regulate which increases on task behavior.
- **P10X Parent Curriculum Day** – Holding an annual Parent Curriculum Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.
- **P10X Fall Ball** – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff,

other families, and community agencies.

- **Marquis Studios** – An Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.
- **Carbone Clinic** – A consultant from the Carbone clinic works with staff to increase teacher effectiveness for improved student outcomes.
- **P.O.T.S.-** A donation drive for the homeless, whereby students collect, sort and package items and then deliver them to food pantries.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **School -Based Professional Development**
 - **District Professional Development**
 - **Interclass Visitations**
 - **Team Meetings**
 - **Budgetary support through Tax Levy Funding for materials, ACD, and Professional Development**
 - **Classroom and Cluster Teachers; Paraprofessionals**
 - **Related Service Providers**
 - **School-Based Mentor**
 - **School Based Coach**
 - **School Administrators**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, targeted students in 12:1:4 ratio (multiple handicapping conditions) will increase their pragmatic skills by improving joint attention, pretend play, and associated play as evidenced by a 10 % improvement in pragmatic skills profiled in speech/language formal and informal assessments.

Comprehensive needs assessment

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

Based on a needs assessment from the Communication Committee and classroom teachers, it was found that students in the 12:1:4 ratio had difficulties with beginning conversations, spontaneous communication, practice turn-taking, focusing on group activities (i.e. games), and lacking the essential social skills needed to initiate friendships. During the Chapter 683 program, when students were brought together for class activities and group speech sessions, it was found that they lacked these skills needed for daily interaction and communication. The performance of the students will be assessed by aligning formal/informal speech assessments to the ELA Common Core Learning Standards in grades K-5 for Speaking and Listening and Language.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Targeted 12:1:4 students will be given a communication assessment to determine his/her individualized level of functioning within the pragmatic area by November 2011.**
- **Use of an individualized sensory program to help self-regulate students.**
- **Monthly PLC meetings for teachers of 12:1:4 students to discuss student assessments and communication programs (ongoing through the year).**
- **School-based and District-based Professional Development workshops.**
- **Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback**
- **Teacher Inter-visitations**
- **Speech teachers provide training to classroom staff on individual communication systems.**

- **Speech teachers collaborate with classroom teachers on Student Action Plans (Ongoing thru the year)**
- **Speech teachers push-in for related services (Ongoing thru the year)**
Classroom teachers will collaborate with speech teachers on individualized student communication systems.
- **Communication and Sensory Committee meetings (Monthly)**
- **School staff will set up parent training on the use of communication and pragmatic skills.**

Indicators of Interim Progress:

- **Communication assessments completed for all students by speech teachers**
- **Teachers and speech teachers attend PLC meetings (agendas and sign-in sheets)**
- **Improved outcomes from Communication Assessments**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Communication Workshops focused on pragmatic skills.
 - Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
 - Supporting or hosting Family Day events; (Fall Ball; Carnival)
 - Parent Coordinator has a Parent Resource Center/Area with valuable information regarding community resources.
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - Distributing a school newsletter designed to keep parents informed about school activities and student progress. This is also published on the school website.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Teachers are provided an extensive variety of PD throughout the year, on both the school and district based levels, based on needs assessment.**
 - **New teachers and Speech Teaches are provided inter-visitation opportunities throughout the school year to observe best practices.**
 - **School-Based Coaches provide instructional feedback regarding best practices and methodologies used within our school.**
 - **Teachers participate in twice weekly common prep meetings to share best practices, view student work and adjust instruction.**
 - **Administration facilitates pre-observation meetings, formal observations and post observation conferences to monitor instructional practices.**
 - **Administration conducts informal classroom walkthroughs and provides feedback to staff.**
 - **All new teachers and speech teachers are mentored**
 - **Administration reviews all teachers' annual professional teaching goals.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Get Ready to Learn –This program helps students to self-regulate which increases on task behavior.
 - P10X Parent Curriculum Day – Holding an annual Parent Curriculum Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.
 - P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.
 - Marquis Studios – An Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.
 - Sensory integration Program – addresses student sensory deficits to bring them to an optimal learning state.
 - P.O.T.S.- A donation drive for the homeless, whereby students collect, sort and package items and then deliver them to food pantries.
 - **Carbone Clinic** – A consultant from the Carbone clinic works with staff to increase teacher effectiveness for improved student outcomes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **School -Based Professional Development**
 - **District Professional Development**
 - **Interclass Visitations**
 - **Team Meetings**
 - **Budgetary support through Tax Levy Funding for materials, and Professional Development**
 - **Classroom and Cluster Teachers; Paraprofessionals**
 - **Related Service Providers**
 - **School-Based Mentor**
 - **School Based Coach**
 - **School Administrators**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, 90% of targeted teachers, with three years experience or less, will demonstrate improved professional growth as evidenced by attendance at school-based, district-based, and/or outside professional development programs and satisfactory observations.

Comprehensive needs assessment

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

P10X has recently added six new 6:1:1 classrooms and have eight new teachers/non-tenured working with this population. Also, the school has added four new 12:1:1 standardized teachers/non-tenured to the population. The administration felt it was crucial to provide these new teachers with the support to enhance instruction and produce positive student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **School-based and District-based professional development workshops are offered to staff**
- **Teachers will turn-key information from professional development workshops attended to their colleagues at PLC meetings.**
- **Administration will conduct formal and informal observations on all teachers (ongoing) by using the researched-based rubric, "Framework for Teaching"**
- **Administration will schedule common prep times to ensure teacher collaboration.**
- **Small group team meetings (site –based) scheduled to discuss best practices and analyze data.**
- **Administration will schedule monthly PLC meetings for teachers to discuss best practices, student work samples, and turn-key professional development workshops attended.**
- **Administrators will meet with teachers to discuss their personal professional development goal, as well as, their growth regarding 'Working with Colleagues to Improve Professional Practice'.**
- **Lesson plans will be collected by administration to review content area, skill development, differentiation of instruction, and alignment of CCLS.**
- **PLC calendars and agendas will be established during September 2011.**
- **PLC meetings will be posted in ARIS.**

Indicators of Interim Progress:

- **Monthly PLC meeting “Turn-Key” of information from attended PD’s.**
- **Monthly lesson plan collection and review showing that lesson plans are aligning to CCLS.**
- **Number of staff attending School-based and District-based PD’s.**
- **Teacher Observations (Formal/Informal) will reflect the “Framework for Teaching” with immediate feedback and discussion/reflection.**
- **Final evaluation of teacher’s professional teaching goal (Framework for Teaching) showing growth over the 2011-2012 year. (June 2012).**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
 - Supporting or hosting Family Day events; (Fall Ball; Carnival)
 - Establishing a Parent Resource Center/Area; instructional materials for parents;
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; (Engrade, daily conduct sheets, communication notebooks)
 - Distributing a school newsletter designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Teachers are provided an extensive variety of PD throughout the year, on both the school and district based levels, based on needs assessment.**
 - **New teachers are provided inter-visitation opportunities throughout the school year to observe best practices.**
 - **School Based Coaches’ meet regularly with new teachers on instructional strategies and best practices with meaningful feedback and next steps.**
 - **Teachers participate in twice weekly common prep meetings to share best practices, view student work and adjust instruction**
 - **New teachers participate monthly in the P10X “New Teacher Institute.”**
 - **Administration facilitates pre-observation meetings, formal observations and post observation conferences to monitor instructional practices.**
 - **Administration conducts informal classroom walkthroughs and provides feedback to staff.**
 - **All new teachers are mentored.**
 - **Administration reviews all teachers’ annual professional teaching goals.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Get Ready to Learn –This program helps students to self-regulate which increases on task behavior.
 - P10X Parent Curriculum Day – Holding an annual Parent Curriculum Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.
 - P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.
 - Marquis Studios – An Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.
 - Sensory integration Program – addresses student sensory deficits to bring them to an optimal learning state.
 - P.O.T.S.- A donation drive for the homeless, whereby students collect, sort and package items and then deliver them to food pantries.
 - **Carbone Clinic** – A consultant from the Carbone clinic works with staff to increase teacher effectiveness for improved student outcomes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **School -Based Professional Development**
 - **District Professional Development**
 - **Interclass Visitations**
 - **Team Meetings**
 - **Budgetary support through Tax Levy Funding for materials and Professional Development**
 - **School-Based Mentor, School Administrators**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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	60	60	N/A	N/A	1	1	1	
1	45	45	N/A	N/A	15	15	15	
2	44	44	N/A	N/A	11	11	11	
3	52	52	N/A	N/A	8	8	8	
4	62	62	62	62	28	28	28	
5	71	71	71	71	22	22	22	
6	34	34	34	34	23	23	23	
7	26	26	26	26	14	14	14	
8	35	35	35	35	20	20	20	
9	3	3	3	3	0	0	0	
10	1	1	1	1	0	0	0	
11	2	2	2	2	0	0	0	
12	3	3	3	3	0	0	0	

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>P10X provides several different intervention programs for students in AIS:</p> <ul style="list-style-type: none"> • The <i>Foundations</i> program is implemented for Kindergarten through 4th grade Standardized Assessment students and for some Alternate Assessment students where appropriate. The Foundations program addresses phonemic awareness, phonics, word and syllable study, sight word instruction, fluency, word and sentence writing practice, and comprehension. • The <i>Ramp-Up</i> program is provided for Standardized Assessment students in grades 6-8. This program immerses striving readers in the strategies and practices of literacy. It uses a workshop model and differentiates instruction for all students. <i>Ramp-Up</i> uses a scaffolding model that takes students from the known to the new. Students move through a progression of steps from totally assisted reading instruction through guided group and individualized instruction, to the stage of independence and fluency. • <i>Step Up to Writing</i> is provided for all students in Standardized Assessment and for Alternate Assessment where appropriate. <i>Step Up to Writing</i> is a writing program which guides students as they learn to write clearly, consistently, and in an organized manner. It gives students the guidance, support, and direction they need to become successful writers. The basic writing elements addressed in the program are: paragraphs, transitions, letter-writing, conclusions, speeches, creative writing, note taking and planning. • Sensory Integration programs are used with Alternate Assessment students. The <i>Get Ready to Learn Program</i> and the <i>P10X Sensory Cart Program</i> create a foundation for function that will organize and prepare students to learn. And increase on-task behavior. • Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences. All AIS is provided during the school day.

<p>Mathematics</p>	<p>Everyday Mathematics games are used for AIS. Test preparation materials supplement the math Standardized Assessment AIS program. Instruction is provided in small groups, push-in 1:1 tutoring and conferences. Mathematics AIS is provided during the school day.</p>
<p>Science</p>	<p>Test Preparation materials are used for AIS in Science. Methods of delivery include small group instruction, push-in 1:1 tutoring and conferences. Science AIS is provided during the school day.</p>
<p>Social Studies</p>	<p>Test Preparation materials are used for AIS in Social Studies. Methods of delivery include small group instruction, push-in 1:1 tutoring and conferences. Social Studies AIS is provided during the school day.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>At-risk services provided by the Guidance Counselors include the implementation of a Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) are used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>At-risk services provided by the School Psychologists include the implementation of a Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>At-risk services provided by the Social Workers include the implementation of a social skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention and Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.</p>

At-risk Health-related Services	N/A

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's programs as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (**Laverne Hamilton**) to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- **Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.**
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- Supporting or hosting Family Day events; (**Fall Ball; Carnival**)

- Establishing a Parent Resource Center/Area; instructional materials for parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; (**Engrade, daily conduct sheets, communication notebooks**)
- Distributing a school newsletter designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht/Adrienne Edelstein	District 75	Borough Bronx	School Number 010
School Name P10			

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

Principal Barbara Hanson	Assistant Principal Elissa O'Brien
Coach Bethann Morris	Coach
ESL Teacher Gia Theodore	Guidance Counselor Grace Disla
Teacher/Subject Area Dianne Pagan/ESL	Parent Beatrice Nieves
Teacher/Subject Area Leslie Hack/Bilingual	Parent Coordinator Laverne Hamilton
Related Service Provider Giselle Ferreira	Other
Network Leader Adrienne Edelstein	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	462	Total Number of ELLs	79	ELLs as share of total student population (%)	17.10%
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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. 

Paste response to questions 1-6 here

ELL students are identified in our school by checking the student file/IEP from the CSE. A Home Language Identification Survey (HLIS) is also part of the P10X Intake Package for all new students. Luz Gutierrez, Christina Muniz, Xiomara Carvajal-Nunez, Mark Anderson, Donnell Ford, Maura Haggerty, and Tracey Krawchuk administer the home language survey and conduct an interview with parents. Parents are asked to complete the Home Language Survey at school so we can identify our ELL students immediately. These surveys are kept in the student's confidential file at school. A translator is provided at the informal interview to translate and help the parent with the process. The DOE Translation Service is used when a staff member that speaks the parent's first language is not available. Our licensed teachers administer the LABR and the HLIS. We have ATS reports are also utilized for newly admitted and students already in the system to identify student eligibility for the LAB-R. Initial screening is done by the unit teacher and the two ESL teachers. Within 10 school days, new students to the system that are identified as ELL's are given the LAB-R. The two ESL teachers Dianne Pagan and Gia Theodore administer the LAB-R and the Spanish Lab simultaneously, and the NYSESLAT. The eligibility list from ATS (RLER) is used to determine our students' eligibility. The Speaking, Reading, Writing, and Listening components of the NYSESLAT are administered in the Spring. A schedule is made to ensure that all eligible students are tested. Make up sessions are scheduled so that students that are absent are tested when they return to school.

Each year the ESL teachers use the results from the NYSESLAT to plan for instruction of our ELL students.

Parents of ELL students are provided with a Parent Orientation Day in September, where our Bilingual and ESL Teachers describe our Transitional Bilingual Program and freestanding ESL programs. Also each site conducts a Parent Curriculum Day, where our parents are informed about our programs. Parents are sent flyers in their native language to keep them informed about upcoming events and workshops.

Letters are sent home with students and copies are kept on site in case a parent does not receive their letter. Parent surveys are done as part of our intake process to ensure we have one on every student. Our school uses both the Transitional Bilingual Education and the English as a Second Language model.

Students are identified as Bilingual on their IEP. This is done at the CSE level. These students are also identified on their placement referral sheet as being admitted to a Bilingual class. Students who are Bilingual, but not placed in a Bilingual class are given an Alternate Placement Paraprofessional, as indicated on their IEP. Students identified as ESL, also have this indication on their IEP. ESL designated students are placed in monolingual classes and receive the appropriate ESL mandated services. At the time of the school intake process, once these students are identified (via IEP, ATS, CAP, ARIS, HLIS reports) they are placed in the appropriate class and given the appropriate services. At the intake, parents are provided an interpreter if necessary or requested.

Our programs are aligned with parent requests. However, the program/services that are given at the CSE level, are generally what the parent accepts. However, if a parent opts out of a Biligual Program for ESL services, the student will be re-evaluated.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	3	1	2	4										10
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	7	9	9	11	8	7	7	6				2	69
Total	6	8	11	13	11	8	7	7	6	0	0	0	2	79

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	79
SIFE	2	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	9

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	6		6	4		4				10
Dual Language										0
ESL	24	2	24	34		34	11		11	69
Total	30	2	30	38	0	38	11	0	11	79

Number of ELLs in a TBE program who are in alternate placement: 45

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	1	2	4										10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	3	1	2	4	0	10								

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
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	7	9	8	10	6	6	7	6				2	64
Chinese														0
Russian														0
Bengali		1												1
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other					1	1								2
TOTAL	3	8	9	8	11	8	6	8	6	0	0	0	2	69

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The students designated Bilingual are serviced in a self-contained 12:1:4 Transitional Bilingual class (students with moderate to profound intellectual challenges and multiple disabilities). The students in this class are in grades K -3 and all have Spanish as their native language. The students in the TBE program are all at the beginning level of instruction. Our other ELL students in the Freestanding ESL Program receive push in (Co teaching) and pull out (organizational model) ESL instruction. Our ESL students are grouped by functioning levels and age.

The students in the Bilingual class are of mixed proficiency level and receive individualized and small group instruction. They receive a ratio of 60:40 Spanish (NLA)/English (ESL). The breakdown of how Native language and ESL instruction are allocated as follows: ADL Skills-45 min (NL); ELA-45 min (NL)/45 min-(ESL); Math-50 min(NL)/10 min(ESL);Science - 35 min (NL)/10min (ESL): ADL - 35min (NL); ADL (Mealtime)-45(ESL); Social Studies-35 min (N/L)/10 min (ESL); and Art/Music/APE-45 min(ESL).). The students receiving Native Language instruction for a 45 minutes a day (225 min/week) and ESL for 145 minutes a day (725 min/week), which is well above the mandated Beginners ratio of 180 minutes of Native Language instruction and 360 minutes of ESL instruction per week. They receive one period a (45 minutes a day (225 a week) .The ESL instruction follows the New York State ESL standards and incorporates ESL strategies such as TPR (Total Physical Response), Language Experience, Whole Language and graphic organizers. Technology is incorporated to give students additional instructional support. Multicultural and multi-sensory materials are also infused throughout all aspects of instruction. All students in the TBE class also receive a minimum of one unit (180 minutes) per week of NLA (Native Language Arts). NLA instruction follows the aspects of Balanced Literacy, emphasizing development of literacy skills, especially comprehension through literature-based and standards-based materials and activities. NLA instruction and the ELA program are parallel to literacy instruction in monolingual classes and are provided by a teacher who has a NYS Transition B License. Instruction includes native language age-appropriate literacy materials such as books, software and a Spanish classroom library. The use of bilingual software and multimedia materials enhances and supports the development of NLA literacy. Age –appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with Whole Language, Language Experience, multi-sensory approaches, infusion of the Arts and use of technology. The classroom library contains books in the native language, including those adapted by the teacher to meet the needs of students with severe disabilities. Bilingual dictionaries and glossaries are also in these libraries. Words, Mayer Johnson symbols and programmed augmentative communication devices in Spanish and English are used to create a print and symbol-rich communication environment for these students.

The ELA program for the TBE class follows Balanced Literacy, using software, such as KidPix, and multimedia to enhance and support English literacy. Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with language experience, whole language, multi-sensory approaches, infusion of the Arts, and use of technology. The classroom library contains age-appropriate books in English, including those adapted for students with severe disabilities.

A. Programming and Scheduling Information

Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students.

Content area instruction links language instruction to the subject areas, Science, Math, Social Studies and ELA. For K-3 students at the beginning level of English language acquisition, content area instruction is provided with a minimum of one subject area taught in the native language. ESL strategies in the content area include whole language, language experience and use of graphic organizers. Evaluation of students' achievement is conducted with checklists, informal testing, and teacher observation.

ELLs receiving services for 4 to 6 years utilize the Unique Learning System to help develop language and content knowledge in English. This program also assists these ELLs in acquiring the skills necessary to fully function in their environment.

Currently P10X has three SIFE's. To help SIFE students increase their speaking, listening, reading, writing skills, we use books in Native Languages, provide multicultural instruction and small group instruction, have residency programs in which teaching artists integrate arts across the curriculum, adapt literacy materials to meet the needs of students with severe disabilities, and use augmentative communication devices. For students who are newcomers to the English Language School System, we employ services such as the following with these students: small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the abstract, classroom listening centers, manipulatives, and literature in Native languages. Students designated as Long Term ELL's continue to receive ESL services, as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

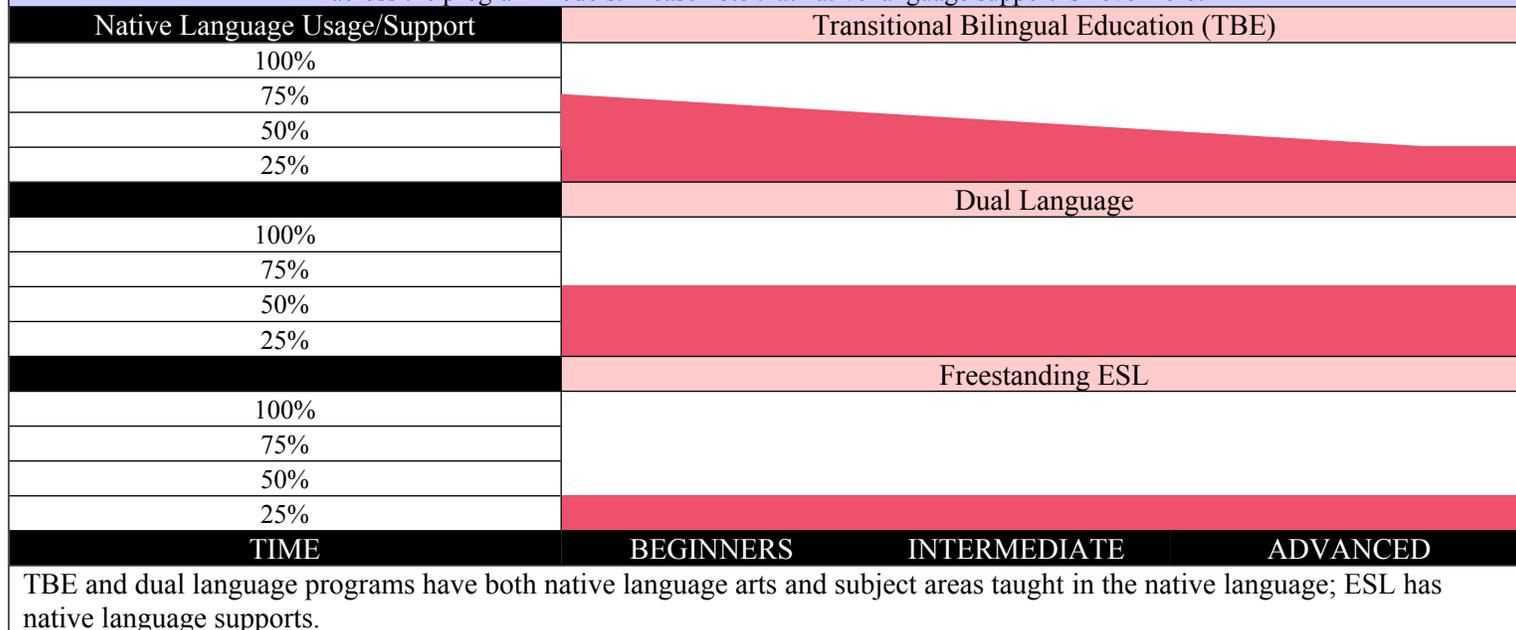
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Intervention Services for our ELL's consists of scheduling our students to receive ESL services for the number of instructional units required. For both Standardized Assessment and Alternate Assessment students in K -8, students at the Beginning and Intermediate levels receive 360 minutes per week of ELL instruction; and students at the Advanced level receive 180 minutes of ESL and 180 of ELA instruction per week. For our ELL's on the High School Level, student on the Beginners level receive 540 minutes of ESL, students on the Intermediate level receive 360 minutes of ESL, and students on the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction. In addition, our students receive A.I.S., where students are grouped homogeneously in small groups for targeted skills instruction. Students continually have access to instructional materials, including books, classroom libraries, manipulatives, computer technology, augmentative communication devices, etc. that are aligned with the school's curriculum. Classrooms are print rich and literacy

B. Programming and Scheduling Information--Continued

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Students who no longer require Bilingual or ESL services will be supported for an additional two years. These services will be implemented through the use of ESL, varied flexible schedules, small group instruction, Academic Intervention Services, Balanced Literacy, graphic organizers, residency programs, in which teaching artists integrate arts across the curriculum, adaptation of literacy materials to meet the needs of students with severe disabilities, augmentative communication devices, technology across the curriculum, multi-sensory materials, big books, listening centers, learning centers, instruction that moves from concrete to more abstract concepts, hands on materials, manipulatives, and classroom libraries to further enhance their skills. These students are also entitled to 2 additional years of testing accommodations and are allowed to use bilingual dictionaries and glossaries during testing situations.

Next year, teachers will take a closer look at the data from the NYSESLAT and NYS ELA exams to pinpoint the areas of concern.

At this time, no programs are being considered for discontinuation.

All ELL's are afforded the same access to in-school programs. P10X does not have any after-school programs.

ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as TPR, Whole Language, Language Experience, and graphic organizers. Multicultural materials, multi-sensory materials and technology are infused throughout instruction. Words walls, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for students.

Special education teachers teach content-area instruction in English through ESL methodologies on both the elementary and middle school levels. ESL teachers and special education classroom teachers on the elementary level work together on weekly common preps to coordinate instruction and methodologies so that language acquisition will be fostered. At the middle school level, ESL teachers and content area teachers plan curriculum/units of study which the ESL teacher will provide to the students using ESL methodologies. ESL methodologies include TPR, Whole Language, use of graphic organizers and multi-sensory approaches used with Mayer Johnson Symbols and augmentative communication devices. Students in Alternate Placement receive additional support in native language and English from a paraprofessional who speaks both English and the student's native language. Multicultural and multi-sensory materials and technology are infused throughout the program. Literacy (ELA) instruction for ELL's in the ESL program follows Balanced Literacy, supported by multicultural library books, technology and adaptation of literacy materials to meet the needs of students with severe disabilities.

Supplementary materials used include: Children Around the World (Rand McNally), Learn at Home Grades 1 - 5 (American Education Publishing), Now I'm Reading (Innovative Kids), Amazing English (Addison Wesley Publishing Company), and People and Places (McMillan/McGraw Hill). Additional materials include games focusing on ELA strategies by Trend (Parts of Speech Bingo, Alphabet Bingo, and Synonyms Bingo) and the Big Book of Knowledge A - Z. Materials by Didax include Basic Skills Puzzles focusing on Synonyms, Antonyms, Homonyms, Sound Alike, Compound Words, Silent Consonants, Rhyming Words, and Consonant Blends. Words,

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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?

Parents are involved in P10X through the P10X Parent Association or through P10X School Activities. We have translators available at meetings for the parents of our ELL students. (e.g., Parent Association Meetings, school activities, etc). Also to promote parent involvement, P10X's Parent Coordinator offers parents of ELL's information in their home language and training on various components of their children's education such as parent involvement in school activities, ways to support learning through home activities, standards, student progress, assessment, and achievement of goals.

Each year we have workshops to help increase parent participation and awareness of community agencies, as well as, teaching parents strategies to effectively communicate with their children. At these workshops, parents of ELL students have the opportunity to work with their children on enhancing communication skills, to strengthen their technology skills, and to participate in literacy, math, art, and sensory activities with their children.

At parent meetings, we continually take an assessment of what the parents' needs are. Our P10X Parent Coordinator also sends out a questionnaire at the beginning of the year as to what the parents would like to learn about or what they feel they need to help their children.

Being that all our students have "special needs", all of our parental involvement activities address special education services, methodologies to work with students, and community agencies to support our students and their parents. Interpreters are provided to the parents at these activities. Paste response to questions 1-4 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

P10X's Professional Development plans for the 2011 – 2012 school year will include topics pertaining to ELL education such as strategies for Native Language instruction, Balanced Literacy, teaching of ESL through the content areas, Standardized Assessment and Alternate Assessment methods for ELL's, the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL materials for instructing ELL's with severe disabilities. It will also explore ways of accessing data on ELL's with regard to various types of standardized tests and using data to inform instruction. The workshops for staff will be conducted starting on January fourth and eleventh. Teachers complete the 7.5 hou requirement by attending these workshops and a certificate is generated and kept in their personnel file. Teachers and paraprofessionals at P10X will also be supported by the D75 Bilingual Office.

Attendance by both bilingual and monolingual staff at District ESL Institutes and workshops will continue to be encouraged. Additional emphasize for Professional Development will be placed on training Bilingual teachers, ESL teachers, and teachers who have students mandated for ESL services in their classrooms. Also included in this Professional Development will be Alternate Placement paraprofessionals. School-based professional development will be provided by our ESL teachers. In addition to these staff members, paraprofessionals in Bilingual classes and classes with ESL students will participate in Professional Development in this area. Jose P. ESL Training will continue to be mandated for teachers.

The leadership team in conjunction with the parent's association and the guidance staff host workshops to train staff and the parent coordinator. The guidance counselors attend transition meetings both inside the DOE and at outside agencies.

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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.

P10X's Professional Development plans for the 2011 – 2012 school year will include topics pertaining to ELL education such as strategies for Native Language instruction, Balanced Literacy, teaching of ESL through the content areas, Standardized Assessment and Alternate Assessment methods for ELL's, the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL materials for instructing ELL's with severe disabilities. It will also explore ways of accessing data on ELL's with regard to various types of standardized tests and using data to inform instruction. The workshops for staff will be conducted starting on January fourth and eleventh. Teachers complete the 7.5 hour requirement by attending these workshops and a certificate is generated and kept in their personnel file. Teachers and paraprofessionals at P10X will also be supported by the D75 Bilingual Office.

Attendance by both bilingual and monolingual staff at District ESL Institutes and workshops will continue to be encouraged. Additional emphasis for Professional Development will be placed on training Bilingual teachers, ESL teachers, and teachers who have students mandated for ESL services in their classrooms. Also included in this Professional Development will be Alternate Placement paraprofessionals. School-based professional development will be provided by our ESL teachers. In addition to these staff members, paraprofessionals in Bilingual classes and classes with ESL students will participate in Professional Development in this area. Jose P. ESL Training will continue to be mandated for teachers.

The leadership team in conjunction with the parent's association and the guidance staff host workshops to train staff and the parent coordinator. The guidance counselors attend transition meetings both inside the DOE and at outside agencies.

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?

Parents are involved in P10X through the P10X Parent Association or through P10X School Activities. We have translators available at meetings for the parents of our ELL students. (e.g., Parent Association Meetings, school activities, etc). Also to promote parent involvement, P10X's Parent Coordinator offers parents of ELL's information in their home language and training on various components of their children's education such as parent involvement in school activities, ways to support learning through home activities, standards, student progress, assessment, and achievement of goals.

Each year we have workshops to help increase parent participation and awareness of community agencies, as well as, teaching parents strategies to effectively communicate with their children. At these workshops, parents of ELL students have the opportunity to work with their children on enhancing communication skills, to strengthen their technology skills, and to participate in literacy, math, art, and sensory activities with their children.

At parent meetings, we continually take an assessment of what the parents' needs are. Our P10X Parent Coordinator also sends out a questionnaire at the beginning of the year as to what the parents would like to learn about or what they feel they need to help their children.

Being that all our students have "special needs", all of our parental involvement activities address special education services, methodologies to work with students, and community agencies to support our students and their parents. Interpreters are provided to the parents at these activities. Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	-0	0	0	0	0

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

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

P10X uses several assessment tools to assess the early literacy skills of ELL students. We use the ECLAS-2, the QRI-4, and Foundations. These tools give us an insight in to what skills the students are strong in and what are their areas of weakness. Teachers use this information to plan and differentiate the instruction for the students. The data patterns reveal that our students in standardized assessment that do well on the NYSESLAT, score better on the NYS ELA and Math tests. Looking at the data from the NYSESLAT Modalities, all students show higher performance on the Listening/Speaking section of the test, than the Reading/Writing section of this assessment. It is also evident that students that do well on the Reading/Writing section do better on the NYS ELA and Math Tests. This

Additional Information

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

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	1	0	1	0	0	0	0	0	2
5	1	0	2	0	0	0	0	0	3
6	2	0	0	0	0	0	0	0	2
7	1	0	0	0	0	0	0	0	1
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	29	0	42	0	71

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

P10X uses several assessment tools to assess the early literacy skills of ELL students. We use the ECLAS-2, the QRI-4, and Foundations. These tools give us an insight in to what skills the students are strong in and what are their areas of weakness. Teachers use this information to plan and differentiate the instruction for the students. The data patterns reveal that our students in standardized assessment that do well on the NYSESLAT, score better on the NYS ELA and Math tests. Looking at the data from the NYSESLAT Modalities, all students show higher performance on the Listening/Speaking section of the test, than the Reading/Writing section of this assessment. It is also evident that students that do well on the Reading/Writing section do better on the NYS ELA and Math Tests. This information also indicates that ELL Standardized Assessment students need more practice in writing and reading than do their non-ELL peers due to their limited english proficiency. We need to extend a high level of opportunities for reading and writing to our ELL's to enhance their English Language Arts skills. On the NYSELAT our multi-handicapped students received invalid scores due to their cognitive limitations. P10X has both a Transitional Biligual Program and an ESL program. The Transitional Bilingual Program serves students in Alternate Assessment. The ESL Program services students in both Alternate and Standardized assesemt. After examining the student results, the patterns across the proficiency levels and grades shows that our standardized students in grades 3-8 who were in the Beginning Proficiency Level received approximately a Level 1.5 on the NYS ELA, students in the Intermediate Proficiency Level received a high Level One(1.8) to a low Level Two(2.0) on the NYS ELA Test , and students in the Advanced Proficiency Level received a higher Level Two (2.48) on the NYS ELA Test. Students in P10X do not take any tests in their Native Language to make a comparison of

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P10X

School DBN: 75X010

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Hanson	Principal		10/1/11
Elissa O'Brien	Assistant Principal		10/1/11
Laverne Hamilton	Parent Coordinator		10/1/11
Dianne Pagan	ESL Teacher		10/1/11
Beatrice Nieves	Parent		10/1/11
Gia Theodore-ESL Teacher	Teacher/Subject Area		10/1/11
Leslie Hack-Bilingual Teacher	Teacher/Subject Area		10/1/11
BethAnn Morris	Coach		10/1/11
	Coach		
Grace Disla	Guidance Counselor		10/1/11
Adrienne Edelstein	Network Leader		10/1/11
Giselle Ferreira	Other <u>Related Service Prov</u>		10/1/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75X010

School Name: P10X

Cluster: _____

Network: 751

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

Part A: Needs Assessment Findings

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

At the beginning of each school year, P10X uses the Home Language Survey from all new students, as well as, use the data from our returning students to determine the need for language translation and interpretation services for our school. We look at the number of Limited English Proficient parents and the languages they represent. The majority require Spanish translation. We also have one family needing Urdu, one family needing Bengali, one family needing Albanian, and two families needing Vietnamese translation. Once we have established our needs, we use our translation funding allocation to pay per session for staff to translate materials and/or attend after-school meetings. We also make sure that we have an interpreter at all parent meetings, Parent-teacher conferences, etc. If it is for a language other than Spanish, then we look to see if we have a staff member who can help to translate materials and or interpret for the parent. If we have no such staff member, then we use the services of the Translation and Interpretation Unit.

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.

A small percentage of our parents require written translation and oral interpretation services. The major language in need of interpretation is Spanish. We have staff members that can interpret at Parent Association Meetings, Parent-Teacher Conferences, IEP meetings, Report Card Meetings, and Parent Workshops. Besides Spanish, P10X have parents in need of Albanian and Urdu oral translation. At both sites we have staff members that can interpret for these languages. These findings were discussed at our School Leadership Team meetings and Parent Meetings. Staff members were also made aware of the parental needs and informed on the importance of providing non-English speaking parents with communication in their language.

Part B: Strategies and Activities

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

School-generated written materials sent to parents will continue to be translated in Spanish by school staff members. Parents are sent notices/letters in both English and Spanish. For languages other than English and Spanish, we have documents translated by the Translation Unit. Translated documents are sent to parents at the same time English versions are sent to them. Parents are provided a translated Bill of Parents Rights and Responsibilities in their native language at the beginning of the school year. Signs are posted in all sites informing parents that there are translation services available.

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.

P10X employs the services of school staff to translate information discussed at meetings, workshops, and for telephone conferences/calls for parents or guardians that speak Spanish. A parent volunteer is sometimes used at parent meetings or workshops. For languages other than English and Spanish, we call the Translation Unit or we utilize other family members of the student that speak English.

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>.

Through written correspondence parents are made aware of the availability of interpretation services available to them and information on ways to obtain needed interpretation services. The Notice for Parents Regarding Language Assistance Services is posted at all our sites. If at any time we are unable to provide parents with translation and/or interpretation in their native languages due to the fact that no staff members speak these languages, school officials will contact the Translation and Interpretation Unit of the New York City Department of Education to obtain assistance.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P10X	DBN: 75X010
Cluster Leader: Gary Hecht	Network Leader: Adrienne Edelstein
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): <input checked="" 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 checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P10X's ELL Instructional Program, called the "Academic Enrichment of ELL Students through Technology Program" which is funded by the Title III monies, will help ELL students improve their language skills. The focus of the program will be integrating technology into language learning. According to research, "technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge" (Bank&Bank, 1999). Most of these students are below grade level and this program will provide them addition support to gain the skills they need. The After-School Instructional Program will run for one hour for 16 sessions beginning in January 2012 and running until March 2012 (1/24, 1/26, 1/31, 2/2, 2/7, 2/9, 2/14, 2/16, 2/28, 3/1, 3/8, 3/13, 3/15, 3/22, 3/27, and 3/29) from 3:05 PM to 4:05 PM at two P10X sites (P304X and P15X).

Of the 79 students in the P10X ELL Program, 20 elementary students will be invited to attend the Title III Instructional Program. The students who will be attending this program will be from 12:1:1 and 8:1:1 ratios in standardized assessment in Elementary school and JHS. The first language of these students is Spanish and Albanian. The language of instruction is English. The number of students broken down by grade is as follows: 1st – 3 students, 2nd – 3 students, 3rd – 3; 4th -3 students; 5th – 3 students; 6th – 2 students; 7th – 2 students, and 8th – 1 student. Their main language of instruction will be English. All of the students who will be participating in the After School Title III program will be at the Beginner level of instruction as per the NYSESLAT. Beginner level students are entitled to 360 minutes of discreet ESL instruction. Of these students, only 9 students participated in state testing last year. Those who participated in the NYS ELA and Math tests received the following: ELA Level 1 -6 students, ELA Level 2 – 3 students; Math Level 1 – 4 students; Math Level 2 – 5 students.

These special education students, who mostly have learning and emotional disabilities, follow the core curriculum. ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as whole language, Language Experience Approach, and the use of graphic organizers. Many of these students need a multi-sensory approach and do well when technology is involved. Classroom SMART Boards and iPads will help to motivate the students to learn the strategies they require to become proficient in English. Students will use ESL ReadingSmart™ software which is an innovative, standards-based English language-learning program for grades K-12 (it can be easily implemented as a student-centered, stand-alone application, or in a blended learning environment that integrates online student work and classroom instruction. Since ELA skills are paramount for these students, this Title III After School Program will enhance and reinforce the instruction that is provided during the regular school day. Title III funds will be used to pay staff and to provide the materials used during the After School Instructional programs.

Part B: Direct Instruction Supplemental Program Information

All of the students attending the Title III Instructional After School Program have been assessed using the QRI-IV Inventory Assessment. Student assessment sheets as well as teacher-made assessments and rubrics that are used during their regular instructional day will be used to assess each student during this Title III After School Program.

According to McNeir and Wambalaba (2006), " English Language learners have been found to benefit from instruction using systematic phonics, one-to-one, or small group tutoring programs, cooperative learning programs, and programs emphasizing reading."

This Title III Instructional Program P10x @ P304X will consist of one group of 5 students in a class ratio of 8:1:1 (Grades 1-3) ,one group of 5 students in 12:1:1 class ratio (grades 3-5). At P10X @ P15X the program will consist of one group of 5 students in the 12:1:1 class ratio(Grades 3-5) classes and one group of 5 JHS students in a 12:1:1 class ratio (grades 6-8). The staff members who will be instructing students during the Title III After School Instructional Program will be the two certified ESL teachers, one teacher who has a NYS Transition B License (Bilingual Special Education) and one Special Education teacher who possesses a Bilingual license. Four (4) bilingual (Spanish-speaking) paraprofessionals would also be participating in this program to help maintain the student to staff ratios and to help with differentiating the instruction for the students. Each site will have 2 teachers and 2 paraprofessionals working on instruction.

Students will be using interactive software and the Internet to improve their reading, writing, speaking, and listening skills.

Parents will also be invited to participate with in all the instructional sessions and will be able to work along side their children on the ELA skills being taught. The teachers in this program will be Bilingual certified, ESL certified and Special Education certified.

Part C: Professional Development

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

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

Begin description here:

P10X's Professional Development Program for the Title III Instructional program for the 2011-2012 school year will include four one hour after-school PD sessions held at the main site. The after-school sessions will be held on December 13, 2011; January 25, 2012; February 3, 2012; and March 26, 2012. Each workshop will be held from 3:05 PM – 5:05 PM. The first two workshops will be provided by the

Part C: Professional Development

ESL teachers, Dianne Pagan and Gia Theodore; the third and fourth PDs will be provided by the Administrators and will address “Effective Instructional Strategies in ELA through Technology for ELLs”: Using educational software with ELLs with disabilities to teach phonemic awareness and phonics; Using educational software with ELLs with disabilities to improve reading and writing skills; Using educational software with ELLs with disabilities to enhance comprehension skills; Using educational software with ELLs with disabilities to teach new vocabulary. The target audience for these workshops are 2 ESL Teachers, 1 Bilingual teacher, 1 Special education teacher who possesses a Bilingual license, 4 paraprofessionals who are bilingual in Spanish, and the administrators, who are involved in the Title III program. Title III funds will be used to pay staff to attend these workshops.

At these workshops, the administrator, teachers, and paraprofessionals will also work on assessment of students, reading strategies, math strategies and test-taking strategies. Staff will also discuss best practices around teaching ELA and Math skills.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be informed about all activities at P10X in their native language.

As per Chancellor's Regulation A663, correspondence will be in the language of the parent. The language preference of parents is determined during the Intake process at all P10X sites, as well as, the results of the Home Language Survey. Language services will be available both in written form for notices and documents, as well as, in oral interpretation services for meetings and conferences.

Parents will be informed about the Title III program through the official Title III letter, located on the DOE website, and fliers describing the program. The correspondence will be in the language of the parent. This program will also be discussed at School Leadership Team Meetings, Parent Association Meetings, Parent Teacher Conferences and Parent Coordinator Workshops. Interpreters will be available at all parent meetings and workshops when discussing the Title III Program. Prior to the Title III Instructional Program for ELL students, an orientation for parents of ELL students will be given by ESL Teachers, Dianne Pagan and Gia Theodore. This orientation will be held on December 8, 2011 from 3:15 pm - 5:15 pm, to explain to parents the Title III Policy and implications of the instructional program.

On January 18, 2012, from 9:00 am to 11:00 am, P10X Parent Coordinator, Laverne Hamilton, will hold a workshop on “Working with Outside Agencies.” Parents will also be invited to participate in

Part D: Parental Engagement Activities

instructional sessions to work alongside their children. Parents will be invited to attend this program through the official Title III letter, located on the DOE website, in their native language. All correspondence (invitation, reminders, etc) will be in their native language. Spanish interpreters will be available throughout all workshops and during activities with their children.

Throughout the course of the year materials are translated into Spanish for the parents of our ELL students. Interpreters are always available at our parent meeting and during all Annual review meetings.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 9,033.40	Instructional Program: 2 Administrator X 16 Sessions X .5 hours X \$52.21 = \$835.36 4 Teachers X 16 Sessions X 1 hours X \$49.89 = \$3,192.96 4 Paraprofessionals X 16 Sessions X 1 hours X \$28.98 = \$1,854.72 Professional Development: 2 Administrator X 4 AfterSchool PD's X 1.5 hours X \$52.21 = \$626.52 4 Teachers X 4 AfterSchool PD's X 2 hours X \$49.89 = \$ 1,596.48 4 Paras X 4 AfterSchool PD's X 2 hours X \$28.98 = \$927.36
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$1,992.00	Materials for After School Instructional Program: 4 iPads and covers 4X 498.00 = \$1,992.00
Educational Software (Object Code 199)	\$174.60	ESL Reading Smart
Travel		
Other		
TOTAL	\$11,200.00	