



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** P. 10X

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

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

**SUPERINTENDENT:** GARY HECHT

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

| Name                   | Position and Constituent Group Represented   | Signature |
|------------------------|--|-----------|
| Barbara Hanson         | *Principal or Designee   |           |
| Joshua Feldman         | *UFT Chapter Leader or Designee  |           |
| Andrea Daniels         | *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  |           |
| Nancy Maurer           | Member/SLT Chairperson   |           |
| Maura Haggerty         | Member/ Teacher  |           |
| Chenay Maxwell Johnson | Member/ Paraprofessional   |           |
| Xiomara Carvajal Nunez | Member/Teacher   |           |
| Anita Kong             | Member/Parent  |           |
| Evelyn O’Neill Brown   | Member/Parent  |           |
| Donell Singleton       | Member/Teacher   |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, there will be an improved teacher use of targeted instructional strategies aligned to the student IEP's as evidenced by increased student engagement measured by a 5% increase in student achievement in mathematics over baseline scores measured through formative assessments.**

### **Comprehensive needs assessment**

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

**Based on the 2012 P10X Quality Review, it was found that the school needed to more carefully monitor interim student growth and more frequently review sub-topic data for standardized assessment students. As a result, 10X has implemented a new Math in Focus curriculum that is aligned with the Common Core Learning standards and provides pre-test baseline and unit post-tests in each of the math sub topics/ units. In addition, upon review of low-inference observations, and Scranton assessment data, P10X administration identified teacher questioning and discussion techniques from the Teaching Frameworks as a priority for improving teacher performance and student achievement.**

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

- Use of Scantron (October, January, March) to target deficit skill areas.
- Instructional focus will be adjusted based on subtopic data from Scantron.
- Teachers will receive training in the implementation of the new Math in Focus curriculum (September through January)
- Implementation of new Math in Focus curriculum (September through June).
- Math in Focus curriculum assessments- pre test and post test for each unit in the curriculum (September through June).
- Teachers meet twice weekly during common preps to review student testing data, individual student work samples, and best practices. In addition, teachers will be provided Professional Development at a variety of venues and meeting monthly in PLC's that concentrate on Questioning and Discussion strategies. Topics include: "Informing instruction based on Scantron data, curriculum mapping, "Effective Teacher Follow- up Questions," "Questioning and Discussion techniques" "Aligning teacher questioning to the Common Core Learning Standards and Depth of Knowledge levels." (September through June)
- Teachers will observe a mathematics lesson on video with a focus on alignment to Teacher Questioning and Discussion Techniques from the teaching Frameworks. (January and February)
- The PLC's will monitor student sub-populations such as English Language Learners, African American and Hispanic males, among other at risk groups.
- All students will participate in Mathematics culminating tasks that will be presented and evaluated using rubrics based on Common Core Learning Standards. (Due May 31)
- New teachers receive mentoring.
- District and School based coaches assist teachers throughout P10X.
- The school based coach and assistant principals facilitate the monthly learning communities.
- Assistant Principals and Unit Teachers arrange schedules for common preps.
- Interactive Smart Board lessons to increase student engagement

- Smart Boards have been secured through grants awarded, to integrate interactive technology throughout instruction. Ongoing training in using Smart Boards during instruction is offered to staff throughout the school year.
- P10X administration also provided teachers with a timeline of topics to address during their twice weekly common preps. The timeline includes collecting baseline data at the beginning of the year, (September through October) reviewing ongoing growth during the school year and final results at the end of the school year (June).
- Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback with a focus on questioning and discussion techniques.
- New Teacher School-Based Professional Development workshops (once per month)
- Inter-visitations (Ongoing)
- Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of math assessments to inform instruction. (Ongoing throughout the year).
- Parental notification of student progress and achievement through the “Engrade” system (4 times a year)

Indicators of Interim Progress:

- **Student Action Plans in the area of Mathematics**
- **Teacher review of student action plans and data during Cohort Meetings**
- **Math in Focus curriculum math quizzes: pre test versus post tests in each unit**
- **Teacher-student conferencing**
- **Student performance in mathematics culminating tasks.**

#### **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) key personnel 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.
- Holding an annual Parent Information Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- Supporting or hosting Family Day events; (Literacy fair, Science Fair, Fall Ball; Carnival)
- Establishing a Parent Resource Center/Area; instructional materials for parents;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; (Engrade, daily conduct sheets, communication notebooks)
- Distributing a school newsletter designed to keep parents informed about school activities and student progress.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X \_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Positive Behavior Support program to help students decrease behaviors that interfere with learning and increase coping skills**
  - **Using an Anti-Bullying Curriculum with students to help improve school safety and to create a safe learning environment.**
  - **P10X Parent Information Day – Holding an annual Parent Info Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.**

- **P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.**
- **Marquis Studios – Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.**

### 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 2013, targeted students in Alternate Assessment will improve mastery of short term IEP objectives as evidenced by successful completion of portfolio tasks, measured by a 10% improvement in raw scores over baseline on the appropriate formative assessment**

#### **Comprehensive needs assessment**

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

**Based on the 2012 P10X Quality Review, it was found that the school needed to carefully monitor and review interim student growth .**

**Administration and the School leadership team met with a variety of constituencies sharing the Quality Review areas in need of improvement. Ongoing discussions and regularly scheduled meetings resulted in the implementation of a teacher initiated program that allows teachers to record online student IEP goal progress, allowing for greater transparency and monthly monitoring of these goals.**

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**P10X will monitor student IEP growth that will result in adjustments to teacher practices and improved student outcomes.**

- Staff is trained in use of skydrive to record student IEP growth data at September PD day, November PD day and ongoing throughout the school year as teachers request them.
- Administration reviews skydrive data at the beginning of each month starting December 2012.
- Administration meets with teachers regarding review of skydrive data. (Beginning January 2013)
- Teachers provide input during PLCs on adjustments to skydrive system.
- Teachers input IEP growth data as informed by student portfolios, daily Data tracking, and Fall and Spring SANDI and ABLLs assessments.
- Teachers meet twice weekly during common preps to review student data, individual student work samples, and best practices.
- In addition, teachers will meet monthly in PLC's that concentrate on using skydrive data to adjust teaching practices and instruction (September through June)
- PLC inquiry project to graph data looking at best practices in instruction. PLC will look at Skydrive to determine if students are on a trajectory to master

benchmarks.

- New teachers receive mentoring.
- District and School based coaches assist teachers throughout P10X.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Holding an annual Parent Information Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.
  - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
  - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
  - Supporting or hosting Family Day events; (Fall Ball; Carnival)
  - Establishing a Parent Resource Center/Area; instructional materials for parents;
  - Encouraging more parents to become trained school volunteers;
  - Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; (Engrade, daily conduct sheets, communication notebooks)
  - Distributing a school newsletter designed to keep parents informed about school activities and student progress;
  - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Positive Behavior Support program to help students decrease behaviors that interfere with learning and increase coping skills**
  - **P10X Parent Information Day – Holding an annual Parent Info Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.**
  - **P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.**

- **Marquis Studios – Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.**
- **Monthly parent training on selected topics at various sites and parent counseling, when requested.**

### **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 2013, targeted students with autism in grades K – 3 will increase requesting skills as evidenced by a 10% increase in skill scores measured on a language and communication-based formative assessment.**

#### **Comprehensive needs assessment**

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

Based on a needs assessment from the Communication Committee, it was found that students in the 6:1:1 ratio lack the appropriate requesting skills needed to interact within the community. During the Chapter 683 program, when students were brought into the community it was found that students lacked the appropriate requesting skills needed for daily social interactions. The performance of the students will be assessed by The Assessment of Basic Language and Learning Skills (ABLLS) Section F.

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Targeted students in 6:1:1 will be assessed by teachers using the ABLLS September/October and May)**
- **Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback**
- **Monthly Team Meetings for classroom staff to discuss student progress**

- **Monthly Professional Learning Community (PLC) meetings for teachers of 6:1:1 students to discuss student assessments and communication programs (ongoing thru the year).**
- **School-based and District-based Professional Development workshops (Ongoing thru the year)**
- **Speech teachers are working with small groups of students on Joint Action Routines and Social Scripts**
- **Speech teachers provide training to classroom staff on individual communication systems.**
- **Speech teachers collaborate with classroom teachers on Student Action Plans (Ongoing thru the year)**
- **Speech teachers push-in for related services (Ongoing thru the year)**
- **Communication Committee meetings (Monthly)**
- **Support from District Autism Coach (Oct thru June)**
- **Provide Parent Training on providing 'social interactions' for students**
- **School based coaches provide support for 6:1:1 teachers (Ongoing throughout the school year)**

**Indicators of Interim Progress:**

- **ABLIS assessments completed for 6:1:1 students in grades K-5**
- **Speech teachers attend monthly Communication Meetings ( agendas and sign-in sheets)**
- **Improved outcomes from Communication Assessments**
- **5% increase on the number of skills obtained in section F on the ABLIS in the Fall and then 5% in the Spring Semester**

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Get Ready to Learn** –This program helps students to self-regulate which increases on task behavior.
  - **P10X Parent Information Day** – Holding an annual Parent Info Meeting at each P10X site to inform parents about methodologies and curricula to each population.
  - **P10X Fall Ball** – Annual school function which includes students, parents and staff. Parents are given the opportunities to network with staff, other families, and community agencies.
  - **Marquis Studios** – Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community are invited.
  - **Carbone Clinic** – A consultant from the Carbone clinic works with staff to increase teacher effectiveness for improved student outcomes.
  - Monthly parent training on selected topics at various sites and parent counseling, when requested.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2013, targeted students in 12:1:4 ratio (multiple handicapping conditions) will increase their pragmatic skills by improving joint attention, pretend play, and associated play as evidenced by a 10 % improvement in pragmatic skills profiled in speech/language formal and informal assessments.**

### **Comprehensive needs assessment**

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

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Targeted 12:1:4 students will be given a communication assessment to determine his/her individualized level of functioning within the pragmatic area by November 2012.**
- **Use of an individualized sensory program to help self-regulate students.**
- **Monthly PLC meetings for teachers of 12:1:4 students to discuss student assessments and communication programs (ongoing through the year).**
- **School-based and District-based Professional Development workshops.**
- **Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback**
- **Teacher Inter-visitations**
- **Speech teachers provide training to classroom staff on use of individual communication systems.**
- **Speech teachers collaborate with classroom teachers on Student Action Plans (Ongoing thru the year)**
- **Speech teachers push-in for related services (Ongoing thru the year)**  
**Classroom teachers will collaborate with speech teachers on individualized student communication systems.**
- **Communication and Sensory Committee meetings (Monthly)**

- **School staff will set up parent training on the use of communication systems and pragmatic skills.**

**Indicators of Interim Progress:**

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

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Get Ready to Learn –This program helps students to self-regulate which increases on task behavior.
  - P10X Parent Information Day – Holding an annual Parent Info Meeting at each P10X site to inform parents about specific methodologies and curricula specific to each population.

- P10X Fall Ball – Annual school function which includes students, their families and staff. Parents are given the opportunities to network with staff, other families, and community agencies.
- Marquis Studios – An Arts –Based program to increase student social and communication skills. The Program culminates in a student performance in which family and community is invited.
- Sensory Integration Program – addresses student sensory deficits to bring them to an optimal learning state.
- Monthly parent training on selected topics at various sites and parent counseling, when requested

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description   |   |   |
|--|---|---|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.)   | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)                                      | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA  | <p><b>P10X provides several different intervention programs for students in AIS:</b></p> <p><b>The <i>Foundations</i> program is implemented for Kindergarten through 4<sup>th</sup> grade Standardized Assessment students and for some Alternate Assessment students where appropriate. The Foundations program addresses phonemic awareness, phonics, word and syllable study, sight word instruction, fluency, word and sentence writing practice, and comprehension.</b></p> <p><b>The <i>Ramp-Up</i> program is provided for Standardized Assessment students in grades 6-8. This program immerses striving readers</b></p> | <p><b>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</b></p> | <p><b>All AIS is provided during the school day.</b></p>                                  |

|  |   |  |  |
|--|---|--|--|
|  | <p>in the strategies and practices of literacy. It uses a workshop model and differentiates instruction for all students. <i>Ramp-Up</i> uses a scaffolding model that takes students from the known to the new. Students move through a progression of steps from totally assisted reading instruction through guided group and individualized instruction, to the stage of independence and fluency.</p> <p><i>Step Up to Writing</i> is provided for all students in Standardized Assessment and for Alternate Assessment where appropriate. <i>Step Up to Writing</i> is a writing program which guides students as they learn to write clearly, consistently, and in an organized manner. It gives students the guidance, support, and direction they need to become successful writers. The basic writing elements addressed in the program are: paragraphs, transitions, letter-writing, conclusions, speeches, creative writing, note taking and planning.</p> <p>Sensory Integration</p> |  |  |
|--|---|--|--|

|  |  |  |   |
|--|--|--|---|
|  | <p>programs are used with <b>Alternate Assessment</b> students. The <i>Get Ready to Learn Program</i> and the <i>P10X Sensory Cart Program</i> create a foundation for function that will organize and prepare students to learn. And increase on-task behavior.</p>   |  |   |
| Mathematics  | <p>Math in Focus curriculum supplemental workbooks: <b>Re-teach</b> for students below grade level, <b>Extra Practice</b> for students on grade level, Enrichment for students above grade level.</p> <p>Math in Focus online games are used for AIS.</p> <p>Test preparation materials supplement the math Standardized Assessment AIS program.</p> | <p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p> | <p>All AIS is provided during the school day.</p> |
| Science  | <p>Test Preparation materials are used for AIS in Science.</p>   | <p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p> | <p>All AIS is provided during the school day.</p> |
| Social Studies   | <p>Test Preparation materials are used for AIS in Social Studies.</p>  | <p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p> | <p>All AIS is provided during the school day.</p> |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>At-risk services provided by the Guidance Counselors include the implementation of a Social Skills curriculum. Positive</p>   | <p>Intervention is provided using push-in and/or pull-out , small groups and 1:1 conferences</p>             | <p>All AIS is provided during the school day.</p> |

|  |  |  |  |
|--|--|--|--|
|  | <p><b>Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) are used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills.</b></p> |  |  |
|--|--|--|--|

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality

- **Teachers are provided an extensive variety of PD throughout the year, on both the school and district based levels, based on needs assessment.**
- **School-Based Coaches provide instructional feedback regarding best practices and methodologies used within our school**
- **Teachers are provided inter-visitation opportunities throughout the school year to observe best practices.**
- **Teachers participate in twice weekly common prep meetings to share best practices, view student work and adjust instruction**
- **New teachers participate monthly in the P10X “New Teacher Institute.”**
- **All new teachers and speech teachers are mentored**
- **Teachers participate in regularly scheduled meetings in Professional Learning communities, tailored for specific constituencies.**
- **Administration facilitates pre-observation meetings, formal observations and post observation conferences to monitor instructional practices.**
- **Administration conducts informal classroom walkthroughs and provides feedback to staff.**
- **Administration reviews all teachers’ annual professional teaching goals.**



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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<br><b>Gary Hecht/Adrienne Edelstein</b> | District <b>75</b> | Borough <b>Bronx</b> | School Number <b>010</b> |
| School Name <b>P10</b>  |                    |                      |                          |

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

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

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>2</b> | Number of certified bilingual teachers   | <b>1</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</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>1</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>462</b> | Total Number of ELLs | <b>79</b> | ELLs as share of total student population (%) | <b>17.10%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

|  |   |  |                                       |
|--|---|--|---------------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            | If yes, indicate language(s): Spanish |
| Dual language program                    | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s):         |

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

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

## B. ELL Years of Service and Programs

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

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           | 6                 |          | 6                 | 4                |          | 4                 |                                    |          |                   | 10        |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 24                | 2        | 24                | 34               |          | 34                | 11                                 |          | 11                | 69        |
| <b>Total</b>  | <b>30</b>         | <b>2</b> | <b>30</b>         | <b>38</b>        | <b>0</b> | <b>38</b>         | <b>11</b>                          | <b>0</b> | <b>11</b>         | <b>79</b> |

| ELLs by Subgroups   |      |                   |                  |      |                   |                                    |      |                   |       |  |
|---|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|--|
| ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |  |
| All   | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education | Total |  |
| Number of ELLs in a TBE program who are in alternate placement: <u>45</u> |      |                   |                  |      |                   |                                    |      |                   |       |  |

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
| Spanish  | 3        | 1        | 2        | 4        |          |          |          |          |          |          |          |          |          | 10        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>3</b> | <b>1</b> | <b>2</b> | <b>4</b> | <b>0</b> | <b>10</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       | 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 | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
|  |     |    |     |    |     |    |     |    |       |    |

**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        | 7        | 9        | 8        | 10        | 6        | 6        | 7        | 6        |          |          |          | 2        | 64        |
| Chinese      |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          | 1        |          |          |           |          |          |          |          |          |          |          |          | 1         |
| Urdu         |          |          |          |          |           | 1        |          |          |          |          |          |          |          | 1         |
| Arabic       |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Haitian      |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| French       |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Korean       |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |           |          |          | 1        |          |          |          |          |          | 1         |
| Other        |          |          |          |          | 1         | 1        |          |          |          |          |          |          |          | 2         |
| <b>TOTAL</b> | <b>3</b> | <b>8</b> | <b>9</b> | <b>8</b> | <b>11</b> | <b>8</b> | <b>6</b> | <b>8</b> | <b>6</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>69</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

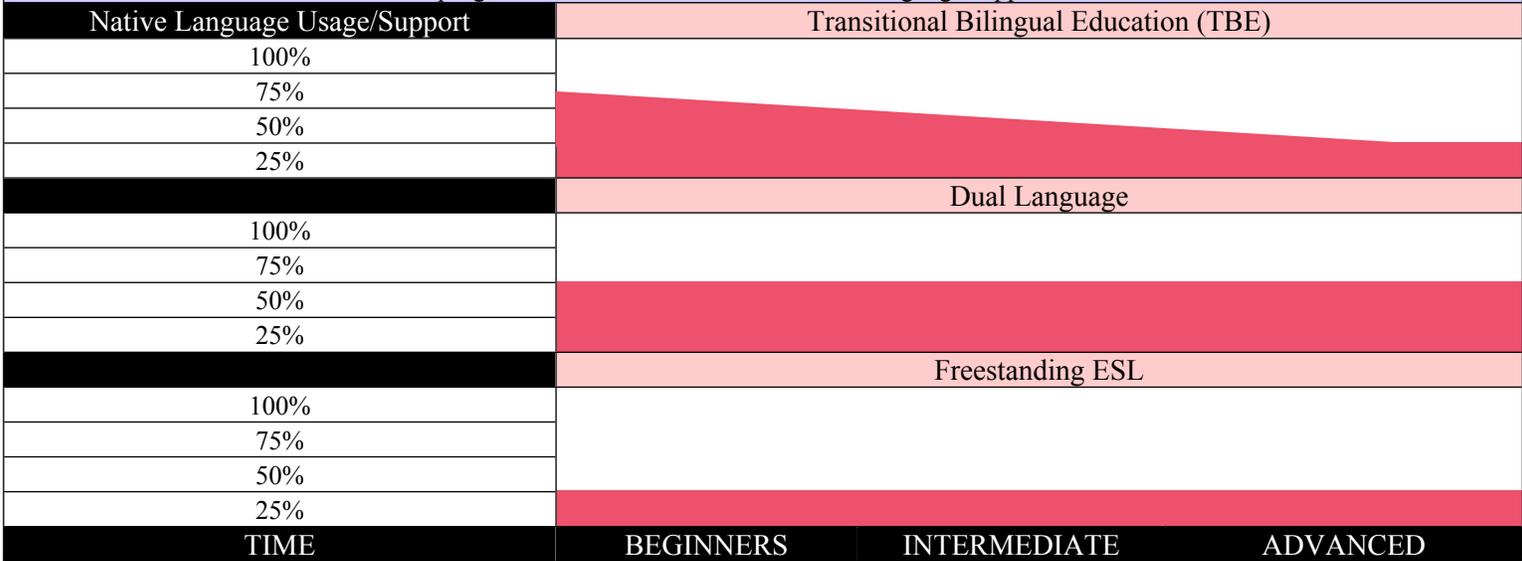
|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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

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

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

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

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

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

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

Special education teachers teach content-area instruction in English through ESL methodologies on both the elementary and middle school levels. ESL teachers and special education classroom teachers on the elementary level work together on weekly common preps to coordinate instruction and methodologies so that language acquisition will be fostered. At the middle school level, ESL teachers and content area teachers plan curriculum/units of study which the ESL teacher will provide to the students using ESL methodologies. ESL methodologies include TPR, Whole Language, use of graphic organizers and multi-sensory approaches used with Mayer Johnson Symbols and augmentative communication devices. Students in Alternate Placement receive additional support in native language and English from a paraprofessional who speaks both English and the student's native language. Multicultural and multi-sensory materials and technology are infused throughout the program. Literacy (ELA) instruction for ELL's in the ESL program follows Balanced Literacy, supported by multicultural library books, technology and adaptation of literacy materials to meet the needs of students with severe disabilities. Supplementary materials used include: Children Around the World (Rand McNally), Learn at Home Grades 1 - 5 (American Education Publishing), Now I'm Reading (Innovative Kids), Amazing English (Addison Wesley Publishing Company), and People and Places

(McMillan/McGraw Hill). Additional materials include games focusing on ELA strategies by Trend (Parts of Speech Bingo, Alphabet Bingo, and Synonyms Bingo) and the Big Book of Knowledge A – Z. Materials by Didax include Basic Skills Puzzles focusing on Synonyms, Antonyms, Homonyms, Sound Alike, Compound Words, Silent Consonants, Rhyming Words, and Consonant Blends. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students.

ELL's are included in all school programs this includes clubs, assemblies, and schoolwide events such as the Literacy Fair and the Science Fair. Through differentiated instruction and ESL supports students are able to complete the same activities and assignments their mono-lingual peers are part of.

P10X provides Native language support in both the Transitional Bilingual Program and the ESL Program by having small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native Languages. All required services support and correspond to ELL's ages and grade levels.

For students who are new comers to the English Language School System, we employ services such as the following with these students: small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native Languages. We also institute an orientation process and building walk-throughs to familiarize students with the school environment. These students are exposed to strategies used with other ELL's in our school. Students designated as long Term ELL's continue to receive ESL services, as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT. The same methodologies used with our students in the Bilingual Program and Freestanding ESL Program are used with our long Term ELL's. ELL's that achieve proficiency on the NYSELAT receive services monthly for two years. Increased academic interventions are planned for next year to raise achievement levels.

This year we will provide an academic enrichment program in the are of ELA. The students will receive small group instruction after school with licensed bilingual and ESL teachers. Ipads will be used to help students with reading comprehension. This will be for twenty sessions and funded by Title III.

P10X does not offer language electives to our 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.

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

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

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

## E. Parental Involvement

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

|                 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B)     | 0 |   | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0  | 0  | 1  | 6     |
| Intermediate(I) | 0 | 1 | 1 | 0 | 1 | 2 | 2 | 1 | 0 | 0 | 0  | 0  | 1  | 9     |
| Advanced (A)    | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |
| Total           | 0 | 1 | 1 | 0 | 2 | 4 | 3 | 1 | 1 | 1 | 0  | 0  | 2  | 16    |

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

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      | -0      | 0       | 0       | 0       | 0     |
| 4                      | 2       | 0       | 0       | 0       | 2     |
| 5                      | 1       | 2       | 0       | 0       | 3     |
| 6                      | 2       | 0       | 0       | 0       | 2     |
| 7                      | 1       | 0       | 0       | 0       | 1     |
| 8                      | 0       | 0       | 0       | 0       | 0     |
| NYSAA Bilingual Spe Ed | 0       | 1       | 27      | 43      | 71    |

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

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

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 0                          | 0               | 0                           | 0               |
| Integrated Algebra           | 0                          | 0               | 0                           | 0               |
| Geometry                     | 0                          | 0               | 0                           | 0               |
| Algebra 2/Trigonometry       | 0                          | 0               | 0                           | 0               |
| Math                         | 0                          | 0               | 0                           | 0               |
| Biology                      | 0                          | 0               | 0                           | 0               |
| Chemistry                    | 0                          | 0               | 0                           | 0               |
| Earth Science                | 0                          | 0               | 0                           | 0               |
| Living Environment           | 0                          | 0               | 0                           | 0               |
| Physics                      | 0                          | 0               | 0                           | 0               |
| Global History and Geography | 0                          | 0               | 0                           | 0               |
| US History and Government    | 0                          | 0               | 0                           | 0               |
| Foreign Language             | 0                          | 0               | 0                           | 0               |
| Other                        | 0                          | 0               | 0                           | 0               |
| Other                        | 0                          | 0               | 0                           | 0               |
| NYSAA ELA                    | 0                          | 0               | 0                           | 0               |
| NYSAA Mathematics            | 0                          | 0               | 0                           | 0               |
| NYSAA Social Studies         | 0                          | 0               | 0                           | 0               |
| NYSAA Science                | 0                          | 0               | 0                           | 0               |

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

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

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

P10X uses several assessment tools to assess the early literacy skills of ELL students. We use the ECLAS-2, the QRI-4, and Foundations. These tools give us an insight in to what skills the students are strong in and what are their areas of weakness. Teachers use this information to plan and differentiate the instruction for the students. The data patterns reveal that our students in standardized assessment that do well on the NYSESLAT, score better on the NYS ELA and Math tests. Looking at the data from the NYSESLAT Modalities, all students show higher performance on the Listening/Speaking section of the test, than the Reading/Writing section of this assessment. It is also evident that students that do well on the Reading/Writing section do better on the NYS ELA and Math Tests. This information also indicates that ELL Standardized Assessment students need more practice in writing and reading than do their non-ELL peers due to their limited english proficiency. We need to extend a high level of opportunities for reading and writing to our ELL's to enhance their English Language Arts skills. On the NYSELAT our multi-handicapped students received invalid scores due to their cognitive limitations. P10X has both a Transitional Biligual Program and an ESL program. The Transitional Bilongual Program serves students in Alternate Assessment. The ESL Program services students in both Alternate and Standardized assesemt. After examining the student results, the patterns across the proficiency levels and grades shows that our standardized students in grades 3-8 who were in the Beginning Proficiency Level received approximately a Level 1.5 on the NYS ELA, students in the Intermediate Proficiency Level received a high Level One( 1.8) to a low Level Two( 2.0) on the NYS ELA Test , and students in the Advanced Proficiency Level received a higher Level Two (2.48) on the NYS ELA Test. Students in P10X do not take any tests in their Native Language to make a comparison of how ELL's are faring in their Native language vs. taking a test in English. P10X students do not take ELL periodic assessments. P10X does not have a Dual Language Program. The success of our ELL program is evaluated by the success of our students. The goal for ELL students students is the same as for all students --- to enable them to achieve a better understanding of the English language so that their speaking, listening, reading, writing skills, and communication abilities will allow them to meet English Language Arts standards, to improve their test scores and to become more confident students. Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

| School Name: <u>P10X</u>  |                                   | School DBN: <u>75X010</u> |                 |
|---|-----------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                                   |                           |                 |
| Name (PRINT)  | Title                             | Signature                 | Date (mm/dd/yy) |
| Barbara Hanson  | Principal                         |                           | 10/1/11         |
| Elissa O'Brien  | Assistant Principal               |                           | 10/1/11         |
| Laverne Hamilton  | Parent Coordinator                |                           | 10/1/11         |
| Dianne Pagan  | ESL Teacher                       |                           | 10/1/11         |
| Beatrice Nieves   | Parent                            |                           | 10/1/11         |
| Gia Theodore-ESL Teacher  | Teacher/Subject Area              |                           | 10/1/11         |
| Leslie Hack-Bilingual Teacher   | Teacher/Subject Area              |                           | 10/1/11         |
| BethAnn Morris  | Coach                             |                           | 10/1/11         |
|   | Coach                             |                           |                 |
| Grace Disla   | Guidance Counselor                |                           | 10/1/11         |
| Adrienne Edelstein  | Network Leader                    |                           | 10/1/11         |
| Giselle Ferreira  | Other <u>Related Service Prov</u> |                           | 10/1/11         |
|   | Other                             |                           |                 |
|   | Other                             |                           |                 |
|   | Other                             |                           |                 |

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75X010

School Name: P10X

Cluster: \_\_\_\_\_

Network: 751

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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