



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PS176X

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75X176

**PRINCIPAL:** RIMA RITHOLTZ

**EMAIL:** RRITHOL@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
Rima Ritholtz	*Principal or Designee	
Franklin Hernandez	*UFT Chapter Leader or Designee	
Celia Blackman	*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	
DeChantell Ortiz-Muffoletto	Member/ Parent	
Ernie Simpson	Member/ Parent	
Olivia Sweeney	Member/ Parent	
Valerie Palmer	Member/ Parent	
Sharon Creese	Member/ Parent	
Kyona Campbell	Member/ Parent	
Madeline DeJesus	Member/ Parent	
Osvaldo Bolanos	Member/ Teacher	
Jocelyn Fleming	Member/ Paraprofessional	

Shenika Aspinall	Member/Teacher	
Joel Torres	Member/Teacher	
Monica Forty	Member/Teacher	
Maria Mancuso	Member/Teacher	
Maria Martinez-Zanghi	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, students in alternate assessment classes will improve targeted literacy skills as evidenced by a 5% increase measured by the appropriate summative 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.
- **The needs of the school are discussed at School Leadership Team and Parent Meetings on an ongoing basis to determine what parents view as priorities.**
- **Principal developed survey and the DOE Learning Environment Survey are administered to parents and staff, with the results analyzed and informing the Comprehensive Educational Plan (CEP).**
- **90% of PS176X students participate in alternate assessment. We use the Brigance or ABBL to assess students and track their progress. Six classes piloted the SANDI last year. Data is also gathered to track student progress in individual reading, writing and communication programs in the classrooms. The June 2012 data is as follows:**
  - **Brigance** – The June 2012 data shows growth in ELA skills with the large majority of students scoring at Levels 3 & 4. 592 students participated in Brigance assessment. The increases in numbers of Brigance objectives mastered for all students are highly positive. We are moving to the SANDI as it is more closely aligned with the Common Core Standards.
  - **ABLBS** – The June 2012 data shows growth in ELA skills for the large majority of students. 82 students participated in ABLBS, with 1,738 skills gained.
  - **SANDI** - The June 2012 data shows growth in ELA skills across all areas tested for 5 of the 6 pilot classes, approximately 48 students. The sixth class posted gains in Reading but remain at the same level in Writing.
  - **Classroom data**, which was collected by teachers on a weekly basis, was reviewed and analyzed to review instructional effectiveness of programs and modifications were made to students programs on an individualized basis.

**We are expanding the use of SANDI this year replacing the ABLBS.**

**As we continue integrating the ELA Common Core Standards we will focus on reading and responding to informational texts across curriculum areas, aligned to the Citywide Expectations. Instruction is designed with multiple entry points to accommodate a variety of student needs.**

### **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.

- Administrators in conjunction with teacher teams will develop Curriculum Maps for 6:1:1, 8:1:1 and 12:1:1, Bilingual and ESL classes by October 31, 2012.
- Teachers will provide daily instruction aligned to the Curriculum Maps and utilizing questions with increased rigor as per Webb’s Depth of Knowledge, along with materials matched to student communication level – ongoing.
- Students will participate in daily activities across content areas incorporating reading and responding to informational texts across curriculum areas, using graphic organizers, journals, and written response activities to assist them in developing their ideas.
- Students will produce a minimum of 2 culminating projects.
- Inquiry teams are evaluating various instructional strategies to determine their effectiveness – ongoing.
- Administration will schedule and provide professional development for staff utilizing in house school and district trainers and AUSSIE consultant – ongoing. Topics to include:
  - Common Core Standards,
  - Literacy Methodology including mini lesson format (whole group, small group/individual, whole group, or sometimes called “I Do You Do, We Do,”) )
  - Improve questioning techniques to incorporate-Danielson Rubric 3b – Questioning and Discussion, Webb’s Depth of Knowledge to ensure that:
    - Students are engaged in appropriate challenging tasks.
    - Help students develop higher order thinking skills.

These workshops will be presented for cohorts of teachers of 6:1:1, 8:1:1, 12:1:2, Bilingual and ESL classes with topics customized to meet the specific needs of each group – ongoing.
- Administration will monitor daily instruction through formal and informal observations including frequent walk through followed up by feedback to teacher – ongoing.
- Administration, school coach and curriculum support teachers (mentor teachers) – will provide follow up to professional development, as evidenced by classroom visits, logs reflecting classroom visits, agendas of meetings – ongoing.
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**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.
- School staff will provide parent training at PTA and SLT meetings on: Common Core Standards, Citywide Expectations and how to help their child at home with regard to reading and communication – on-going.
- School staff will provide parent training on reading programs including: Edmark, Foundations, Meeville to Weeville, Words Their Way, Focus Forward-Rigby, SRA Reading Program - ongoing.
- Homework sent home nightly.
- Literature on how to help your child will be sent home. – on-going.
- Student progress in ELA will be discussed during Open School, IEP and/or individual case conferences.
- Special events at the school that facilitate the acquisition of ELA Skills to which parents are invited: Poem in Your Pocket Day, Cook with a Book, Literacy Fairs, Poetry Slam.
- Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments.

**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.

**Code 100-  
Supplies**

**Code 300-  
equipment**

**Code 400 for**

**food and**

**transportation.**

Tax

Levy

\_\_\_\_\_ Title I

\_\_\_\_\_ Title IIA

**Code 100-  
Supplies**

**Code 300-  
equipment**

**Code 400 for**

**food and**

**transportation.**

\_\_\_\_\_ Title III

\_\_\_ Grants

NYSTL

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).

## **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, students in alternate assessment classes will increase targeted mathematics skills as evidenced by a 5% increase measured by the appropriate summative 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.
- **The needs of the school are discussed at School Leadership Team and Parent Meetings on an ongoing basis to determine what parents view as priorities.**
- **Principal developed survey and the DOE Learning Environment Survey are administered to parents and staff, with the results analyzed and informing the Comprehensive Educational Plan (CEP).**
- **90% of PS176X students participate in alternate assessment. We use the Brigance to assess students and track their progress. Last year's data was very positive with most students scoring at Levels 3 and 4 by June. The June 2012 data is as follows:**
  - **Brigance – The June 2012 data shows growth in Math skills with the large majority of students scoring at Levels 3 & 4. 592 students participated in Brigance assessment. The increases in numbers of Brigance objectives mastered for all students are highly positive. We are moving to the SANDI as it is more closely aligned with the Common Core Standards.**
  - **ABLIS – The June 2012 data shows growth in Math skills for the large majority of students. 82 students participated in ABLLS.**

**We will expand the use of the SANDI assessment for Math this year.**

**As we begin implementing the Common Core Standards aligned to Citywide Expectations for Math, we will be incorporating the mathematical practice of using models.**

### **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:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.
- **Assessment of students by teachers to identify skill levels of fluency, application and conceptual understanding of mathematics reflecting the appropriate grade band and next steps – September & October 2012.**
- **Administrators in conjunction with teacher teams will develop Curriculum Maps for 6:1:1, 8:1:1 and 12:1:1 classes by October 31, 2012.**
- **Teachers will develop math plans incorporating individual needs and appropriate instructional grouping, for each student by October 31, 2012.**
- **Administration will schedule and provide professional development on specific math programs at each level, for staff utilizing in house school and**

district trainers – on-going.

- Teachers will receive professional development on the mathematical practice of using models.
- Teachers will provide daily instruction utilizing appropriate methods & materials matched to student math level and incorporating the mathematical practice of using models – on-going.
- Administration will monitor daily instruction through formal and informal observations – on-going.
- Teachers will conduct on-going assessment through weekly data collection and or chapter tests related to specific programs – on-going.
- Students will produce a minimum of 2 culminating projects in mathematics.
- Administration, school coach and curriculum support teachers (mentor teachers) – will provide follow up to professional development, as evidenced by in classroom visits, logs reflecting classroom visits, agendas of meetings – on-going.
- Teachers will conduct post testing to measure skills – May 2013.

#### 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.
- School staff will provide parent training at PTA and SLT meetings on: Common Core Standards, Citywide Expectations and how to help their child at home with regard math – on-going.
- School staff will provide parent training on mathematics programs including Equals, Invisions, Rigby Math and Everyday Math - ongoing.
- Homework sent home nightly.
- Literature on how to help your child with math will be sent home. – on-going.
- Student progress in Math will be discussed during Open School, IEP and/or individual case conferences.
- Special events at the school that facilitate the acquisition of Math Skills to which parents are invited: 100<sup>th</sup> Day of School, Cooking and Measurement, Math activities included at Literacy Fair.
- Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments.

#### 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.

Code 100-

Supplies

Code 300-

equipment

Code 400 for

food and  
transportation.

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).

### **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 there will be improved teacher use of targeted instructional strategies and data analysis as evidenced by a 5% increase measured by the appropriate summative 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.

**As per the Quality Review process and document: Instructional Core Indicator: 2.2 Align assessments to curricula, use on-going assessment and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.**

#### **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:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.
- **Students in 8:1:1, 12:1:1 and targeted 6:1:1 classes will be pre and post tested utilizing the SANDI assessment – October 2012 and May 2013.**
- **Students in 8:1:1, 12:1:1 and targeted 6:1:1 classes will be assessed utilizing teacher made tests and tools such as commercially available reading and math tests, Ed Performance and/or teacher team made rubrics to monitor progress – on-going.**
- **Administration will schedule and provide professional development for staff on assessment utilizing in house school and district trainers and AUSSIE consultant – ongoing.**
- **Teachers will participate in professional development including:**
  - **Administration, scoring and analyzing the SANDI Assessment.**
  - **Improving assessment to incorporate-Danielson Rubric 3d – Using assessment in instruction:**
    - **Assessment criteria**
    - **Monitoring of student learning**
    - **Evaluating student work using rubrics.**
    - **Feedback to students**
    - **Student self-assessment and monitoring of progress.**
- **Teacher teams will utilize data analysis spreadsheet of SANDI results to:**
  - **Identify academic levels along with multi entry levels into instructional programs.**
  - **Identify targeted Sandi skill descriptors for instruction.**
  - **Monitor student progress.**
  - **Modify instruction based upon analysis of data.**
- **Administrators and lead teachers will provide follow up, collaborative, small group and individual professional development.**

- **Students in 8:1:1, 12:1:1 and targeted 6:1:1 classes will be post-tested utilizing the SANDI assessment – May 2013.**

**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.
- **School staff will provide parent training at PTA and SLT meetings on: SANDI assessment and other school assessment tools – on-going.**
- **Student performance on the SANDI and other assessments will be discussed during Open School, IEP and/or individual case conferences.**
- **Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments.**

**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.

**Code 100-  
Supplies**

**Code 400 for**

**food and  
transportation.**

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).

## 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, students with autism spectrum disorder will demonstrate improved skill proficiency through the arts discipline as evidenced by successful mastery of 2 goals measured by the NYCDOE Blueprints for the Arts.**

### **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.

**90% of PS176X students participate in alternate assessment. Students with Autism Spectrum Disorder frequently do not learn in traditional ways. The results of the EASE Grant showed that the ARTS have a positive impact on student learning.**

### **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.
- **Principal and Arts Coordinator will schedule Music/Art/Dance activities throughout the year on-going.**
- **Principal will meet with Music/Art/Dance teachers bimonthly to train on the Blueprint for the Arts, collaborate, identify needs and plan activities– on-going.**
- **Administration will meet with teachers and artists involved with EASE grant on a weekly basis to ensure program effectiveness including data collection.**
- **Music/Art/Dance teachers will choose 2 goals for each student using the 5 Strands of Learning from the Blueprint for the Arts and monitor those goals.**
- **Music/Art/Dance teachers will choose 1 IEP goal to implement through the arts and monitor this goal.**
- **Students will participate in weekly Music/Art/Dance classes including instrument instruction as scheduled – on-going.**
- **Students will participate in Music/Art/Dance/Drama & Puppetry activities with artists-in-residence – on-going.**
- **Students will participate in Music/Art/Dance activities utilizing technology, including the i-pad - ongoing.**
- **Students will participate in performances at least 2 times during the year.**

### **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.
- **Parents will be invited to attend performances and activities - bimonthly.**
- **Parent Coordinator and Family Worker will assist parents in coming to school for performances and activities.**

- **On-going recreational parent and family activities:** such as Camp Ramapo Family Camping Trip, School Prom, Weekend Bowling, Harlem Wizards Basketball Game, Special Olympics.
- **On-going communication to parents - “As We Are” School Journal, Principal Newsletters and Updates, Articles on Autism, Parent Coordinator Monthly Newsletter, and on-going Teacher and Related Service Provider notes** are sent home to keep parents informed. Translations are provided as appropriate.

**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.

Code 100 –

Supplies

Code 300 –

Equipment

Code 600 –

Artists in

Residence

Code 400-

Food for

parent meetings.

Tax

Levy

\_\_\_\_\_ Title I

\_\_\_\_\_ Title IIA

\_\_\_\_\_ Title III

**Arts**

**Connection**

\_\_\_\_\_ 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).

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013 students with related and/or support services, will demonstrate movement towards a less restrictive environment (LRE) by changes in one of the following: increase in class size ratio, reduction of frequency or increase of group size for related services, decrease in crisis management or special transportation paraprofessional support, increase in number and type of activities with general education peers as evidenced by a 5 % increase in the number of students moving towards LRE.**

- 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.

**The great majority of the 784 students at PS176X came to us with a service ratio of 6:1:1 and various mandated related and support services as indicated on their IEP. We have students with a range of cognitive, social and behavioral abilities and needs. Our overarching goal is equip students with the skills to maximize their independence. As students gain academic, behavioral, social and communicative skills we move them to less restrictive ratios and reduction of related services. We continue to seek more appropriate outcomes for all students utilizing resources from District 75, OMRDD, VESID, public and private agencies working in conjunction with students and their families to insure the best outcomes.**

### **The June 2012 data shows that**

- **3 students were decertified and returned to general education,**
- **35% or 245 students moved to Least Restrictive Environments in terms of reduced Related Services,**
- **6 students had reductions in Support Services,**
- **8% or 59 students moved to less restrictive class size ratios.**
- **43% of students attend 8:1:1, 8:1:2, 12:1:1 and Inclusion classes while 57% attend 6:1:1 classes. This represents steady movement to LRE.**

### **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.
- **Administration, teachers, related and support service providers will identify students with related and support services, especially those with 1:1 mandated services, based upon IEP's by October, 2012.**
- **Administrators will meet with teachers and service providers to identify ways to move students to maximum independence.**
- **The school is expanding the Positive Behavior Support Program – “Respect for All.” This 3 tiered intervention program delineates the types of strategies that should be implemented in the classrooms as well as indicators necessitating additional support for students.**
- **All classes**
  - **Students assessed with SANDI Social/Emotional Subtest – pre/post tested – October/May.**
  - **Teachers will create behavior and/or instructional plans by October, 2012.**
  - **Administrators and teachers will conduct case conferences of these students every 3 months to develop, implement and update plans. – On-going.**

- Administrators, lead teachers, and District 75 Coach from the Office of Behavior Support will conduct professional development for teachers, related service providers and support paraprofessionals on student independence, Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP).
- Administrators and lead teachers with the parent coordinator will conduct parent workshops on the goal of student independence – on-going.
- Social Stories customized to meet needs of different class need.
- **8:1:1 & 12:1:1 Classes:**
  - Teachers will receive professional development on the Social Skills in Our Schools (SOS) Program - ongoing.
  - Students will participate in SOS program weekly, learning social rules, passing chapter tests and utilizing personal story maps.

**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.
- **PTA meetings will feature speakers including school, District 75 and outside agency staff will provide parent training on the importance of moving students towards independence– on-going**
- **Literature on how to promote independence in your child will be sent home. –on-going.**
- **Student progress will be discussed with parents during Open School, IEP and/or individual case conferences.**
- **Movement towards independence is a topic at SLT Meetings.**
- **Parent Coordinator and Family Worker will assist parents in coming to school for meetings.**

**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.

**Code 100:**

**supplies,**

**Code 400:**

**meetings,**

**Code 600:**

**presenters.**

Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**We will continue to utilize the District 75 Coach from the Office of Behavior Support.**

### **Service and program coordination**

**The 3 School Psychologists work with teachers to evaluate students and develop behavior plans to address severe behavioral issues. They also coordinate the Best Buddies Program along with teachers in several sites.**

**New Initiative – This year we will be joining “No Place for Hate” an anti-bullying program and plan to involve general education students.**

**SOS – Social Skills in Our Schools – Dr. Michelle Dunn – program to develop social skills for students with Autism Spectrum Disorder.**

**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.).
<b>ELA</b>  <b>Foundations, Meeville to Weeville, Words Their Way,</b>  <b>Focus Forward, Rigby Star Reporter, Weekly Reader(adapted),</b>  <b>PCI Reading Program, SRA Reading Program,</b>  <b>TV Teacher, Handwriting Without Tears, Critical Thinking Series, SMILE, Explode the Code, Quick Reads,</b>  <b>Edmark, Dolch list, Adapted Books RAPS,</b>  <b>Caught Reading</b>	<b>K-2 Decoding, encoding &amp; sight word fluency, vocabulary and oral expressive language development comprehension</b> <b>3-5 Word Study for phonics, phonemic awareness, vocabulary and spelling.</b>  <b>6-8 Sight word fluency, spelling activities, phonics, definitions, poetry, parts of speech, sentence writing, letter writing, creative writing,</b> <b>6-8 Balanced Literacy remediation Program</b> <b>K-8 Decoding, encoding &amp; sight word fluency, vocabulary and oral expressive language development comprehension</b> <b>K-8 Sight word reading</b> <b>K-8 Decoding, encoding &amp; sight word fluency, vocabulary and oral expressive language development comprehension.</b> <b>K-5 Handwriting` skills, phonemic awareness</b>  <b>K - 8 Sight word, grammar, word association</b> <b>K – 2 Decoding, phonemic awareness</b> <b>K-8 Sight word fluency, Spelling activities, phonics, sight word recognition, definitions, poetry, parts of speech, alphabet order, sentence writing, letter writing, creative writing, and emergent readers</b>	<b>Size of groups vary – 1:1, 2:1, 3:1</b>	<b>Service provided during the school day</b>

<p><b>Brain Pop</b></p>	<p><b>K - HS Sight word reading</b></p> <p><b>HS Comprehension, word endings, vocabulary</b></p> <p><b>3 -8 Computer generated reading and language arts activities, differentiated to individual need.</b></p>		
<p><b>Mathematics</b></p> <p><b>Equals, Invisions, Math Steps, Attack Math, Everyday Math, PCI Math, Impact Math, Math in Focus</b></p> <p><b>Continental Press Functional Skills, Menu Math</b></p> <p><b>E-Performance, Acuity Brain Pop</b></p>	<p><b>K – 12 Basic number concepts building fact and operation skills.</b></p> <p><b>K – 8 Basic number concepts building fact and operation skills, time, money, calendar skills, measurement</b></p> <p><b>5-8 Real World Problem Solving, Place Value</b></p> <p><b>HS - Functional Math Skills</b></p> <p><b>3 – 8 Computer generated mathematics activities, differentiated to individual need.</b></p> <p><b>3 – 8 Computer based activities in mathematics, differentiated to individual.</b></p>	<p><b>Size of groups vary – 1:1, 2:1, 3:1</b></p>	<p><b>Service provided during the school day</b></p>
<p><b>Science</b></p> <p><b>Hard Court,</b></p> <p><b>People Together, McGraw Hill, Foss Kits, Playtime is Science,</b></p> <p><b>Science Anytime, Harcourt Science, Foss Kits</b></p> <p><b>Weekly Reader Brain Pop</b></p>	<p><b>K – 5 Provide visual aids (charts) to reinforce text book information, study sheets and practice tests</b></p> <p><b>K – 5 Reviewing current general education science material, vocabulary words, experiments, making predictions</b></p> <p><b>6 – 8 Current general education science material, vocabulary words, experiments, predictions</b></p> <p><b>3 – 8 Computer based activities in science, differentiated to individual needs.</b></p>	<p><b>Size of groups vary – 1:1, 2:1, 3:1</b></p>	<p><b>Service provided during the school day</b></p>

<p><b>Social Studies</b></p> <p><b>McGraw Hill Social Studies, New York History and Gov., Harcourt Social Studies, News 2 You, Maps, Graphs and Globes, Map Champ Atlas-Nystrom</b>  <b>Scotts Foresman Social Studies,</b>  <b>Houghton Mifflin Social Studies</b>  <b>SOS – Social Skills in Our Schools,</b></p>	<p><b>K – 5 Reviewing current general ed social studies material, vocabulary words and concepts.</b>  <b>6 – 8 concepts, vocabulary, charts, geography, report writing, using graphic organizers to</b>  <b>Help with report writing</b></p> <p><b>Learning set of 27 social rules to assist in appropriate social interactions with peers.</b></p>	<p><b>Size of groups vary 1:1, 2:1, 3:1</b></p>	<p><b>Service provided during the school day.</b></p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><b>Coordinates Best Buddies Program with general education students and staff – middle &amp; HS students.</b>  <b>Assist in the development of behavior intervention plans for specific students along with teachers, administrators and parents – all ages.</b>  <b>Coordinates Girls’ Club – all ages.</b>  <b>Crisis Intervention with students – all ages.</b></p>	<p><b>Size of groups vary 1:1, 2:1, 3:1</b></p>	<p><b>Service provided during the school day.</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 professional development that ensures staff is highly qualified.

In recruiting highly qualified staff the principal works with the District 75 Human Resources Department to help in locating teachers. Additionally the principal uses the DOE online tools (Teacher Finder) to recruit. The Fellows Program has been a source of candidates. At times the principal contacts the DOE Central Office to recruit teachers specifically in hard to locate areas such as ESL, Music, APE. The principal interviews candidates. Part of the interview process is for the candidates to visit classrooms.

Teachers will improve their skills and student learning outcomes as a result of participation in a 6 part professional development program along with participation on a team with an assigned team leader by June 2013.

1. New teachers will participate in ongoing cohort meetings with the principal, on a variety of topics including State of the Art practices for students with Autism, working with parents, positive behavior supports, Functional Behavioral Analysis, Behavior Intervention Plans, Framework for Effective Teaching, Common Core Standards, Differentiated Instruction, Data Collection and Analysis, Using Rubrics, IEP development and implementation, toilet training, working with paraprofessionals among other topics by June 2013.
2. Teachers will participate in weekly cohort meetings with the assistant principal on targeted methods and materials (specific reading programs: Edmark Reading, PCI, SMILE, Rigby Reading; specific math programs: Equals, Invisions, Everyday Math, Rigby Math), evaluation of student work, measuring and analyzing student progress/learning, developing behavior intervention plans, implementation of Common Core Standards, Differentiated Instruction, Curriculum Maps, Depth of Knowledge Levels (Webb).
3. Teachers will participate in classroom based support by assistant principals, coach and mentor teachers including District 75 Coaches by June 2013.
4. Teachers will attend District 75 Workshops and/or Conferences sponsored by professional organizations such as: Therapeutic Crisis Intervention, Applied Behavioral Analysis, Verbal Behavior, and Creating Behavior Plans by June 2012.
5. Teachers will participate on Inquiry Teams.
6. Teachers will participate on a teacher led team. Teachers will collaborate with team leader and each other to discuss and share best practices, and discuss PS176 programs and practices to be implemented in the classroom including: Environmental Checklist, Instructional Programs, Positive Behavior Supports, Assessment and Data Collection and Analysis, Technology, School and District Initiatives, Special Projects by June 2012.
7. Art Teachers meet bimonthly to review student data and components of the arts program. Administration meets weekly with teachers and Ease Grant artists to ensure program effectiveness and student progress.

Administrators will conduct 6-8 Walk-Through Observations for 100% teachers with specific actionable feedback.

Our intensive professional development program helps ensure teacher retention in that they receive a high level of individualized support as well as plenty of collegial support thereby increasing their competence and confidence.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>Gary Hecht/Stephanie McCaskill</b>	District <b>75</b>	Borough <b>Bronx</b>	School Number <b>176</b>
School Name <b>P.S. 176X</b>			

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

Principal <b>Rima Ritholtz</b>	Assistant Principal <b>Elena Talamo</b>
Coach <b>Dan Capozzi</b>	Coach
ESL Teacher <b>Hae Ran Song</b>	Guidance Counselor
Teacher/Subject Area <b>Carmen Andino/Bilingual</b>	Parent <b>Madeline DeJesus</b>
Teacher/Subject Area <b>Tiffany Sollitto/ESL Teacher</b>	Parent Coordinator <b>Dawn Harney</b>
Related Service Provider <b>Franklin Hernandez</b>	Other
Network Leader <b>Stephanie McCaskill</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>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>720</b>	Total Number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>8.33%</b>
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## Part II: ELL Identification Process

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

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

The Committee on Special Education (CSE) opens all initial referrals and assigns a CSE case number for public school students, including ELLs. If the Home Language Identification Survey was not completed at CSE, P.S. 176X with help of ESL teachers assists parents in completing this Survey. Upon the completion of the Survey, ESL teacher conduct informal interview with the parents. If the Survey indicates that the student's home language is other than English, the LAB-R will be administered by one or more of P.S. 176X's certified ESL teachers: Hae Ran Song or Tiffany Sollitto. The LAB-R eligible students must be tested within the first ten days of initial enrollment. The ESL Teachers have the following certification: English to Speakers of Other Languages (K-12). For students who are already in the NYC Public School system, ATS reports (RLER; LAB-R; RLER; LAT) are also utilized to identify students who are eligible for LAB-R testing and NYSESLAT testing. To ensure that all four components of the NYSELAT are administered to all eligible ELLs the ESL teacher tracks all students with a checklist. Students who speak Spanish and were not successful in the English LAB-R will take the Spanish LAB. This test will be administered by Carmen Andino who is a certified bilingual teacher. The ESL and Bilingual teachers conduct the annual NYSESLAT testing. They review the results and make the appropriate instructional modifications based upon student performance. Testing indicates that the majority of students are making steady progress. The CSE/school must determine if any learning problems being experienced by the child in school are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences and not a disability.

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

**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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	60
SIFE	2	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	5		5							5
Dual Language										0
ESL	46		46	8	1	8	1	1	1	55
<b>Total</b>	<b>51</b>	<b>0</b>	<b>51</b>	<b>8</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>60</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			4	1										5
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>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</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									
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	0	3	18	3	2	3	2	5	2	0	1	3	5	47
Chinese														0
Russian														0
Bengali			1			1								2
Urdu														0
Arabic		1												1
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3	1										4
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>23</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>55</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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?

Bilingual Program: P.S. 176X's bilingual program consists of one self-contained special education class with a ratio of 6 students to 1 teacher and 1 paraprofessional, as mandated for students with autism, all of whom are in New York State Alternate Assessment and do not participate in standardized testing. This bilingual program is an ungraded, block, homogenous model. The ratio of Native Language to English is 60/40, as this is an Elementary Class at the Beginning Level. The chart below details instruction.

Subject	Native Language	English Language
NLA	360	
ESL		360
Math, Science, Art, Music, APE, ADL, Literacy	360	120
Total	720	480

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

**English as a Second Language:** All students in the bilingual class are at the beginning level and receive 360 minutes of ESL per week, as required by the Language Allocation Policy (see chart above). The Bilingual Teacher provides this instruction to the class. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction is rigorous and follows the NYS ESL Standards and Alternate Grade Level Performance Indicators for students with severe disabilities, and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support including Brain Pop Español, an Internet based program used both at school and at home. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction which is differentiated to meet individual needs and learning styles using different instructional approaches per students' IEPs. Instruction is differentiated through individualized goals and objectives specified on the IEP along with providing students with 1:1 instruction, targeting specific skills, and small group instruction with students with similar needs working together.

**Native Language Arts:** All students in the bilingual class are at the beginning level and receive 360 minutes per week of Native Language Arts (NLA), this is more than the required 180 NLA instruction, following the tenets of Balanced Literacy, emphasizing the development of word study skills and comprehension skills through literature-based and standards-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as Scott Foresman K (with software): Carteles de rimas y canciones; McGraw-Hill: Lectura 1st; Dias y dias de Poesias; and the Department of Education classroom library. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools including Smart Boards and Augmentative Communication Devices. All instruction is embedded in a TEACCH format (Treatment and Education of Autistic and Communicatively handicapped CHildren – University of North

## A. Programming and Scheduling Information

Carolina, Chapel Hill). To comply with the New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities such as: La Casa Adormecida, Sheila la Brava, Cuentos De Otro Paises, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.

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

ESL Program: Sixty (60) entitled ELLs are served in P.S. 176X's Freestanding ESL program as per their IEPs. ESL is provided by 2 ESL teachers through a combination of pull-out and push-in models of instruction. These ELLs are ungraded (special education) and heterogeneous. The ESL teachers have the following certifications: English to Speakers of Other Languages (K-12).

ESL Instruction: ELLs receive the number of units of ESL required by CR Part 154 (e.g., 360 minutes per week for beginner and intermediate level LEPs, grades K-8 and 540 minutes per week for beginner level LEPs, 360 minutes per week for intermediate level LEPs and 180 minutes per week for advance level LEPs, grades 9-12). To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. Instruction is differentiated through whole group instruction, heterogeneous small group cooperative work and individual instruction based upon assessment and IEP goals and objectives.

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

English Language Arts: ELL students at 176X are receiving ESL services and daily additional academic intervention from two certified ESL teachers. Our entitled ELLs who are receiving ESL services need additional support to continue working toward their IEP short term and long term goals. They are given all opportunities to acquire the English language skills across all the content areas. ESL and classroom teachers use various ESL methodologies to meet students' individual and specific education needs: TPR (Total Physical Response), LEA (Language Experience Approach), CALLA (Cognitive Academic Language Learning Approach), graphic organizers, Mayer Johnson symbols, PECS, etc. The use of technology is incorporated to give ELL students additional instructional support: the Smart Board interactive system, IPOD, iPads, software programs (e.g., Jump Start, Star Fall, Brain Pop, PBS Kids). All ELL students benefit from targeted AIS (Academic Intervention Services) that our school has set in place to supplement instruction provided for the purpose of assisting students in meeting New York State learning standards (NYSAA) and Common Core Learning Standards. Additional support is provided using a variety of research-based programs such as S.M.I.L.E. (which helps teachers determine student needs, provide them with the strategies to guide each student toward success in content area comprehension, and even outline ideas for fitting these strategies into their schedule), Foundations (which provides the research-validated strategies that complement every day programs to meet standards and serve the needs of our ELL students), Words Their Way (which provides specific guidance, strategies, and tools for helping struggling students catch up with their peers in literacy; specifically, utilizing word study with its hands-on, assessable approach to aid students struggling with the vocabulary, fluency, and comprehension load of middle and secondary classrooms), EDMARK (which is developed for students with learning or developmental disabilities and those who have not succeeded with other reading methods. It uses a whole-word

## A. Programming and Scheduling Information

approach, with short instructional steps, consistent repetition, and positive reinforcement to ensure that students experience immediate success; multiple learning modalities are incorporated into this highly effective process with a variety of lesson formats that keep students motivated and involved; graphics, content, and presentation are appropriate for readers of all ages). Teachers also adapt and differentiate curriculum, resources and materials according to students chronological age, and proficiency levels, as well as Brigance Diagnostics, NYSESLAT, NYSAA, teacher made materials and IEP recommendations.

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

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

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

**Social Studies** instruction for ELLs follows NYSAA standards for students with severe disabilities and utilized the Social Skills in Our Schools program (e.g. Meville to Weville), along with News 2 You and Weekly Reader for current events.

All ELLs currently do not participate in standardized assessment due to their diagnosis of Autism Spectrum Disorder as listed on their IEP. They participate in New York State Alternate Assessment with Alternate Grade Level Indicator (AGLI) identified for each student. Students are also assessed with the Brigance Inventories and/or ABLLS along with informal, teacher observations. Assessments are conducted in both English and the student's native language.

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

At the present time, P.S. 176X has three (2) SIFE students. The students are provided with the following services: These students participate in Academic Intervention Services (AIS) in small groups and/or on a 1:1 basis, dependent upon individual needs.

**Service Provided to Newcomers(0-3):**

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

At the present time, all fifty one (51) entitled ELLs at P.S. 176X are classified as newcomers (0-3 years of service). Services provided to these newcomers, as well as those who we may receive in the future, may include, but are not limited to, AIS, Title III, CHAMPS, Project Art, Ramapo for Children and Buddy System.

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

At the present time, we have two (2) entitled ELL students who have received Extension of Services. Currently, the eight (8) ELLs receiving service from 4 to 6 years at P.S. 176X. At such time that our entitled ELLs do receive an Extension of Services, the services listed below would be utilized: Students will participate in Academic Intervention Services (AIS) in small groups or on a 1:1 basis dependent upon individual needs.

## A. Programming and Scheduling Information

ESL services will be continued per the student’s IEP and in accordance with the proficiency levels indicated on the NYSESLAT.

Plan for Long-Term ELLs:

At the present time, P.S. 176X has one (1) Long-Term ELLs (i.e., completed 6 years). Long-term ESL students are served according to their IEP mandates and NYSESLAT scores. Students that require an alternate placement paraprofessional have their needs met by the school. The paraprofessional serves the student according to his/her IEP. Students receive mandated related services. Students also participate in the following instructional activities: integrated curriculum activities/lessons; instructional technology and extended day tutoring. Furthermore, on-going instructional intervention is scheduled to help students achieve improvement in Language Proficiency through ability grouping, one-to-one tutoring, and the use of specialized materials. Assessment is obtained through ECLAS-2, Standardized Testing, Brigance Inventories and informal teacher observation. This data is necessary in designing lessons that meet specific areas of need.

P.S.176X ESL teachers use instructional strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. All subject areas are taught in English through ESL methodologies by ESL teachers with Special Education training. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices and Mayer Johnson symbols. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the New York StateStandards and Alternate Grade Level Performance indicators for students with severe disabilities (NYSAA-AGLI's). The use of technology is incorporated into ESL and content area instruction to give students additional support. This year, Brain Pop Jr., Brain Pop, and Brain Pop Espanol, Internet based programs that reinforce language arts, mathematics, technology, health, science, social studies, art and music are available to all students both in school and at home to facilitate skill development. Multisensory and multicultural materials including Intensive English Open Door series, Easy Visual for ESL students, writing journals, and ESL Dictionary for Visual Learners are infused throughout all aspects of instruction as per School Education Plan for Native Language Art.

In response to the state citation, P.S 176X provides ESL and bilingual service to all ELL students as per their IEPs.

### 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**

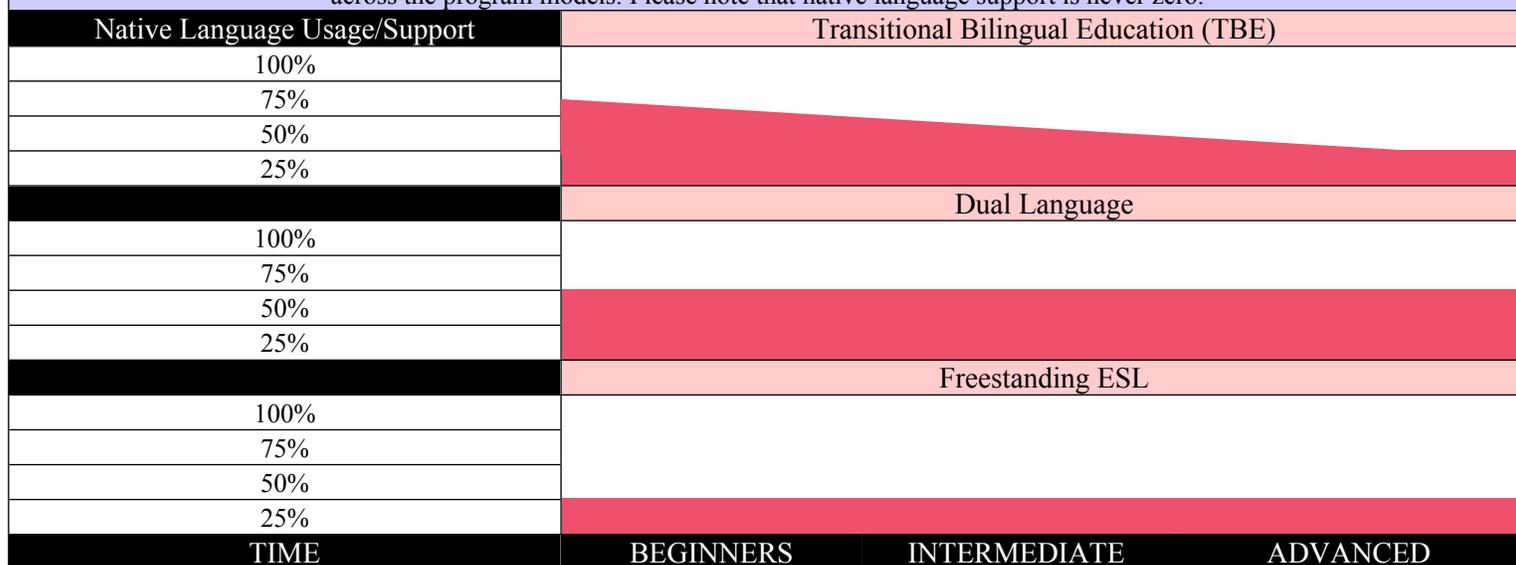
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

**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> 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?

As stated previously, ELL content area instruction is provided as follows: all subjects areas are taught in English through ESL methodologies by ESL teachers with Special Education training. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices and Mayer Johnson symbols. Students in Alternate Placement receive additional support in the native language and English from a bilingual paraprofessional. Content Area Instruction is as follows: all subject areas are taught in English through ESL methodologies by an ESL teacher with Special Education training. ELL students at 176X are receiving ESL services and daily additional academic intervention from two certified ESL teachers. Our entitled ELLs who are receiving ESL services need additional support to continue working toward their IEP short term and long term goals. These students are given all opportunities to acquire the English language skills across all the content areas. ESL and classroom teachers use various ESL methodologies to meet students' individual and specific education needs: TPR (Total Physical Response), LEA (Language Experience Approach), CALLA (Cognitive Academic Language Learning Approach), graphic organizers, Mayer Johnson symbols, PECS, etc. The use of technology is incorporated to give ELL students additional instructional support: the Smart Board interactive system, IPOD, iPads, software programs (e.g., Jump Start, Star Fall, Brain Pop, PBS Kids). All ELL students benefit from targeted AIS (Academic Intervention Services) that our school has set in place to supplement instruction provided for the purpose of assisting students in meeting New York State learning standards (NYSAA) and Common Core Learning Standards. Additional support is provided using a variety of research-based programs such as S.M.I.L.E. (which helps teachers determine student needs, provide them with the strategies to guide each student toward success in content area comprehension, and even outline ideas for fitting these strategies into their schedule), Foundations (which provides the research-validated strategies that complement every day programs to meet standards and serve the needs of our ELL students), Words Their Way (which provides specific guidance, strategies, and tools for helping struggling students catch up with their peers in literacy; specifically, utilizing word study with its hands-on, assessable approach to aid students struggling with the vocabulary, fluency, and comprehension load of middle and secondary classrooms), EDMARK (which is developed for students with learning or developmental disabilities and those who have not succeeded with other reading methods. It uses a whole-word approach, with short instructional steps, consistent repetition, and positive reinforcement to ensure that students experience immediate success; multiple learning modalities are incorporated into this highly effective process with a variety of lesson formats that keep students motivated and involved; graphics, content, and presentation are appropriate for readers of all ages). Teachers also adapt and differentiate curriculum, resources and materials according to students chronological age, and proficiency levels, as well as Brigance Diagnostics, NYSESLAT, NYSAA, teacher made materials and IEP recommendations.

ELLs who have achieved proficiency on NYSESLAT will continue to get transitional support for up to 2 years. When needed, they are given the opportunity to continue attending programs for ELLs during and after school. Tutorial support programs for one to two years after exiting can be offered to students during this transition period. Also mainstream teachers are notified and work with ESL and Bilingual teachers to provide additional support if needed.

This school year, we will have an after-school Title III program rather than the Saturday program that we had last year. It is anticipated that attendance will improve by offering this support after school.

As stated previously, P.S. 176X's ELLs are supported through the use of software and multimedia, which further enhances and supports

the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, with Native Language versions available for ELLs, including those adapted by teachers to meet the needs of students with severe disabilities. There are also bilingual paraprofessionals at P.S. 176X providing additional support.

In P.S. 176X's bilingual class, NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as Scott Foresman K (with software): *Carteles de rimas y canciones*; McGraw-Hill: *Lectura 1st*; *Dias y dias de Poesias*; and the Department of Education classroom library. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. All instruction is embedded in a TEACCH (Treatment and Education of Autistic and Communicatively handicapped CHildren – University of North Carolina, Chapel Hill). To comply with the New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities such as: *La Casa Adormecida*, *Sheila la Brava*, *Cuentos De Otro Pais*, *El Sancocho del Sabado*, *The Santillana Series*, writing journals, and the *Alma Flor de Ada* series.

All support and resources appropriately correspond to the ELLs' ages and grade levels and are adapted to the particular ELL's learning disability (e.g., creation of adapted Boardmaker books, etc.). Every effort is made to ensure that all materials are chronological age appropriate, while addressing grade level skills.

P.S. 176X offers a wide variety of enrichment programs during the school day to all students, including our ELL students. Students participate in many performing and visual art activities including: a school chorus, a Latin band, a Rock band, dance ensemble, flute-a-phone ensemble, keyboard ensemble, and drum line to name a few. Students also have the opportunity to learn Yoga, martial arts, photography, ceramics and receive musical instrument instruction. Monthly school performances by students and artists in residence are attended by both students and parents. There is an emphasis on multiculturalism in terms of the type of music, dance and theatrical performances in which students are involved.

As mentioned above, this year we are initiating after school program with Title III funds. The P.S.176X Supplemental Instructional Program is a hands-on, high interest, interactive, learning by doing, arts based literacy program that will take place 8 Thursdays, for two hours from 3:15pm-5:15pm, meeting once a week from February through June 2012. The Supplemental Instructional Program is supervised by a PS176X administrator. Four teachers all of whom have Bilingual or ESL certification will provide services for the students. Eight paraprofessionals who speak Spanish will also assist students.

Parent orientation sessions for newly enrolled students take place in the spring prior to enrollment, and in the fall and are open to all parents including parents of newly enrolled ELL students. Various educational topics are discussed, materials are distributed to parents, in their native language as needed. Workshops are continued throughout the year with topics scaffolded one upon the next in order to provide building blocks for parents to assist their child. Parents are also linked to private agencies to provide support as needed by the parent coordinator and the bilingual family worker.

Each of P.S. 176X's sites has an assistant principal and a curriculum support teacher, both with expertise in effective instructional practices for students with autism, who provide support to all students including LEP students.

### **C. Schools with Dual Language Programs**

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

N/A

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

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

During the 2011-2012 school year, P.S. 176X's professional development plan will be held every Wednesday morning and discuss topics pertaining to the education of ELLs, such as Strategies and Materials for Native Language Arts instruction, the NYS ESL standards, Balanced Literacy in Bilingual and ESL classes. The Teaching of ESL through Content Areas: Math, Standardized Assessment and Alternate Assessment Methods for ELLs.

P.S. 176X's teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries, family worker and parent coordinator serving ELLs will also be supported through Coaching services provided by the school's instructional coach and curriculum support teachers, which also focus on topics such as transitioning from elementary to middle and/or middle to high school. In addition, P.S. 176X encourages the attendance of aforementioned staff at district, city, and state wide conferences focusing on the education of ELLs. Furthermore, all teachers serving ELLs have a common professional development period at the beginning of each day. They meet in cohorts of 6 to 1 to 1 classes, or 8 to 1 to 1 classes. One meeting a week is with the Assistant Principal to discuss curriculum. There is a weekly meeting with the behavior support teacher to address behavioral issues. The ESL teacher is available to meet weekly to support the teachers with ELL instructional support. Paraprofessionals providing support to students transitioning from ESL classrooms meet with the ESL teacher weekly to discuss and reinforce instructional strategies used with the ELLs.

All classroom and content area teachers will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by the ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. All classroom teachers and content area teachers will be offered workshops which will include education of ELL strategies and materials, technology, content areas, and Jose P. ESL Training to help them to provide more support to ELL students. Through Jose P. ESL Training, all the classroom teachers and content area teachers learn the history of the litigation which became the means to providing students of language backgrounds other than English with equal access to learning, and will be exposed to theories of first and second language acquisition, ESL methodologies past and present and experience hands-on practice in the approaches and strategies used to facilitate second language acquisition. The payroll secretary keeps the list of teachers who attended the training and the certificates are kept in their files.

## E. Parental Involvement

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

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

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

Student attendance is reviewed weekly with follow up by the attendance teacher, the parent coordinator, family worker and school administration to ensure good school attendance and provide appropriate support in both native language and English.

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

Ms. Ritholtz conducts an annual Parent Survey to determine parents' of ELL students' needs. Monthly workshops, support group and classroom based activities provide parents with opportunities to ask questions and raise any concerns.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	4	26	5	2	3	1	3	2	0	1	3	5	55
Intermediate(I)	0	0	0	1	0	1	0	2	0	0	0	0	1	5
Advanced (A)	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Total	0	4	27	6	2	5	1	5	2	0	1	3	6	62

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	0	3	10	3	0	4	2	2	0	0	0	3	2

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	<b>I</b>	0	0	5	2	1	1	0	2	1	0	1	0	2
	<b>A</b>	0	0	7	0	0	0	0	0	2	0	0	0	0
	<b>P</b>	0	0	1	0	1	0	0	1	0	0	0	0	0
READING/ WRITING	<b>B</b>	0	3	15	4	2	4	2	3	2	0	1	3	3
	<b>I</b>	0	0	6	1	0	1	0	2	1	0	0	0	1
	<b>A</b>	0	0	2	0	0	0	0	0	0	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	2	0	0	0	0	0	0

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	11	11

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0		0		1		10		11

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

**Native Language Tests**

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

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

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

The previous charts list the details by grade for this data. However, many students were unable to complete the NYSESLAT exam with the following codes on the Exam History Report from ATS: “INV,” “OTH”, no code, or no entry. This is due to the severity of their disability, autism, as well as co-morbidity issues, such as mental retardation and lower cognitive ability. Many of these students are non-verbal with limited receptive and expressive language skills.

Nevertheless, as the charts above demonstrate, there have been advances at P.S. 176X across all four modalities, with students even scoring “Advanced” and “Proficient” in Listening, Speaking, Reading, and Writing. For example, four students achieved English proficiency in the areas of Listening and Speaking, while one student achieved proficiency in the areas of Reading and Writing. Moreover, three students achieved the “Advanced” English proficiency level in the areas of Listening and Speaking, while one student achieved “Advanced” in Reading and Writing. Additionally, twelve students achieved the “Intermediate” English proficiency level in the areas of Listening and Speaking. All ELL students’ receptive and expressive levels seem to be consistent in both English and their Native Language. All of the students participating in NYSAA scored (except in math) at level 4: ELA - 11 of 11 students, Math - 10 of 11 students, Science - 3 of 3 students. At the high school level NYSAA is only administered to students in Grade 10. There was one ELL student at this level and he passed all 4 areas: NYSAA ELA, NYSAA Math, NYSAA Social Studies and NYSAA Science. ELLs at the high school do not participate in the Regents exams as per their IEP's due to the severity of their disabilities. Picture communication and Total Physical Response (TPR) continue to be the methodologies employed with these cognitively challenged students. Mayer Johnson Picture Symbols and Picture Exchange Communication System (PECS) are used in communication instruction. Picture symbols are labeled with the word in the appropriate language: the Native Language during Native Language Instruction and English during English as a Second Language Instruction. Balanced Literacy methodology is incorporated for these students, most of who are on the Pre-Emergent and Emergent Reading levels.

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

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

ELLs with disabilities have very unique needs. Skills continue to emerge at a similar rate as measured in English or the native

language. On going assesment ensures that optimum learning is taking place. This supports students as they move to elementary school, middle school and high school. Data from The ABLLS, Brigance Inventories and other sources (i.e., classroom checklists, data sheets, parent surveys and consultations with teachers and related service providers) all reveal that communication skills are advancing. Measuring growth in the communication strands on the ABLLS and ELA related Brigance Inventory descriptors provides continuous feedback on progress in this domain. At P.S. 176X, review of the data from The ABLLS and other sources reflected overall gains in: 1) Basic Learner Skills (Sections A-P); 2) Academic Skills (Sections Q-T); 3) Self-Help Skills (Sections U-X); and, 4) Motor Skills (Sections Y-Z). Administration utilized data from assessments to inform decisions about materials to purchase for student use, professional development to provide to teachers, additional methods to incorporate so that students continue to attain needed skills. Teachers and related service providers use data to inform instruction in terms of determining instructional goals and objectives, developing appropriate instructional tasks, informing student grouping and individualization to insure that students are gaining skills.

The native language is used during Native Language Arts instruction as well as in the content areas of Math, Science and Social Studies. The ratio is 60% native language and 40% English is the Bilingual Class is at the beginning, elementary level. Additionally native language is used if students are experience behavioral issues related to their autism, as a way to help them to modulate their behavior.

### Additional Information

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

## Part VI: LAP Assurances

**School Name:** P.S.176X

**School DBN:** 75X176

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rima Ritholtz	Principal		
Elena Talamo	Assistant Principal		
Dawn Harney	Parent Coordinator		
Hae Ran Song	ESL Teacher		
Madeline DeJesus	Parent		
Tiffany Sollitto/ESL	Teacher/Subject Area		
Carmen Andino/Bilingual	Teacher/Subject Area		
Daniel Capozzi	Coach		
	Coach		

School Name: P.S.176X

School DBN: 75X176

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		
Stephanie McCaskill	Network Leader		
Franklin Hernandez	Other <u>Related Service Prov</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

**DBN:** 75X17      **School Name:** P176X

**Cluster:** \_\_\_\_\_      **Network:** 2

**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.

P.S. 176X is aware of our parents translation and interpretation needs through the Home Language Survey. This enables us to determine whether parents require language assistance in their home language. We also survey our teachers, the parent coordinator, and our family worker(bilingual) to identify parents of students who are non-English speaking. This ensures that all parents are provided with appropriate information, in timely manner, in a language they can understand. The Home Language Survey is entered in ATS by the Pupil Accounting Secretary and the physical report is located in the individual student confidential file. There are 52 Spanish ELL parents, 2 Bengali ELL parents, 1 Arabic ELL parent, 1 French ELL parent, 1 Hindu ELL parent, 1 Philippino ELL parent, 1 Farsi ELL parent, and 1 Khmer parent.

Parents of newly enrolled students receive an orientation package in their native language as described in the next section. All written communication from the Principal is translated into the home language. Interpreters are available at all PTA and SLT meetings utilizing staff, parents. DOE documents and informational brochures are available in parents' native languages. DOE translation services are also utilized.

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.

P.S. 176X has 60 families that are non-English speaking. The major finding of our written translation and oral interpretation needs is that the dominant native language of our parents is Spanish. Findings are reported in the school community through faculty meetings, the school leadership team meetings, and parent meetings. On a case by case basis, written translation services are provided in-house by the bilingual and/or ESL teacher and the bilingual speech teacher. Per session funds are used to support translation services provided by staff.

Parent orientation sessions for newly enrolled students take place in the spring, prior to enrollment, and in the fall, and are open to all parents, including parents of newly enrolled ELL students. Parents are provided with an intake package in their native language, containing information

such as: permission slips, bussing information, medical forms, pamphlet about PS176x, helpful phone numbers, etc. The Orientation Team is comprised of: School Psychologist, Parent Coordinator, Bilingual Family Worker, and the Pupil Accounting Secretary. This team assists the parents with their child's transition to PS176X.

On going support is provided to parents through the PTA and workshops throughout the year. Various educational topics are discussed, materials are distributed to parents, and instruction is provided to allow parents to apply the materials received and the skills acquired in their home. Topics scaffold one upon the next in order to provide building blocks for parents to assist their child to access, aquire and utilize the life skills required to foster independence. Parents are invited to classroom-based activities such as Cook with a Book, Hundredth day of School, Poem In Your Own Pocket Day, as well as multicultural celebrations such as Cinco de Mayo. Through the school's parent coordinator, P.S.176X offers parents of ELLs ongoing information in their home language and training on different aspects of their children's education such as, effective parent participation in school activites, home activities to support learning, assessments, standards, and achievement of goals. In addition, parents are linked to private agencies to provide suport on an as needed basis, by the parent coordinator and the bilingual family worker.

Native language translators are available at all PTA and school leadership meetings. Newsletters and notices from the school to the home are translated to the family's home language.Oral translation services are provided by in house teachers, paraprofessionals, the family worker, and school aides on an as-need, case by case basis.

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

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

P.S.176X provides all documents to non English speaking parents in their home language and in a timely manner. Written translation is in Spanish , Bengali. Hidus, and Arabic. Translation services are provided in-house by the bilingual and /or ESL teacher and the bilingual speech teacher. Teachers are paid per session to complete translation documents in the parents' native language. The Bill of Parents Rights and Responsibilites, in the native language, is part of the aforementioned intake package.

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

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

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

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