



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P168X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X168

PRINCIPAL: ROSA NIEVES-GREENE EMAIL: RNIEVESGREENE@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
Rosa Nieves-Greene	*Principal or Designee	
David Doorga	*UFT Chapter Leader or Designee	
Angela Sosa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Roy Bono	Member/UFT	
Antoinette Bennett	Member/Parent	
Sonia Dixon	Member/Parent	
	Member/	

## **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 a 15% increase in positive student responses about feelings of School Safety and Environment on the Learning Environment Survey.**

### **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.

**By looking at the results of the 2010 and 2011 Learning Environment Survey, we noticed that there was an improvement in the areas of academic expectations from 7.6 to 7.9, in communication from 7.3 to 7.6 and in engagement from 7.5 to 7.7. We decreased in "safety and respect" from 7.7 in 2010 to 7.6 in 2011. When examining all questions closely, we noticed that students answered lowest on "feeling safe in the school". The percentage decreased from 88% in 2010 to 67% in 2011. Comparing incident reports for 2010 and 2011 we also noticed that we had a reduction of reports from 166 to 133 and a reduction of level 4/5 infractions from 20 to 16. Furthermore, other collected data show, a steady decrease in behavior referrals since implementing Emotional Literacy Curriculum as follows in the 2008 - 2009 school year we had 838 referrals, in 2009 - 2010 we had 238 referrals and in 2010 - 2011 we had 139 referrals. This seems to contradict the student safety responses on the survey.**

### **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.
- **The Instructional Cabinet which consists of teachers of both alternate and standardized assessment students from each grade band, cluster teachers, coaches, AIS teachers and administrators along with the SLT met in July, in September and in October to determine the assessments/data that will be used to monitor this goal :**
  - Emotional Literacy Pre and Post assessments**
  - Monthly School Wide Information System (SWIS) referrals**

**Monthly Occurrence Reports**

**Suspensions Reports**

**Student response on 2012 Learning Survey**

**Amount of students participating in Fun Friday and Wacky Wednesday activities**

- **Pacing calendar for each curriculum map unit includes benchmarks/assessments for Emotional Literacy**
- **All teachers will embed Emotional Literacy across all content areas to promote reflection, self-management, and cross-curricular connections among students.**
- **Incorporate Emotional Literacy lessons, emotion words and writing about feelings into Curriculum map by October 2011.**
- **Complete training of all new teachers on Emotional Literacy curriculum by January 2012.**
- **Pre and Post test on Emotional Literacy words/steps for student in November and June.**
- **The PBIS/EL teams will focus Fun Friday and Wacky Wednesday activities on the understanding and regulation of emotions.**
- **Bullying Curriculum will be presented in classes by counseling staff by March 2012**
- **Bullying Curriculum will be incorporated in counseling group sessions throughout the course of the year.**
- **Parent Coordinator will secure workshops for parents on EL and Bullying by February 2012.**
- **School Uniform Policy was implemented this school year.**
- **Use of ARIS community to post P168X Emotional Literacy News**

**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.**
- **In September, the Principal and Assistant Principals will host "Welcome to the New School Year" sessions where parents/caregivers are introduced to the organization, curriculum related service providers and new initiatives.**
- **As an incentive, parents will be recognized for their child/children's good attendance and punctuality with bi-monthly celebrations.**
- **School Leadership Team work**
- **Saturday Academy will provide parents with the opportunity to work alongside teachers and their children in a collaboration with Museum of Modern Art.**
- **Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.**
- **Attendance Teacher Outreach**
- **Parent Coordinator will provide resources and workshops for parents.**
- **Parent teacher conferences will provide a forum to discuss students' social/emotional needs as well and academic supports.**

- **School Messenger, our telephone services will provide families important updates and information on a weekly basis.**
- **School Messenger will provide attendance and punctuality updates on a daily basis.**
- **Our 4th Annual Health Resource Fair will be held on April 21st, 2012 and will provide parents with resources that are available in their community to support student individual needs.**
- **Ipad raffle for completing Learning Environment Survey**
- **End of Year Picnic for P168X families**
- **Social Evening for Parents on May 31, 2012**

#### **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.
- **Hiring Committee will interview all potential candidates utilizing a 4 point rubric.**
- **We will reach out to DOE Human resources for qualified applicants.**
- **Information and resources on P-Credit courses and other credit courses will be made available to all staff via our Weekly Bulletin on ARIS.**
- **Professional development will be provided to all new teachers on Collaborative Teacher Teams will provide a forum for inquiry and instructional support for all teachers.**
- **Differentiated professional development opportunities for all staff based on a needs assessment.**
- **Mentoring for all new teachers.**
- **Coaching provided to all teachers by our School Based Coaches.**
- **District Coaches will support teachers in Math and PBIS.**
- **Common planning periods are embedded into teachers weekly schedules to collaborate, plan and modify instructional practices in Mathema**
- **Teachers conducted peer intervisitations and provide feedback on the instruction/implementation of EL**

#### **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.
- **Emotional Literacy Curriculum supports the emotional needs of students as well as staff to help build healthy relationships and positive classroom environments that are conducive to learning.**
- **Free Lunch Program**
- **Free Vision Services**

- **Occupational and Physical Therapy**
- **Speech Therapy**
- **Reso Grant provided \$35,000 for Smartboards.**
- **Partnership with Fedcap through the Pencil organization. Fedcap provides career awareness in the field of Mathematics and hands on field trips for all middle and high school students at P168X.**
- **World Vision provides free instructional/classroom supplies to teachers and students to support instruction in the classrooms.**

#### **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.

#### **Instructional**

- **Non-contractual services (400)** – funding source to utilize SLT and Parent Coordinator to spearhead parental involvement in the ed training of the Emotional Literacy Curriculum.
  - **General supplies (100)**- funding source to purchase incentives to align EL strategies with PBIS activities in an effort to create and m positive school climate.
  - **NYSTL Textbooks (337)**- funding source allocated to purchase literature that will reinforce the EL curriculum.
  - **Professional Development (689)**- funding source allocated to provide staff training in the EL philosophy. (Mr. B)
  - **Project Arts (685)**- funding source allocated to provide direct services to the students in building EL capacity.  
Truth Unlimited Productions, Robert Seymore, Director  
Making Books Sing: Stand Up to Bullying
2. **Personnel**- funding source to allocate per session/ per diem coverage to support the EL Curriculum.

#### **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 standardized assessment students in grades 5 and 6 will show improved proficiency in mathematical skills ( mathematical estimation and predictions) as evidenced by a 10 point increase in the average scale score for each grade.**

### **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.

**Reviewing the results of the NYS Mathematics test, we noticed that grade 3 had the most improvement. The percentage of students scoring level 1 decreased by 37% and there was an increase of students scoring a level 2 by 16 percent and an increase of students scoring level 3 and 4 of 21%. In the 4th grade, students scoring a level 1 increased by 20%. In the 5th grade there was also an increase in students scoring a level 1 by 12%. In the 6th grade there was a decrease of students scoring a level 1 by 9%. In the 7th grade, students scoring a level 1 increased by 2%. In the 8th grade there was a increase of students scoring a level one by 2%, there was an increase of students scoring a level 2 by 14% but students scoring level 3 or 4 decreased by 16%. Overall, our 4th and 5th grade students had the most increase in students scoring a level one on the test. Looking deeper and taking into consideration the CCLS and Citywide Expectations, we noticed that as a school our students did not do well on the Constructed Response portion of the NYS Mathematics test both grades 4th and 5th had only scored .1 and .8 respectfully on the "develop and make predictions that are based on data" performance indicator, well below the state average. Furthermore, in the 2009 - 2010 Progress Report, student performance was 6.6 (F) and in the 2010 - 2011 Progress Report we scored a 10.1 (C) in student performance.**

### **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.
- **The Instructional Cabinet which consists of teachers of both alternate and standardized assessment students from each grade band, cluster teachers, coaches, AIS teachers and administrators met in July to determine the assessments that we as a school will use this school year.**
- **ECAM Assessment will be used three times to assess student, October, January, and May**
- **Predictive assessments in Fall and Spring**
- **Math in Focus pre and post chapter assessments which will be monitored with online tool on a monthly basis**
- **Impact Math pre and post chapter assessments will be monitored on a monthly basis**
- **Professional development Math in Focus for k - 2 teachers, Impact Math for 6 -8th grade teachers**
- **Common planning built into the schedule for teachers to collaborate, look at student work and modify instructional strategies accordingly**
- **Task analysis to provide specific instruction in content area**
- **District Math Coaches will provide intense training/professional development in Math in Focus for elementary and Impact math for middle school**

- **Push-in intervention will be provided by AIS teacher using Do the Math by Marilyn Burns to all 5th and 6th grade classes**
- **All students scoring a level 2 and 3 in the math state exam will be provided with AIS to develop student's skills and strategies**
- **Inquiry Team to focus on skills and strategies that reinforce constructed responses using data.**
- **Emotional Literacy Curriculum supports the emotional needs of students as well as staff to help build healthy relationships and positive classroom environments that are conducive to learning.**

#### **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.

- **In September, the Principal and Assistant Principals will host "Welcome to the New School Year" sessions where parents/caregivers are introduced to the organization, math curriculum, related service providers and new initiatives.**
- **As an incentive, parents will be recognized for their child/children's good attendance and punctuality with bi-monthly celebrations.**
- **School Leadership Team as well as the Instructional cabinet will review math data monthly to make modifications accordingly**
- **Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.**
- **Attendance Teacher Outreach**
- **Open invitations to observe and participate in mathematics class**
- **Parent Coordinator will provide resources and workshops for parents on mathematics**
- **Parent teacher conferences will provide a forum to discuss students' progress in mathematics**
- **School Messenger, our telephone services will provide families important updates and information on a weekly basis, especially on days of assessments in mathematics**
- **Our 4th Annual Health Resource Fair will be held on April 21st, 2012 and will provide parents with resources that are available in their community to support student individual needs, including support with academic tutoring**
- **End of Year Picnic for P168X families to celebrate student accomplishments**

#### **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.
- **Hiring Committee will interview all potential candidates utilizing a 4 point rubric.**
- **Demo lessons will be observed by committee members which includes all administrators**
- **We will reach out to DOE Human resources for qualified applicants.**
- **Information and resources on P-Credit courses and other credit courses will be made available to all staff via our Weekly**

#### **Bulletin on ARIS.**

- **Professional development will be provided to all new teachers on Math in Focus and or Impact Math, Common Core Learning Standards**
- **Collaborative Teacher Teams will provide a forum for inquiry and instructional support for all teachers.**
- **Differentiated professional development opportunities for all staff based on a needs assessment.**
- **Mentoring for all new teachers.**
- **Coaching provided to all teachers by our School Based Coaches.**
- **District Coaches will support teachers in Math**
- **Common planning periods are embedded into teachers weekly schedules to collaborate, plan and modify instructional practices.**
- **Teachers conducted peer intervisitations during math instruction and provide feedback.**

#### **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.
- **Emotional Literacy Curriculum supports the emotional needs of students as well as staff to help build healthy relationships and positive classroom environments that are conducive to learning.**
- **Free Lunch Program**
- **Free Vision Services**
- **Occupational and Physical Therapy**
- **Speech Therapy**
- **Reso Grant provided \$35,000 for Smartboards.**
- **Partnership with Fedcap through the Pencil organization. Fedcap provides career awareness in fields that incorporate reading and writing, in addition to hands on field trips for all middle and high school students at P168X to their print shop, culinary arts program, etc.**
- **World Vision provides free instructional/classroom supplies to teachers and students to support instruction in the classrooms.**

#### **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.

#### **1. Instructional**

- **NYSTL Textbooks (337)- funding source to allocate the purchase of new math programs:**

Math In Focus

“Do The Math,” to supplement the D75 “Everyday Math” Curriculum.

- **Professional/Curriculum Development (689)**- funding source to allocate purchase of math coaching to support the teachers in impl standard-based math instructions.
  - **General supplies (100)**- funding source to allocate purchase of math manipulatives, games, etc.
2. **Personnel**- funding source to allocate per session/ per diem coverage to support the training of the new math curriculum.

### 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 all students in grades 5 and 6 (standardized assessment) will show improved proficiency in the skills "using relevant examples, reasons, and explanations to support ideas" As evidenced by a 10 point increase in scale scores on the NYS ELA exam.**

#### **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

**Reviewing the results of the NYS ELA test, we noticed that grade 6 had the most improvement. They had a decrease in level 1 of 33%, an increase in level 2 of 37% and 5% in level three. Furthermore, the percentage of students scoring level 1 in the 3rd grade decreased by 10% and there was an increase of students scoring a level 2 and 3 of 4%. In the 4th grade, students scoring a level 1 increased by 24%. In the 5th grade there was an decrease in students scoring a level 1 by 1% but overall 74% of 5th grade students scored level1. The 7th grade, had the least amount of students tested and had an increase of students scoring a level 1 by 17%. In the 8th grade there was a decrease of students scoring a level one by 3%. Overall, our 4th and 5th grade students had the most increase in students scoring a level one on the test. Looking deeper and taking into consideration the CCLS and Citywide Expectations, we noticed that as a school our students did not do well on the Constructed Response portion of the NYS ELA test both grades 4th and 5th had only scored 21 and .2% and 7% respectfully on the " use relevant examples, reasons and explanations to support ideas" and read to collect and interpret data, facts, and ideas from multiple sources" performance indicator, well below the state average. Furthermore, in the 2009 - 2010 Progress Report, student performance was 6.6 (F) and in the 2010 - 2011 Progress Report we scored a 10.1 (C) in student performance.**

### **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.
  
- **The Instructional Cabinet which consists of teachers of both alternate and standardized assessment students from each grade band, cluster teachers, coaches, AIS teachers and administrators met in July to determine the assessments that we will utilize this school year.**
- **ELA will be a blocked schedule for Balanced Literacy which includes all components; Reader's Workshop, Writer's Workshop, Word Study**
- **Differentiation of content, process and product**
- **Built into our pacing calendar we have one period a week for, "Going Back to Basics" where teachers hone in on students' areas for growth in ELA and provide the skills and strategies needed**
- **Although we embed test taking strategies into all content areas on a daily basis, we have also set aside one period a week with structured lessons/pacing for direct instruction of test taking strategies**
- **The Instructional Cabinet will meet once a month to review ELA data, including student work to modify curriculum if necessary**
- **Periodic Assessments will be used three times to assess students, October, January, and May. In addition, teachers will use Reader Tracker, an online tool to monitor progress, task analysis and support teachers with instructional strategies**
- **Predictive assessments in Fall and Spring**
- **Common planning built into the schedule for teachers to collaborate, look at student work and modify instructional strategies accordingly**
- **Collaborative Teacher Team meetings built into the schedule to will provide a forum for inquiry and instructional support for all teachers.**
- **Task analysis to provide specific instruction in content area will be conducted after each Predictive Assessment**
- **District ELA Coaches will provide intense training/professional development in Balanced Literacy, Writing Process, CCLS, Depth of Knowledge, Differentiation**
- **Push-in intervention will be provided by AIS teacher**
- **Achieve 3000 will be used for all students in grades 3 - 8**
- **All students scoring a level 2 and 3 in the ELA state exam will be provided with AIS to develop student's skills and strategies**
- **Inquiry Team to focus on skills and strategies that reinforce constructed responses citing evidence from text**
- **Emotional Literacy Curriculum supports the emotional needs of students as well as staff to help build healthy**

**relationships and positive classroom environments that are conducive to learning.**

- **Emotional Literacy Curriculum supports the emotional needs of students as well as staff to help build healthy relationships and positive classroom environments that are conducive to learning.**

#### **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.
- **In September, the Principal and Assistant Principals will host a "Welcome to the New School Year" sessions where parents/caregivers are introduced to the organization, ELA curriculum related service providers and new initiatives.**
- **As an incentive, parents will be recognized for their child/children's good attendance and punctuality with bi-monthly celebrations.**
- **School Leadership Team will look at ELA data on a monthly basis**
- **Saturday Academy will provide parents with the opportunity to work alongside teachers and their children in a collaboration with Museum of Modern Art.**
- **Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.**
- **Attendance Teacher Outreach**
- **Parent Coordinator will provide resources and workshops for parents.**
- **Parent teacher conferences will provide a forum to discuss students' social/emotional needs as well as academic supports.**
- **School Messenger, our telephone services will provide families important updates and information on a weekly basis.**
- **School Messenger will provide attendance and punctuality updates on a daily basis.**
- **Our 4th Annual Health Resource Fair will be held on April 21st, 2012 and will provide parents with resources that are available in their community to support student individual needs.**
- **Ipad Raffle for completing Learning Environment Survey**
- **End of Year Picnic for P168X families**
- **Social Evening for Parents on May 31, 2012**

#### **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.
- **Hiring Committee will interview all potential candidates utilizing a 4 point rubric.**
- **We will reach out to DOE Human resources for qualified applicants.**
- **Information and resources on P-Credit courses and other credit courses will be made available to all staff via our Weekly**

### **Bulletin on ARIS.**

- **Professional development will be provided to all new teachers on Balanced Literacy, DRAs, SRA, Achieve 3000, CCLS and Citywide Expectations.**
- **Collaborative Teacher Teams will provide a forum for inquiry and instructional support for all teachers.**
- **Differentiated professional development opportunities for all staff based on a needs assessment.**
- **Mentoring for all new teachers.**
- **Coaching provided to all teachers by our School Based Coaches on ELA instruction.**
- **District Coaches will support teachers in Math, ELA, Emotional Literacy, Autism and Technology.**
- **Common planning periods are embedded into teachers weekly schedules to collaborate, plan and modify instructional practices.**
- **Teachers will conduct peer intervisitations during ELA instruction and provide feedback.**

### **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.
- **Emotional Literacy Curriculum supports the emotional needs of students as well as staff to help build healthy relationships and positive classroom environments that are conducive to learning.**
- **Free Lunch Program**
- **Free Vision Services**
- **Occupational and Physical Therapy**
- **Speech Therapy**
- **Reso Grant provided \$35,000 for Smartboards.**
- **Partnership with Fedcap through the Pencil organization. Fedcap provides career awareness in fields that incorporate reading and writing and hands on field trips for all middle and high school students at P168X.**
- **World Vision provides free instructional/classroom supplies to teachers and students to support instruction in the classrooms.**

### **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.

### **1. Instructional**

- **Non-contractual services (400)-** funding source to allocate the education and training in behavioral therapy techniques of PECS for students with autism by parents.

- **Equipment (300)**- funding source to allocate the purchase of augmentative communication devices to enhance communication for t verbal students.
- **NYSTL Hardware (300)**- funding source to allocate the purchase of assistive technology i.e. computers, hand held devices, etc. to s students with physical and sensory impairments.  
10 -IPads for students with autism to develop social awareness and language skills(new site).  
4 classroom computers (new site).
- **NYSTL Software (199)**- funding source to allocate the purchase of the software programs:  
Boardmaker Addendums
- **General Supplies**- funding source to allocate purchase of PECS Training Manuels and other related materials and resources.

2. **Personnel**- funding source to allocate per session coverage and special needs support services (related service providers) to support th standard-based curriculum for the non-verbal students.

3. **Literacy Assessments**- Achieve 3000, DRA, SRA,

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	0	0
<b>1</b>	0	0	N/A	N/A	0	0	0	0
<b>2</b>	0	0	N/A	N/A	0	0	0	0
<b>3</b>	0	0	N/A	N/A	0	0	0	0
<b>4</b>	10	10	N/A	N/A	10	10	10	0
<b>5</b>	10	10	N/A	N/A	10	10	10	0
<b>6</b>	7	9	N/A	N/A	9	9	9	0
<b>7</b>	10	8	N/A	N/A	8	8	8	0
<b>8</b>	0	0	N/A	N/A	0	0	0	0
<b>9</b>	0	0	N/A	N/A	0	0	0	0
<b>10</b>	0	0	N/A	N/A	0	0	0	0
<b>11</b>	0	0	N/A	N/A	0	0	0	0
<b>12</b>	0	0	N/A	N/A	0	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
<p><b>ELA: Goal:</b>  <b>Select students from grades 4-7 will increase their ELA State scores from level 2's to level 3's.</b></p> <p><b>Each AIS instructor will be assigned 4 students to work with on a weekly basis</b></p>	<p><b>Teachers across all grade levels utilize the “Workshop Model of Instruction” coincide with the units of study and our school based curriculum map. P.168x theme for 2011-12 school year “Believe and Achieve, It’s Possible” is used to address the diverse learning needs of our student population. On the elementary level educators continue to work with ( PAF) Preventing Academic Failure program. This program provides a multisensory reading, writing, spelling and handwriting component for small group instruction. The “Achieve 3000” program is used with our S.A. student population. This intensive technology based instructional program builds reading, writing, and vocabulary skills. A computer management system tracks student’s data to help teachers plan instruction. In addition, the implementation of the “Reading Tracker” will be used in both S.A. and A.A. classrooms to tracker data from the DRA assessment.</b></p>
<p><b>Mathematics: Goal:</b>  <b>Select students from grades 4-7 will increase their Math State scores from level 2's to level 3's.</b></p> <p><b>Each AIS instructor will be assigned 4 students to work with on a weekly basis</b></p>	<p><b>“Do the Math” by Scholastic books has an innovative program that offers intensive math teaching strategies to help our students make academic gains in all areas. Three teachers are providing this intervention several times a week in a small group setting. In addition, Everyday Math games are utilized to provide drill exercise aimed primarily to build fact and operational skills. “Math in Focus” will be implemented for grades K-5. This innovative program originated in Singapore and is the top-ranking math program that is aligned with the CCLS. “Math in Focus” is a highly visual and follows a concrete-to-pictorial-to abstract progression</b></p>
<p><b>Science:</b></p>	<p><b>The incorporation of the Smart Board technology and vast resources children work on inquiry based hands-on activities by discovery. Students are able to work in small groups. This also affords students the opportunity for self reflection. Educators work in collaboration with Urban Advantage Program to afford students the opportunity to visit various cultural venues throughout New York.</b></p>
<p><b>Social Studies:</b></p>	<p><b>Students are actively involved in current events activities that inspire them. Teachers use the “Workshop Model of Instruction” aligned with the school curriculum pacing calendar to guide their instructional best practices.</b></p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The collaborative team of counselors, school psychologist and social workers work together to address the behavioral challenges our student's exhibit. The team works together to create BIP's, FBA's and Transitional plans to enable our student population to adapt to daily living skills to become productive members of society.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>School Psychologists work to provide outreach services to our student and their families. Teaming meetings are conducted to discuss areas of improvement for our school community.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>The School Workers work with our students to help them resolve any issues or concerns. They also conduct workshops for parents to help them work with their children in the home environment.</b>
<b>At-risk Health-related Services:</b>	<b>During the teaming meetings all Related Service Providers work together to create a comprehensive plan to address the diverse needs of our student population. The collaborative effort supports our learning community at large.</b>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>Stephanie McCaskill</b>	District <b>75</b>	Borough <b>Bronx</b>	School Number <b>168</b>
School Name <b>The Success Express</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Rosa Nieves - Greene</b>	Assistant Principal <b>Ana Zambrano</b>
Coach <b>Melissa Mancuso/ Alternate</b>	Coach <b>Judith Turkell/ Standardized</b>
ESL Teacher <b>Mark Ferguson</b>	Guidance Counselor <b>Hector Mazabel</b>
Teacher/Subject Area <b>Stacey Oneil/ ESL</b>	Parent <b>Angela Sosa</b>
Teacher/Subject Area <b>Kaweleski Aviles/ Bilingual</b>	Parent Coordinator <b>Denise Horsford</b>
Related Service Provider <b>Sandy Marcus Zimmerman</b>	Other <b>Robert Panza/ School Psych.</b>
Network Leader <b>Stephanie McCaskill</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>3</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>435</b>	Total Number of ELLs	<b>72</b>	ELLs as share of total student population (%)	<b>16.55%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All new students to the New York City school system are issued a Home Language Survey during intake procedures. Based upon the parent's responses to the questions on the HL survey eligibility for the LAB-R is determined. For students that are transferring from another school within the NYC school system there are procedures to ensure they are identified as ELLs and placed correctly. These procedures include checking the IEP, the CAP system, SESIS and using reports from ATS (i.e. RLAT, RLER, and RYOS). Mark Ferguson or Stacey O'Neil our ESL teachers are responsible for conducting the initial screening for new students and their parents. If necessary the ESL teachers will also administer the LAB-R to eligible new students and based on the results place them in the appropriate classes. Students who are entitled for the NYSESLAT are administered the exam on a yearly basis to determine their continued eligibility for ESL or bilingual services.

Parents are informed during the CSE review of the different programs that are available to ELLs within District 75 and are able to choose the one that is most appropriate for their child. P168X has 3 transitional bilingual classes (2 6:1:1 and 1 12:1:1) and an ESL push-in/ pull-out program. Parents are constantly updated and informed of any changes to the educational program at P168X. Parents are also invited to attend various workshops that are held throughout the school year. Identified ELLs are placed in accordance with their IEP mandates that are determined during their initial evaluation at the CSE. Parents are involved in the IEP process and to determine the correct program for their child. Translation services are available to any parent and or guardian that requires them. Our academic programs are geared towards the nature of our students' disabilities and needs and therefore the salient factor in program placement is the child's disability. All of our students have IEPs and the placement is determined at the CSE level with input from the parents. Our programs are built in alignment with the students' IEP requirements and students are placed based on the program they were mandated for.

## 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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)				4	4	1	3	5	3					20
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	4	4	1	3	5	3	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	72
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	11

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	5		5	10		10	4		4	19
Dual Language										0
ESL	32		32	14		14	7		7	53
<b>Total</b>	<b>37</b>	<b>0</b>	<b>37</b>	<b>24</b>	<b>0</b>	<b>24</b>	<b>11</b>	<b>0</b>	<b>11</b>	<b>72</b>

Number of ELLs in a TBE program who are in alternate placement: 26

### 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				4	3	1	3	5	3					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	0	3	8	10	9	5	9		1	3		52
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>53</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our students, grouped by proficiency level, receive ESL services via both pull-out method and/or a push-in method. Those students in standardized and alternate assessment receive the mandated number of minutes of ESL instruction per week as outlined by CR-154. The majority of our ESL students perform at a beginner or intermediate proficiency level and thus receive 360 minutes of instruction. Our ESL teacher collaborates with the classroom teachers, who have all been trained in ESL methodologies, to teach content areas and literacy

## A. Programming and Scheduling Information

during the ESL period. Our school is divided into five different sites. The ESL staff ensures that all students receive the mandated number of minutes as per CR Part 154 by creating schedules that divide students into heterogeneous groups at each site. Our bilingual program consists of three elementary transitional bilingual classes taught by certified teachers. All three are alternate assessment classes. Our teachers follow the New York State ESL Standards. Our bilingual students receive 60% of their content area instruction in their native language, which is Spanish and 40% in English. The teachers use balanced literacy strategies in the student’s native language, as well as in English to teach their students. All of our beginner and intermediate students receive 360 minutes weekly of ESL while our advanced students receive 180 minutes weekly.

In our bilingual classes, native Language is used in content areas such as Math, Science, and Social Studies. Native Language in content areas will help students grasp concepts such as computation and problem solving. We will continue to re-evaluate the types of materials used to support the teaching of Math, such as manipulatives and workbooks. Our school presently uses the “Math in Focus” program for students in grades K-5. In addition, Santillana’s “Mundo Matematico” is used. Our ESL teachers provide ESL through content area instruction that supports what the students are learning in their classes. We use a variety of methods such as TPR the Communicative Approach, and scaffolding techniques that include modeling, bridging, and contextualization to improve the academic performance of our ELLs. We provide students and teachers with supplemental activities and texts to bridge learning gaps across the content areas. To ensure that Spanish speaking ELLs are evaluated appropriately in their native language upon enrollment they are administered the Spanish LAB. Additionally, a bilingual psychologist continuously works with our ELLs to ensure appropriate program placement and that necessary supports are in place. When appropriate students who are native language dominant are administered standardized assessments in their native language. Our program differentiates instruction for ELL sub-groups by grouping students based on proficiency level, IEP mandates and/or individual needs. To ease the transition into the classroom for SIFEs the ESL teachers work closely with the classroom teacher to develop adapted expectations, provide intensive supports to bridge deficits and work collaboratively to address their specific needs. For our newcomer students we will provide supplemental instruction to ensure a smooth transition into the new school system. Our newcomers will be grouped together to provide instruction based upon their unique needs. Instruction will focus on vocabulary development, literacy and fluency in English and the native language. They will also be invited to attend our Title III Saturday Academy and will be provided with AIS services where possible. Our school applies for BESIS extension of services for ELLs receiving services 4 – 6 years. Due to the nature of the severe disabilities of our students, many require extended time to achieve proficiency in English. The ESL staff works collaboratively with the instructional team to help develop a need - specific program of instruction. Our long term ELLs will continue to receive their mandated ESL services, which are determined by their English language proficiency level and their IEP recommendations. The long term ELLs will be invited to attend the Saturday Academy to help with their transition out of ESL. Service termination or continuation for these students will be evaluated at their CSE review, triennial review, or EPC. All of our ELLs are identified as having special needs. Our entire program is created for their needs as described above.

In response to the state's review, we serve all English Language Learners in accordance with the mandates outlined on each students IEP.

### 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:

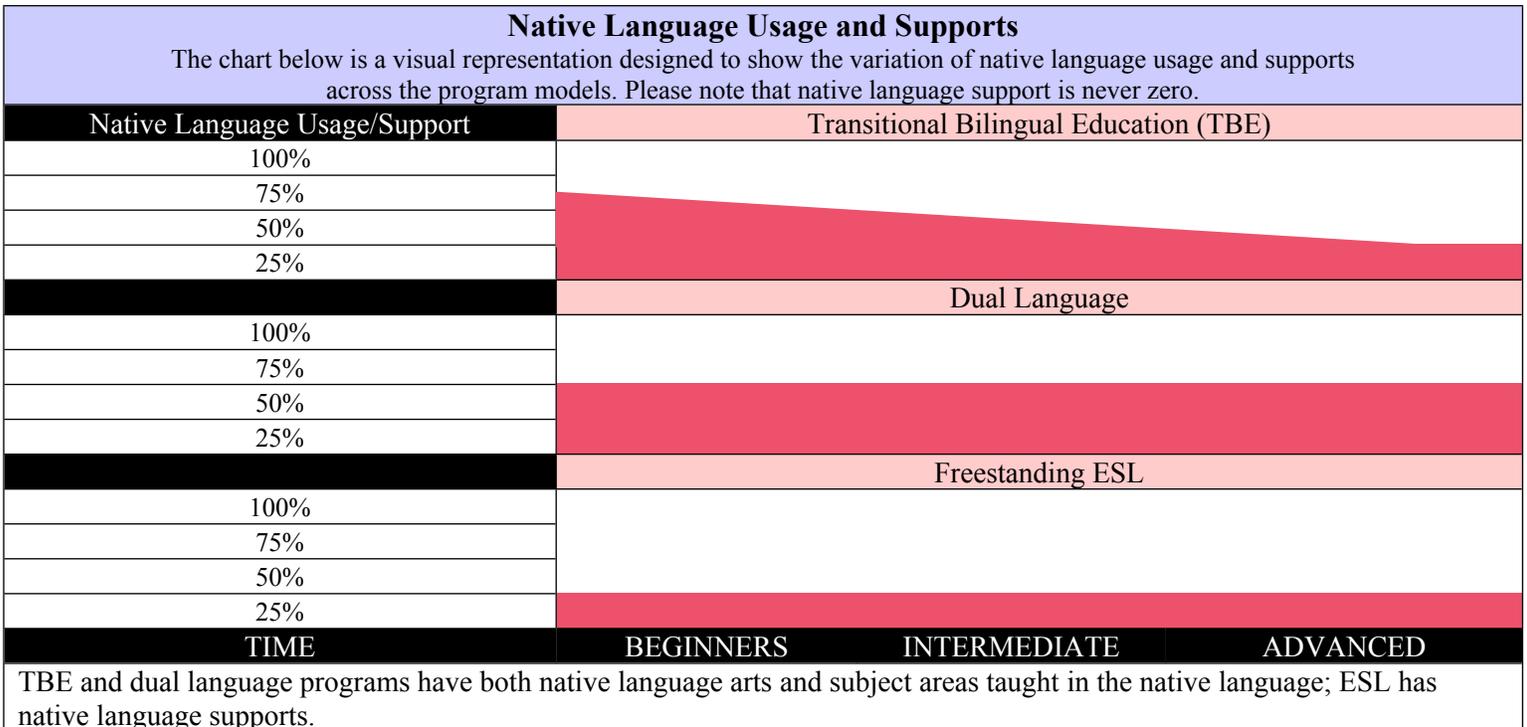
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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



**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?

## 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?

Our targeted intervention programs include, providing small group instruction, Read 180, AIS, SMILES ( a reading program for students with autism), Edmark Reading Program, Lexia Reading Program, Title III Saturday Academy and we are hoping to implement an after school program. These programs are offered in English. For ELLs who reach the level of proficiency we will continue to provide academic intervention support to the student and provide support for the teachers on best practices for the learning needs of those students. We will continue to monitor their academic progress after they exit our program. New programs that are being implemented this year include Math in Focus. No current programs will be discontinued this year. Our ELLs have equal access and opportunities of services at P168X. There is a computer lab available to our ELLs with software such as LEXIA and Edmark. In addition, our classrooms have been provided with computers that are used to reinforce learning. All teachers have been provided with copies of the NYS ESL and NLA standards. We closely monitor our bilingual teachers' use of materials in the classroom, such as bilingual library, workbooks, phonics tapes, native language dictionaries, and computer software for reading and phonics. Reading programs used include "Lectura," "Scott Foresman," and "Houghton Mifflin." Additional materials include Santillana's "Ortografia," Globe Fearon's "English Skills Practice," big books, manipulatives, and educational websites. Our ESL teachers use The Reading Rabbit program with their students to help develop reading language skills. For our non-verbal students we use augmentative communication devices including Cheap Talk 2 and Cheap Talk 8. The ELLs in the TBE program are provided with native language instruction in the content areas of math, science and social studies. For ELLs who are mandated for bilingual services and placed in a monolingual classroom they are assigned an alternate placement paraprofessional. The alternate placement paraprofessional provides native language support and translation services to ensure that the student is able to access instruction. Our ESL teachers work closely with classroom teachers to align instruction with grade level expectations in curriculum. Required support services and resources are designed to correspond to the individual needs of our students as designated in their IEPs. Due to our student's disabilities and needs they are all mandated to attend a 12 month school year. All students are encouraged to attend the Chapter 683 program during the summer to maintain academic progress. Newcomers are invited to participate in the Chapter 683 program to help their transition into the school. Spanish classes are offered as a language elective to all middle school students.

## 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.

All of our staff including therapists, administration and teachers etc. are given access to numerous opportunities for ELL professional development as offered by the district, as well as those provided through local universities and publishers. Professional development will be offered to staff to address the reading and writing needs of ELLs. In addition, we will continue to conduct our monthly study groups as a part of our Title III Saturday Academy. In order to ease the transition of moving from middle school to high school students are encouraged to attend our Chapter 683 program. During the summer program our ELL teachers focus on teaching the students skills necessary for the upcoming school year. As mandated, we will continue to provide all new teachers to our organization with Jose P. training to develop an understanding of ESL strategies and methodologies. Our ESL and bilingual teachers continue to work closely with one another, sharing information learned at workshops and teaching techniques that work for them. Our classroom and cluster teachers collaborate with our ESL and bilingual teachers to discuss the ELL students and what strategies work with each individual student.

## 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 have many opportunities to be involved in our school and in their children's education. All parents are invited to an annual Meet the Principal gathering, where they also have the opportunity to meet related service providers. These are held during the day and in the evening to cater to parents' different schedules. We host an annual Special Education Fair to provide information about outside organizations, CBOs, and services for children and families. Our Parent Coordinator sends a bilingual monthly newsletter home to inform parents of school activities and resources. The PTA holds periodic meetings to evaluate the needs of parents and keep them informed of our school curriculum and programs. Our Title III program provides further opportunities for parents of ELLs to be involved in their children's education by offering programs for parents to attend with their children. Our school welcomes parents to come and speak with staff at any time during the school year.

# 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)	4			3	2	2	2	1	2					16
Intermediate(I)					3	2	3		1	1	1			11
Advanced (A)						2	2	2				1		7
Total	4	0	0	3	5	6	7	3	3	1	1	1	0	34

## NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	3	1			4
5	5				5
6	1	2			3
7					0
8		1			1
NYSAA Bilingual Spe Ed	1		6	25	32

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	2		2						4
5	3		2						5
6	1		2						3
7									0
8	1								1
NYSAA Bilingual Spe Ed					4		28		32

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
Chinese Reading Test								

### 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.

To assess the early literacy skills of our standardized assessment ELLs, our school uses ECLAS-2. This data helps our staff determine the reading level of our students and allows us to provide targeted instruction in the students' classes and during pull-out ESL sessions. This school year our new admits have been unable to be assessed on the LAB-R due to their low cognitive/ functioning level. The data from the NYSESLAT reveals that our students perform better in the Listening/Speaking portions of the test and lower in the Reading/Writing

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75X168 School Name: P168

Cluster: Gary Hecht Network: Stephanie McCaskill

**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.

P168X has bilingual staff (English/ Spanish, English/ Korean, English/ Nigerian, English/ Russian and English/ Filipino) including the Principal, Assistant Principals, three bilingual teachers (licensed), and numerous teachers, paraprofessionals and school aides from Spanish- speaking descent. We use the home language survey to assess the language and interpretation needs of our parents. Our teachers correspond verbally and in writing with their bilingual parents in their native language. The parent coordinator also offers workshops throughout the year that address parents' area of concerns such as support systems and services for ELLs. In addition, she is always available to speak to parents via cell phone and in person. She keeps in contact with parents on a regular basis.

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.

P168X translates all letters and communications to Spanish as we want our parents to be well informed. We currently have 72 Spanish speaking ELL's and we provide translation services for all their parents as needed. We are helping the home/school community by providing parents with information in their native language. As part of one of the Chancellor's initiatives, a translator was present during our afternoon and evening Parent/ Teacher Conference sessions for those parents who required assistance in communicating with school personnel.

## 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.

Parent letters/ notices are translated into native language (Spanish) by school personnel and distributed to parents in a timely manner. Additionally, we use the translation and interpretation unit to translate critical communications in the form of letters, notices, flyers, consent forms and/ or the parent handbook. The parent coordinator also uses the DOE translation and interpretation unit for the school newsletter. When using the translation and interpretation unit we follow up via email to ensure that we receive the documents in a timely fashion. Parents are also offered the assistance of an interpreter for parent-teacher conferences, IEP reviews, performance updates, and health issues. In the event that we encounter a parent that speaks a language that we do not have an in-house interpreter, we will use the NYCDOE Translation and Interpretation Unit. Parents who require their child's IEP translated will be provided with a copy in their native language. Translation of IEPs are completed by the translation unit of the DOE.

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.

Bilingual school personnel are always available to provide oral interpretation services for those parents who are not fluent in the English language. P168X's bilingual administrators and staff are also available to provide oral interpretation. Oral translation services will be provided by in-house personnel because we have staff that are able to do so. In the event that a parent requires translation services in a language not spoken by staff, then we will enlist the assistance of an outside contractor to satisfy the translation needs and ensure that the parents are given the services that they require.

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>.

The school provides parents with bilingual translation of critical documents such as those pertaining to a child's health, safety, legal or disciplinary matters such as the Citywide Standards of Discipline and Intervention Measures, programs and services for special education students, permission slips and consent forms, as described in Chancellor's Regulation A-663. P168X also provides school signage in all eight languages that are provided on the DOE website. Parents who may need additional assistance are also provided with verbal translation of the above mentioned critical documents by bilingual school personnel. P168X'd intake process is conducted in English or in Spanish, depending on the needs of the parent. The Home-Language Survey helps the school in determining which parents require bilingual 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: P168X	DBN: 75X168
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
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 checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" 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: 2 # of certified ESL/Bilingual teachers: 2 # 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: 168X is planning to implement Saturday Title III program for 18 ELL students with disabilities and their parents. We will be keeping our program in Spring, in order to avoid cancellations or transportation difficulties for participants due to inclement weather. The projected dates of the program will be March 3rd, 10th, 17th, and April 21st, 28th and May 5th. At P.168X we currently have 72 ELLs, 48 students are alternate assessment and 24 students are in standardized assessment classes. Most of our English Language Learners have a native language of Spanish, one student with a home language of Arabic and one with a home language of Bengali. Of the 48 students in alternate assessment, 18 are in 12:1:1 ID classes, 21 students are in 6:1:1 AU classes and 9 students are in 12:1:4 multiply handicapped classes. Of the 24 students in standardized assessment 1 student is in an 8:1:1 class, 18 students are in 12:1:1 ED classes, and 5 students are in a 8:1:4 inclusion program. ELLs in the Saturday Learning Academy will be instructed in one 6:1:1 class and one 12:1:1 class. The majority of our ELLs whose families have expressed interest in the past in the Saturday Academy are classified as 6:1:1, but students from other classifications will be permitted to attend. The student and parent program will be linked to ensure the greatest success for all those involved. The program will be held on six Saturdays and will run from 9:00 AM to 1:30 PM. The program will focus on strengthening performance in core academic subject areas including English Language Arts, Science and Social Studies. Our projected start date is March 3rd, 2012 and will consist of one cycle of three sessions of creative writing through the arts in conjunction with the Whitney Museum and two science sessions in conjunction with the Museum of Natural History and one session for social studies in collaboration with the Jewish Museum. During each 4.5 hour session of the academy, students will receive direct instruction to support their language needs through content area studies. The curriculum will include two to three on-site sessions, with the remaining sessions on site with our collaborators, as well as follow up lessons integrated in the ESL curriculum. Instruction will be aligned to New York State ESL Learning Standards 1 and 4, which concentrate on building and developing social and academic language. Additionally, instruction will be aligned with the New York State Art Learning Standards 3 Responding to and Analyzing Works of Art and 4 Understanding the Cultural Dimensions and Contributions of the Arts. Once we determine the actual students who elect to participate in our program, we will incorporate the Common Core Learning Standards for the appropriate grades for English Language Arts, Science and Social Studies. Our ELLs have deficiencies in all aspects of language and each session will promote holistic language learning in listening, speaking, reading, and writing. The program will employ two certified ESL/Bilingual teachers and three Spanish language paraprofessionals. Three paraprofessionals are needed because one student who is attending requires a one to one paraprofessional. The ESL/Bilingual teachers will appropriately differentiate instruction based on each student's IEP. Since our Title III supplemental instructional program will take place on Saturday, an administrator is needed and will be present to ensure that all compliance and instructional requirements are being met. We will be inviting all ELLs from grades 3-8 to attend the "Saturday Learning Academy". We anticipate that eighteen ELLs will attend in one 6:1:1 class and one 12:1:1 class. The language of instruction for the program will be in English and will be supplemented with a Spanish-language paraprofessional who will be able to offer native language written translation and/or oral interpretation to those students and parents that require it. ELLs that participate in the program will be continuously assessed by the teachers throughout the entire Saturday program, using teacher-made

### Part B: Direct Instruction Supplemental Program Information

assessments, observation, and student portfolios. ERIC Digest's article on "Parent Involvement and The Education of Limited English Proficient Students" recognizes the growing body of research that illustrates the importance of parent involvement and of giving parents concrete skills to support their children's learning at home. The article cites studies demonstrating that parent involvement leads to greater academic gains in ELLs. Learning to Learn in a Second Language by Pauline Gibbons states that schools that are supportive of ELLs will incorporate parent involvement and incorporate language learning in all areas of the curriculum. The materials we will be using include Science file folder games, science vocabulary readers sets, skill based story cards, drawing materials and teacher made materials. Our museum educators will be providing materials in kind that include artwork and art materials, historical and cultural artifacts and science multimedia displays.

### 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: For the 2011-12 school year, P. 168X has programmed its teachers to have 2-3 common planning periods per week. Two coaches (one alternate assessment and one standardized assessment) provide staff development weekly to all staff including those who serve ELL students. The coaches train staff in assessment, direct instruction, workshop model, integration of the smart board, Teachers' College Reading and Writing Project Strategies, use of assistive devices. The common planning is in addition to the regularly scheduled staff development days. We will use Title III funds to pay for professional development (study group) on 5 weekends for the assistant principal, the teachers and the paraprofessionals working the Saturday Academy. The PD study groups will meet for 1 hour prior to the start of each session of the "Saturday Learning Academy" for a total of 5 weeks, from 8:00 – 9:00. The dates of the study group are: March 3rd, 10th, 17th, April 21st and 28th. Mark Ferguson, our ESL teacher will plan and lead the study group. The rationale for the study group is for the Title III educators to work collaboratively to develop strategies and techniques that can be expanded to the entire ELL population at P168X. Some of the topics that we will be exploring during the weekend sessions are Strengthening Achievement in the Content Areas for ELLs, Demystifying ELL Data; From Analysis to Achievement: Using Elementary-Level Data to Design Effective Instruction for ELLs; Integrating the Arts for ELLs.

### 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

### Part D: Parental Engagement Activities

Begin description here: The parent component will have a dual focus; the first will be to help parents to develop an understanding of grade level expectations in core content areas and give them examples of ways to enrich their children’s learning in these respective content areas. The second piece will be exposing parents to city wide resources for enhancing their children’s educational experiences by working in collaboration with various museums across the city. Both aspects of the program will prepare parents to help their children in the acquisition of the English language. Throughout the Saturday Learning Academy, parents will work along side their children on specializes activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in content areas in the classroom for 3 sessions, in the Whitney Museum, The Jewish Museum and the Museum of Natural History each for one session. A musuem educator from each of the musuems will visit the school and provide direct instruction to the parents and students. In addition, we will be meeting with the museum educators at the museums on 3 Saturdays: March 3rd, 10th and April 28th. The educator from the Whitney museum will collaborate with teachers to provide inquiry-based programs that explore American art, artists, and culture in order to expand and enrich K–8 classroom learning, and foster curiosity, creativity, and critical thinking. The program with the Jewish museum is designed to engage students of diverse backgrounds, interests and abilities while fulfilling Common Core Learning Standards and adhering to the Blueprint for Teaching and Learning in Visual Arts. Parents and students will explore original works of art through inquiry-based discussion and activities facilitated by museum educators. The purpose of the program with the musuem of Natural History is to capitalize on the use of "Visual Scientific Resources" to deepen knowledge of Earth science: help educators learn linguistic strategies for scaffolding science content and processes; use the museum exhibits and museum learning strategies such as observation, recording, description, and comparison to supplement in-school learning; and honor students' native languages and model English language skills. The program will focus on the following topics: ecosystems, climate and weather, water cycle, clouds, and seasons. As an incentive for parent participation, we will purchase tickets to a Broadway show that will be raffled off at the culmination of the academy. We will continue the raffle we started in previous years since it has served to increase interest in the Saturday Academy. In order to notify the parents of ELLs, of the Title III program and of CR Part 154 services for ELLs during the school day, we will conduct a parent orientation in collaboration with the parent coordinator during parent teacher conferences. In addition, we will also be sending an invitation in English and Spanish to inform them of the workshops. We will have various staff available to provide oral interpretation and written translation services to any parents who may require them and who will provide follow up phone calls to the families to inform them about the program.

### Part E: Budget

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

Allocation Amount: \$11,200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6,451.11	Instructional Saturday Program:  2 ESL teachers x 6 Saturdays x 4.5 hours each Saturday x \$49.89 per session rate = \$2,694.06

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$1,194.65	<p>3 Paraprofessionals x 6 Saturdays x 4.5 hours each Saturday x \$28.98 per session rate = \$2,347.38</p> <p>1 Supervisor x 6 Saturdays x 4.5 hours each Saturday x \$52.21 per session rate = \$1,409.67</p> <p>Professional Development:</p> <p>2 teachers x 5 Saturdays x 1 hour per day x \$49.89 for study groups = total \$498.90</p> <p>1 supervisor x 5 Saturdays x 1 hours per day x \$52.21 per hour for study group = \$261.05</p> <p>3 paraprofessionals x 5 Saturdays x 1 hour per day x \$28.98 (for study group) = \$434.70</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$2,373.91	<p>Instructional Supplies</p> <p>Computer software/Technology Supplies \$500</p> <p>Laminator: \$95.11</p> <p>Pencils \$3.32 x 5=\$16.60</p> <p>Construction Paper:\$2.89 x 5= \$14.45</p> <p>Colored Pencils: \$1.47 x 18= \$26.46</p>

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Student Scissors: \$1.07 x 18= \$19.26</p> <p>Adult Scissors: \$1.47 x 18= \$26.46</p> <p>Index Cards: \$.97 x 18= \$17.46</p> <p>Notebooks: \$1.27 x 18= \$22.86</p> <p>Crayons: \$1.67 x 18= \$30.06</p> <p>Markers: \$2.97 x 18= \$53.46</p> <p>Glue Sticks: \$11.84 (pack of 30)</p> <p>Tissue Paper: \$35.97</p> <p>Sight word/ ESL Intro kit:\$229.00</p> <p>Science Vocabulary Reader Sets (Science Level 1 and 2) \$69.99x2=139.98</p> <p>Skill Based Story Cards (science): \$49.99</p> <p>Science File Folder Games: \$39.99 x 2= \$79.98</p> <p>Smart Talk Complete Program: \$299.99</p> <p>Photographic Learning Cards: \$119.99</p> <p>Hot Dots Reading Comprehension Sets: \$154.99</p> <p>Spanish Big Books: \$180.00</p> <p>Tickets for Parent Raffle (2 @\$125 each) =\$250</p>
Educational Software		

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	\$729	Instructional Saturday Program/Travel for Students:  Metrocards for students for travel to Museums on 3 Saturdays @4.50 X 18 = \$243  Parental Involvement/Travel for Parents:  Metrocards for parents for travel to Museums on 3 Saturdays @4.50 X 18 = \$243  Metrocards for students to travel to the program on 6 Saturdays @2.25 x 18 =\$243
Other	\$451.33	Refreshments for Parents
<b>TOTAL</b>	<b>\$11,200</b>	<b>\$11,200</b>