



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS176X  
**DBN (i.e. 01M001):** 75X176  
**Principal:** RIMA RITHOLTZ  
**Principal Email:** RRITHOL@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** KATHLEEN LEFEVRE

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name                                | Position and Constituent Group Represented   | Signature |
|-------------------------------------|--|-----------|
| Rima Ritholtz                       | *Principal or Designee   |           |
| Franklin Hernandez                  | *UFT Chapter Leader or Designee  |           |
| Sara Torres                         | *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  |           |
| Sharon Creese                       | Member/ Parent   |           |
| Kyona Campbell                      | Member/ Parent   |           |
| Valerie Palma                       | Member/ Parent   |           |
| Cecilia Blackman                    | Member/ Parent   |           |
| Olivia Sweeney                      | Member/ Parent   |           |
| Una Spivey                          | Member/ Parent   |           |
| DeChantall Ortiz-Muffoletto         | Member/ Parent   |           |
| Felice Malcom                       | Member/ Parent   |           |
| Oswaldo Bolanos                     | Member/ Teacher  |           |
| Joyce Fleming                       | Member/ Teacher  |           |
| Shenika Aspinall                    | Member/ Teacher  |           |
| Alise Olivo                         | Member/ Teacher  |           |
| Dana Manna                          | Member/ Teacher  |           |
| Mitch Russo & Maria Martinez-Zenghi | Member/ Teacher<br>Member/Teacher  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

| Indicate using an "X" in the box to the left of each section that the section has been completed |  |
|--|--|
| <b>x</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>x</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>x</b>   | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
|  | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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 2014, 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 Teacher Meetings, School Leadership Team and Parent Meetings on an ongoing basis to determine school priorities.**
- **Review of Individualized Education Plans (IEP) goals and objectives for each student.**
- **Both a 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. Last year we used the SANDI in a few pilot classes. This year we are transitioning from the Brigance to the SANDI and FAST to assess students and track their progress. By next year most students will participate in the SANDI/Fast assessments. Data is also gathered to track student progress in individual reading, writing and communication programs in the classrooms.**
- **The 2012-13 Data from SANDI, Brigance and/or ABLLS was collected in the fall identifying the number of skills students had in various sub areas. Students were tested again in the Spring measuring the number of skills mastered.**
  - **Calculation: The difference between the Fall number and the Spring number was calculated. The difference was then divided by the Fall number and multiplied by 100 to compute the percentage of change for each student.**
  - **Results were as follows:**

|                    | Total ELA     |               |              |              |
|--------------------|---------------|---------------|--------------|--------------|
|                    | Fall          | Spring        | Difference   | Percent Gain |
| Sandi Totals       | 163616        | 179699        | 16083        | 9.83         |
| Brigance Totals    | 9986          | 13177         | 3191         | 31.95        |
| ABLLS Totals       | 2831          | 5337          | 2506         | 88.52        |
| <b>Total Gains</b> | <b>350035</b> | <b>391089</b> | <b>41054</b> | <b>11.73</b> |

- **The following trends were noted:**
  - **Overall growth for the school in the area of ELA was 11.73%.**
  - **It is interesting to note that student performance was greatest as measured by the ABLLS at 89%. The pre-school students along with some students at the 153 elementary site take this assessment. This test is designed for students with Autism Spectrum Disorder and therefore is very specific to skill development with this population.**
  - **Performance gain on the Brigance was 32%.**
- **Sandi - the majority of students had increases on ELA subtests.**

SANDI ELA

|              |        | Fall          | Spring        | Difference   | Percent Gain |
|--------------|--------|---------------|---------------|--------------|--------------|
| Elem         | 178    | 27251         | 30659         | 3408         | 12.51        |
| Elem         | 153    | 21563         | 24178         | 2615         | 12.13        |
| Elem         | 498    | 12127         | 14052         | 1925         | 15.87        |
| Middle       | 181    | 41811         | 44323         | 2512         | 6.01         |
| HS           | Truman | 60864         | 66487         | 5623         | 9.24         |
| <b>Total</b> |        | <b>163616</b> | <b>179699</b> | <b>16083</b> | <b>9.83</b>  |

- Analyzing the Sandi ELA data by site we see the following trends:
  - Students at the Elementary sites made the greatest gains, with an average gain of 13.6%. The three elementary sites scores were in close range from 12.13 to 15.87 or 3.74 points, indicating consistency in methods and materials across sites.
  - The students at the Intermediate level gained 6%.
  - The High School had 9% growth.
  - Overall school growth was 10%.
- Analyzing the Sandi ELA data by ratio we see the following results:
  - 6:1:1 – 15% growth
  - 8:1:1 – 8% growth
  - 12:1:1 – 10% growth
- The following trends were noted:
  - The greatest gains were made by the students in 6:1:1 ratio classes at 15%.
  - As students move into the higher ratios the content becomes increasingly more challenging and is more closely connected to the general education curriculum; however students still made significant gains of 8% at the 8:1:1 ratio and 10% at the 12:1:1 ratio.
- **Classroom data**, which was collected by teachers on a weekly basis, was reviewed by administration and analyzed to review instructional effectiveness of programs and modifications were made to students programs on an individualized basis.
- June 2013 IEP data showed that as a result of instruction and behavior interventions students moved to Less Restrictive Environments
  - **Eight students were decertified from Special Education!**
  - 13 students moved to Inclusion Classes
  - 20 students moved from 6:1:1 to 8:1:1 ratio classes
  - 14 students moved from 8:1:1 to 12:1:1 ratio classes

- One student was decertified for ESL.
- 22 students were toilet trained.
- 154 students had changes to Related and Support Services in terms of frequency and or group size..

While we met our goal of 5% growth in ELA we saw that the students in the 6:1:1 ratio classes had greater increases than the 8:1:1 and 12:1:1 classes. We will provide professional development on the “Running Record” as a technique to increase student performance in ELA. Additionally data from the SANDI will be looked at by ELA Standard RI1 along with the summary data. We will continue to use the ABLLS with the pre-K students.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Administrators in conjunction with teacher teams will implement the District 75 Curriculum Frameworks/Unique Curriculum on all three instructional levels: elementary, middle and high
2. Administration will schedule and provide professional development for staff utilizing in house school and district trainers and literacy consultant – ongoing with continuing focus on RI.1 , questioning strategies(Danielson Framework), and using evidence in the text to respond to questions.
3. Students will participate in daily activities across content areas incorporating reading and responding to informational and literary texts across curriculum areas, using graphic organizers, journals, and written response activities to assist them in developing their ideas.
4. Students will produce a culminating project that incorporate reading and writing skills in ELA, Science and Social Studies for each unit of instruction.
5. Teachers will continue to refine rubrics for evaluating student work and providing meaningful feedback and teachers will continue to refine rubrics for students to evaluate their own work.
6. Inquiry teams will evaluate ELA instructional strategies to determine their effectiveness.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators; teacher teams
2. Administration; in house teacher trainers; district coaches; Literacy consultant district and school coaches, lead teachers, teacher teams and AUSSIE Literacy Consultant.
3. Teachers
4. Teachers; teacher teams to plan units and projects
5. Teachers; teacher teams; Assistant Principals
6. Inquiry teams

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Student work samples based on the Curriculum Frameworks/Unique Curriculum; teacher observations that document use of Curriculum Frameworks and Unique
2. Percent of teachers participating in professional development activities on Literacy, documented by agendas and attendance sheets; strategies learned in professional development that are incorporated into classroom instruction
3. Student progress in meeting ELA IEP goals; SANDI/FAST assessments; ABLLS assessment
4. Culminating projects
5. Rubrics are refined and used by teachers and students
6. Ongoing use of teacher team protocol that specifies strategies and impact of strategies on student learning

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014, ongoing implementation of curriculum and teacher planning meetings to review curriculum
2. September 2013 – June 2014, classroom implementation of literacy activities; Administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to teacher – ongoing.
3. Collection of student data and assessments
  - SANDI:
    - Pre-test - September, October 2013

- Post-test\_ - May 2014
  - FAST
    - Pre-test – October, November 2013
    - Mid- Year – February 2014
    - Post-test – May 2014
  - NYSAA: November 2013 - February 2014
  - Program Assessments:
    - Pre-test – October, November 2013
    - 8 week Intervals – December 2013, February 2014, April 2014,
    - Post-test – May 2014
  - Classroom data which tracks daily/weekly progress towards IEP ELA goals.
- 4. Frameworks and Culminating Projects:
  - Teacher made pre-test – October, November 2013
  - Teacher made post-test – 8 week intervals: December 2013, February 2014, April 2014
  - Culminating Projects – on going
- 5. Rubrics:
  - Rubric development – October, November 2013
  - Rubric utilized by teachers and students – December 2013 – June 2014
- 6. Inquiry Team – SMART Plans
  - Team Formation based upon cohorts of students. – September, October 2013
  - Team Task Identification November 2013
  - Task Tracking: 8 week Intervals – December 2013, February 2014, April 2014,

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Curriculum Frameworks Resources and Supports; Unique Curriculum
2. Curriculum Frameworks, Unique and intervention and support programs to meet the needs of all learners. Programs include:
  - Reading Programs: Edmark, Rigby Reading, SMILE Reading, SRA, Reading for Concepts, Ready Gen (when available)
  - Language Programs: Fitzgerald Key
  - Internet based programs: Reading A-Z, Razz Kids, Brain Pop
  - Writing Programs: TV Teacher
  - Leveled libraries,
3. Literacy consultant, School Coach, Curriculum support Teachers, Administration; District 75 workshops
4. Curriculum frameworks/Unique curriculum, technology, school informational text libraries, time set aside for teacher planning meetings
5. Time and schedules structured to accommodate teacher meetings; Literacy consultant; in-house teacher trainers; District 75 coaches
6. Programmatic scheduling of teacher team meetings

**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).

- School staff will provide parent training at PTA and SLT meetings on: Common Core Standards, Citywide Instructional Expectations, 6 ELA Instructional Shifts and how to help their child at home with regard to ELA – on-going.
- School staff will provide parent training on reading programs implemented in the school - 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.
- Individual Conferences scheduled for parents on specific topics as delineated on the IEP under Parent Training.
- 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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                 |  |                 |  |                  |          |                  |  |                  |  |               |
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> | <b>X</b> | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

**X Additional Programs to Support Literacy: Cook Shop, EASE, Get Ready to Learn**

**Goal and Action Plan #2**

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 2014, 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.**
- **Review of Individualized Education Plans (IEP) goals and objectives for each student.**
- **Both a 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. Last year we used the SANDI in a few pilot classes. This year we are transitioning from the Brigance to the SANDI and FAST to assess students and track their progress. By next year most students will participate in the SANDI/Fast assessments. Data is also gathered to track student progress in individual math programs in the classrooms.**
- **The 2012-13 Data from SANDI, Brigance and/or ABLLS was collected in the fall identifying the number of skills students had in various sub areas. Students were tested again in the Spring measuring the number of skills mastered.**
  - **Calculation: The difference between the Fall number and the Spring number was calculated. The difference was then divided by the Fall number and multiplied by 100 to compute the percentage of change for each student.**
  - **Results were as follows:**

Total Math

|                    | Fall          | Spring        | Difference   | Percent Gain |
|--------------------|---------------|---------------|--------------|--------------|
| Sandi Totals       | 73164         | 83677         | 10513        | 14.37        |
| Brigance Totals    | 2782          | 3879          | 1097         | 39.43        |
| ABLLS Totals       | 39            | 93            | 54           | 138.46       |
| <b>Total Gains</b> | <b>151931</b> | <b>175205</b> | <b>23274</b> | <b>15.32</b> |

- **The following trends were noted:**

- Overall growth for the school in the area of Math was 15.32%.
- Again students scored the highest on the ABLLS followed by the Brigance and then the SANDI.
- Sandi - the majority of students had increases on Math subtests.
  - Analyzing the Sandi Math data by site we see the following results:

**SANDI Math**

|        |              | Fall         | Spring       | Difference   | Percent Gain |
|--------|--------------|--------------|--------------|--------------|--------------|
| Elem   | 178          | 10594        | 12965        | 2371         | 22.38        |
| Elem   | 153          | 9197         | 11117        | 1920         | 20.88        |
| Elem   | 498          | 4006         | 5046         | 1040         | 25.96        |
| Middle | 181          | 19636        | 21878        | 2242         | 11.42        |
| HS     | Truman       | 29731        | 32671        | 2940         | 9.89         |
|        | <b>Total</b> | <b>73164</b> | <b>83677</b> | <b>10513</b> | <b>14.37</b> |

- The following trends were noted:
  - Students at the Elementary sites made the greatest gains, with an average gain of 23%. The range of scores across the 3 elementary sites is within 5 points indicating consistency in instruction.
  - The students at the Intermediate level gained 11%
  - The High School had 10% growth.
  - Overall school growth was 14%.
- As students move into the higher ratios the content becomes increasingly more challenging and is more closely connected to the general education curriculum.
- Analyzing the Sandi Math data by ratio we see the following trends:
  - 6:1:1 – 25% growth
  - 8:1:1 – 13% growth
  - 12:1:1 – 11% growth
- The greatest gains were made by the students in 6:1:1 ratio classes at 25%. The same trend was seen in ELA. As students move into the higher ratios the content becomes increasingly challenging and is more closely connected to the general education curriculum; however students still made significant gains of 13% at the 8:1:1 ratio and 11% at the 12:1:1 ratio.
- 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.

While we met our goal of 5% growth in Math we saw that the students in the 6:1:1 ratio classes had greater increases than the 8:1:1 and 12:1:1 classes. We will

provide professional development on the specific math programs being used at each site, along with the Unique Curriculum and/or the Curriculum Frameworks. Additionally data from the SANDI will be looked at by Math Standard Operations and Algebraic Thinking along with the summary data. We will continue to use the ABLLS with the pre-K students.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Administrators in conjunction with teacher teams will implement the District 75 Curriculum Frameworks on all three instructional levels: elementary, middle and high school.
2. Administration will schedule and provide professional development on specific math programs at each level, for staff utilizing in house school and district trainers with continuing focus on Operations and Algebraic Thinking.
3. Students will participate in daily mathematics instructional activities.
4. Students will produce a culminating project in mathematics at the end of each unit of instruction.
5. Teachers will continue to refine rubrics for evaluating student work and providing meaningful feedback and teachers will continue to refine rubrics for students to evaluate their own work.
6. Inquiry teams will evaluate Math instructional strategies to determine their effectiveness.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Administrators, district and school coaches, lead teachers, teacher teams.
2. Administration, in house teacher trainers, district coaches.
3. Teachers
4. Teachers, teacher teams to plan units and projects.
5. Teachers, teacher teams, assistant principals.
6. Inquiry team members.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Student work samples based upon the Curriculum Frameworks for math; teacher observations that document use of the Curriculum Frameworks and Unique for math.
2. Percent of teachers participating in professional development activities on Math, documented by agendas and attendance sheets, strategies learned in professional development that are incorporated into classroom instruction.
3. Student progress in meeting Math IEP goals; SANDI/FAST assessments; ABLLS assessment
4. Culminating projects
5. Rubrics are refined and used by teachers and students.
6. Ongoing use of teacher team protocol that specifies strategies and impact of strategies on student learning

**4. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014, ongoing implementation of curriculum and teacher planning meetings to review curriculum
2. September 2013 – June 2014, classroom implementation of math activities; administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to the teacher.
3. Collection of student data and assessments:
  - SANDI
    - Pre-test - September, October 2013
    - Post-test\_ - May 2014
  - FAST
    - Pre-test – October, November 2013
    - Mid- Year – February 2014
    - Post-test – May 2014
  - NYSAA: November 2013 - February 2014
  - Program Assessments:

- Pre-test – October, November 2013
- 8 week Intervals – December 2013, February 2014, April 2014,
- Post-test – May 2014
- Classroom data which tracks progress towards IEP Math Goals.

**4. Frameworks and Culminating Projects:**

- Teacher made pre-test – October, November 2013
- Teacher made post-test – 8 week intervals: December 2013, February 2014, April 2014
- Culminating Projects – on going

**5. Rubrics:**

- Rubric development – October, November 2013
- Rubric utilized by teachers and students – December 2013 – June 2014

**6. Inquiry Team – SMART Plans**

- Team Formation based upon cohorts of students. – September, October 2013
- Team Task Identification November 2013
- Task Tracking: 8 week Intervals – December 2013, February 2014, April 2014,

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**1. Curriculum Frameworks Resources and Supports; Unique Curriculum**

**2. Curriculum Frameworks, Unique and intervention and support programs to meet the needs of all learners. Programs include:**

- a. Math Programs: Equals, Focus Forward, Go Math (when available), standards based activities.
- b. Internet based programs: Reading A-Z, Razz Kids, Brain Pop
- c. Writing Programs: TV Teacher,
- d. Teacher access to AUSSIE Consultant, School Coach, Curriculum Support Teachers, Administration and School Based and District 75 Workshops.

**3. School Coach, Curriculum support Teachers, Administration; District 75 workshops**

**4. Curriculum frameworks/Unique curriculum, technology, time set aside for teacher planning meetings**

**5. Time and schedules structured to accommodate teacher meetings; in-house teacher trainers; District 75 coaches**

**6. Programmatic scheduling of teacher team meetings**

**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).

- School staff will provide parent training at PTA and SLT meetings on: Common Core Standards, Citywide Expectations, 6 Math Instructional Shifts and 8 Mathematical Practices and how to help their child at home with regard to Math – on-going.
- School staff will provide parent training on mathematics programs including Equals, Invisions, Rigby Math Go 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.
- Individual Conferences scheduled for parents on specific topics as delineated on the IEP under Parent Training.
- 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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

**X Additional Programs to Support Math Literacy: Cook Shop, EASE, Get Ready to Learn**

### Goal and Action Plan #3

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 2014 there will be improved student performance in reading through teacher use of the targeted instructional strategy of “Running Records” for students in 8:1:1 and 12:1:1 classes, and a “Reading Skills Checklist” (supplied by District 75 Office of Literacy) for students in the 6:1:1 classes. reading performance 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 Rubric and document: Instructional Core Indicator: 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching, connected to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work.**

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. **Administration will plan, schedule and provide professional development for staff on Literacy Skills Checklist and Running Records utilizing in house school and district trainers and Literacy consultant – ongoing.**
2. **Teachers will participate in ongoing professional development including:**
  - **Implementing Reading Skills checklist and Running Records for Students to assess, conduct error analysis to inform instruction and track progress.**
3. **Implementation in 8:1:1 and 12:1:1 classes of Running Records; Implementation of Reading skills checklist in 6:1:1 classes and teacher use of appropriate instructional strategies**
4. **Administration and teachers will participate in ongoing data analysis and review of school/class and individual student data and progress towards meeting goals**

- **Key personnel and other resources used to implement each strategy/activity**

1. **Administrators, district and school coaches, lead teachers, teacher teams, Literacy Consultant, District 75 Coaches**
2. **Teachers**
3. **Administration; teachers; literacy consultant; in-house teacher trainers**
4. **Administration and teachers**

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. **Yearlong plan for professional development on Running Records**
2. **Percent of teachers participating in professional development activities on “Running Record,” documented by agendas and attendance sheets.**
3. **Teacher formal and informal observations indicate use of assessments and instructional strategies; Student portfolios containing student performance on “Running Record” which tracks reading performance and remediation; student progress in literacy skills and student progressive movement in reading levels; Administrative review with teachers: Knee to Knee Conferences**
4. **Number of team meetings to discuss student performance on “Running Record” and individualized remediation strategies developed and implemented**

- **Timeline for implementation and completion including start and end dates**

1. **September 2013- November 2013 - Plan and scheduling of professional development –**
2. **November 2013 – June 2014 Professional development on Literacy Skills Checklist and Running Record, beginning September 2013 and on going through June 2014.**
3. **November 2013 (Running Record up dated every 2 months to track student performance; Running Record final Post Test May 2014; Administrative Review: Knee to Knee conferences, Feb 2014, June 2014**

- 4. November 2013 – June 2014 - Teacher team meeting,**
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Scheduled time for administration and consultants to meet
  2. Programmatic scheduling of professional development
  3. Running Record and Literacy Skills checklists and folders; teacher resource library; leveled libraries; Literacy consultant
  4. Programmatic time for team meetings

***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).

- School staff will provide parent training at PTA and SLT meetings on reading and instructional strategies that help students progress in reading skills development and reading levels
- School staff share resources with the families that are aligned to the use of the literacy skills checklist and the Running Records
- 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 Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 2014, 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**5. Strategies/activities that encompass the needs of identified subgroups**  
**The New York City Department of Education Blueprint for the Arts provide a framework and structure for infusing the Arts with instruction. The Blueprints are connected to the Common Core Learning Standards in both ELA and Math.**

1. Principal and Arts Coordinator will schedule Music/Art/Dance activities throughout the year on-going.
2. 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.
3. Students will participate in Arts culminating activities at least 2 times during the year.

**6. Key personnel and other resources used to implement each strategy/activity**

1. Administrators, Music/Art/Dance teachers, lead teachers, teacher teams, artists in residence

|  |
|--|
| 2. Administrators, Music/Art/Dance teachers  |
| 3. Music/Art/Dance teachers  |
| <b>7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |
| 1. Art, music, and dance teachers participating in professional development activities on the Common Core standards and the Blueprints for the Arts, documented by agendas and attendance sheets.  |
| 2. Art, music, and dance teachers participating bimonthly meetings documented by agendas and attendance sheets.  |
| 3. Students participating in Music/Art/Dance activities, evaluated with the Blueprints for the Arts.   |
| <b>8. Timeline for implementation and completion including start and end dates</b>   |
| 1. September 2013- November 2013 - Plan and scheduling of professional development   |
| 2. November 2013 – June 2014 Professional development for Art/Music/Dance teachers – bimonthly.  |
| 3. November 2013 – June 2014 - Teacher team meeting, Program Assessments: <ul style="list-style-type: none"> <li>a. Pre-test to target Blueprint for the Arts goals for each student– October, November 2013</li> <li>b. Post-test – May 2014</li> </ul> |
| <b>9. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>  |
| Classes scheduled for the various arts activities. Performers scheduled, Materials for the various arts activities purchased.  |

**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).  |
| <ul style="list-style-type: none"> <li>• Parents will be invited to attend performances and activities - bimonthly.</li> <li>• Parent Coordinator and Family Worker will assist parents in coming to school for performances and activities.</li> <li>• On-going recreational parent and family activities: such as Camp Ramapo Family Camping Trip, School Prom, Weekend Bowling, Harlem Wizards Basketball Game, Special Olympics.</li> <li>• 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.</li> </ul> |

**Budget and Resource Alignment**

|   |                 |  |                 |  |                  |  |                  |  |                  |          |               |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |  |                  |  |                  |          |               |
| <b>X</b>  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>X</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |  |                 |  |                  |  |                  |  |                  |          |               |
| X Artists in Residence, Instrument Instruction, Guitar Grant, Ease Grant                              |                 |  |                 |  |                  |  |                  |  |                  |          |               |

**Goal and Action Plan #5**

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. |
| •   |

**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. |
| •  |

**Instructional Strategies/Activities**

|  |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| <b>5. Strategies/activities that encompass the needs of identified subgroups</b>   |
| ○  |
| <b>6. Key personnel and other resources used to implement each strategy/activity</b>   |

- 6. .
- 7. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  -
- 8. **Timeline for implementation and completion including start and end dates**
  -
- 9. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**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).

- 

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | SMILE, Reading A-Z, Razz Kids, TV Teacher, Edmark Reading                               | One on one or small group  | During the school day  |
| <b>Mathematics</b>  | Equals Math   | One on one or small group  | During the school day  |
| <b>Science</b>  |   |  |  |
| <b>Social Studies</b>   |   |  |  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Social Skills in Our Schools (SOS), Circles Curriculum, Social Stories                  | One on one or small group  | During the school day  |

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |   |                    |
|--|---|--------------------|
| Indicate with an "X" your school's Title I Status. |   |                    |
| <b>School Wide Program (SWP)</b>                   | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

---

**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**  
**MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|                          |                      |                          |
|--------------------------|----------------------|--------------------------|
| District <b>75</b>       | Borough <b>Bronx</b> | School Number <b>176</b> |
| School Name <b>P176X</b> |                      |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |   |
|---|---|
| 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>Darcy Spitzer/ESL</b>                             | Parent <b>Dechantell Muffoletto</b>     |
| Teacher/Subject Area <b>Carmen Andino/Bilingual</b>                       | Parent Coordinator <b>Dawn Harney</b>   |
| Related Service Provider <b>Franklin Hernandez</b>                        | Other <b>Vivian Lee/ESL</b>             |
| Network Leader(Only if working with the LAP team) <b>Kathleen LeFevre</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 currently teaching in the ESL program.           | <b>3</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>1</b> | Number of teachers who hold both content area and ESL certification          | <b>2</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>1</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>1</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <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> | Number of special education teachers with bilingual extensions               | <b>1</b> |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>778</b> | Total number of ELLs | <b>70</b> | ELLs as share of total student population (%) | <b>9.00%</b> |
|--|------------|----------------------|-----------|---|--------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |    |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs                    | 70 | Newcomers (ELLs receiving service 0-3 years) | 37 | ELL Students with Disabilities | 70 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 29 | Long-Term (completed 6+ years) | 4  |

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 SWD. [?](#)

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           | 2   |      | 2   | 2   |      | 2   |     |      |     | 4     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 35  |      | 36  | 27  |      | 27  | 4   |      | 4   | 66    |
| Total         | 37  | 0    | 38  | 29  | 0    | 29  | 4   | 0    | 4   | 70    |

Number of ELLs who have an alternate placement paraprofessional: 0

### 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  |          |          |          |          | 2        | 2        |          |          |          |          |          |          |          | 4        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>4</b> |

\*EP=English proficient student

| 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       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

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

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

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

|              | K | 1 | 2 | 3 | 4  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|----|---|---|---|---|---|----|----|----|-------|
| Spanish      | 3 | 1 | 0 | 3 | 21 | 6 | 2 | 5 | 3 | 3 | 6  | 1  | 7  | 61    |
| 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        |   |   |   |   | 4  |   | 1 |   |   |   |    |    |    | 5     |
| <b>TOTAL</b> | 3 | 1 | 0 | 3 | 27 | 6 | 3 | 6 | 3 | 3 | 6  | 1  | 8  | 70    |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) | 2 |   |   | 1 | 18 | 5 | 2 | 5 | 3 | 2 | 3  | 1  | 6  | 48    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |    |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|----|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   |   |   |   |   | 7  | 1 |   | 1 |   | 1 | 2  |    | 2  | 14    |
| Advanced (A)  | 1 | 1 |   | 2 | 2  |   | 1 |   |   |   | 1  |    |    | 8     |
| Total   | 3 | 1 | 0 | 3 | 27 | 6 | 3 | 6 | 3 | 3 | 6  | 1  | 8  | 70    |

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     |         |         |         |         | !Und  |
| 4                     |         |         |         |         |       |
| 5                     |         |         |         |         |       |
| 6                     |         |         |         |         |       |
| 7                     |         |         |         |         |       |
| 8                     |         |         |         |         |       |
| NYSAA Bilingual (SWD) |         |         | 4       | 33      |       |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    |       |
| 4                     |         |    |         |    |         |    |         |    |       |
| 5                     |         |    |         |    |         |    |         |    |       |
| 6                     |         |    |         |    |         |    |         |    |       |
| 7                     |         |    |         |    |         |    |         |    |       |
| 8                     |         |    |         |    |         |    |         |    |       |
| NYSAA Bilingual (SWD) |         |    | 1       |    | 1       |    | 35      |    |       |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     |         |    |         |    |         |    |         |    |       |
| 8                     |         |    |         |    |         |    |         |    |       |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    | 4       |    |       |

| 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       | 16                         |                 | 15                          |                 |
| NYSAA Mathematics               | 16                         |                 | 15                          |                 |
| NYSAA Social Studies            | 7                          |                 | 6                           |                 |
| NYSAA Science                   | 15                         |                 | 14                          |                 |

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The previous charts list the details by grade for this data. Many students at P.S. 176X 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 low cognitive ability. Many of these students are non-verbal with limited receptive and expressive language skills. All of our entitled ELL students are a part of Alternate Assessment. Thirty-Nine of our students scored "4"s on the NYSAA ELA and five scored "3"s on the NYSAA ELA. Forty-one students scored "4" on the NYSAA Math and two scored "3"s on the NYSAA Math. Seven ELL students scored "4"s on the NYSAA Science and two scored "3"s. One student scored "4" on the NYSAA Social Studies. P.S. 176X currently uses SANDI, FAST, and ABLLS as our primary form of assessment. Data from the various assessments drives instruction for our ELL students. This data informs us of which areas (speaking, listening, reading, writing) to focus and plan for the school year. After analyzing the data from the assessments, reading and writing are the two areas that require more support from ESL service.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As the charts demonstrate, there have been some advances at P.S. 176X. We have students who have scored Advanced and Proficient on the NYSESLAT in Speaking, Listening, Reading, and Writing. At the present time one elementary student has scored Proficient on the NYSESLAT and six students at the Advanced level. None of our high school students participate in Regents Exams as per their IEP mandates. Picture communication and Total Physical Response (TPR) continue to be the methodologies employed with these cognitively challenged students. Picture symbols and PECS (Picture Exchange Communication System) are used in communication instruction. Picture symbols are labeled with the words 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 whom are on the Pre-Emergent and Emergent Reading Levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At this time, data reflecting the students' performance on NYSESLAT 2013 by modality is not available. We are currently using the NYSESLAT 2012 scores to plan instruction. However, it is our ultimate goal to increase the percentage of students making progress and to attain their English proficiency. The ELL teachers are working toward improving their students' ability to meet grade level academic achievement standards in English Language Arts and Mathematics. We continuously assess our students so they can achieve these goals.

4. For each program, answer the following:
  - a. 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?

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 assessment tools used to evaluate our students include ABLLS (Assessment of Basic Language Learning), SANDI (Student Annual Needs Determination Inventory), FAST (Formative Assessment of Standards Task), and NYSAA (New York State Alternate Assessment). 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 IEP (Individual Education Plan) goals.

All entitled ELL students at P.S. 176X are alternate assessment students. The SANDI assessment is used to determine students levels and needs in the classroom. Related service reports also measure growth with individual students in targeted areas.

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 assessment ensures that optimum learning is taking place.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
The RTI (Response to Intervention) model at P.S. 176X is to identify and diagnose skill deficits. Strategies are implemented with the purpose of alleviating deficits. The RTI model applies to all students including ELLs who are assessed through standardized assessment or alternate assessment.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students' second language development is considered throughout all instructional decisions. ESL teachers, classroom teachers, cluster teachers and related service providers regularly collaborate to assess students' language needs, strengths and effective strategies and activities to address them.
7. 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?

At this time our school only features ESL and TBE programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our ELLs are evaluated through the annual NYSESLAT exam as well as teacher created materials and observations.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 the CSE meeting, P.S. 176X, with the help of the ESL teachers, assists parents in completing this survey. Upon completion of the survey, ESL teachers will conduct an informal interview with the parents. If the survey indicates that the student's home language is a language other than English, the LAB-R will be administered by one or more of P.S. 176X's certified ESL teachers: Hae Ran Song, Darcy Spitzer, or Vivian Lee. As of February 1, 2014, P176X will administer the NYSITELL which replaces LAB-R in New York State. The LAB-R eligible students must be tested within the first 10 days of initial enrollment. If the LAB-R results show that a child is an ELL and Spanish is used in the home, he/she must take a Spanish lab to determine language dominance. The test will be administered by Carmen Andino who is a certified bilingual teacher. 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, LAT) are also utilized to identify students who are eligible for LAB-R testing and NYSESLAT testing.
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.  
Options for Special Education ELLs (ie: 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
P.S. 176X holds orientations for parents and guardians of newly enrolled ELLs on an as needed basis, to inform the families of the

differences in the ELL programs that are available to them. (TBE and ESL). In these orientations, parents or guardians have the opportunity to receive materials about the ELL programs offered in their native languages and to ask questions about ELL services (with the assistance of 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.

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.

Initial identification in program placement of ELL students in District 75 is done at the CSE. However, if it is not done at the CSE, students are placed in an appropriate ELL program after reviewing the Parent Survey and Program Selection along with the LAB-R and the NYSESLAT testing data and the student's IEP forms from previous years. The ESL teacher updates the ELPC screen in ATS within 20 days from the first day of the student is admitted. The P176X 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 ELLs on an as needed basis. Written notices are sent to parents in their native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT exam is administered by the three certified ESL teachers: Hae Ran Song, Darcy Spitzer, and Vivian Lee and the bilingual certified teacher; Carmen Andino. All sections are presented to all entitled ELL students. The speaking section is administered first by two of the four NYSESLAT administering teachers in order to have one teacher ask questions and another record and score the responses. The listening, reading, and writing sections are administered in small groups or individually depending on the severity of the student's learning disability. Students' IEPs state that the students who participate in the NYSESLAT exam have testing modifications to meet their needs.

6. 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.) 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 CSE determines and places the students in our bilingual and ESL classes. This is done by the CSE before the student enters our school.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

Bilingual Program: P176X'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 Beginning Level. The chart below details instruction.

| Subject                                   | Native Language | English Language |
|---|-----------------|------------------|
| NLA                                       | 360             |                  |
| ESL                                       |                 | 360              |
| Math, Science, Art,<br>APE, ADL, Literacy | 360             | 120              |
| Total                                     | 720             | 480              |

The bilingual teacher provides instruction in all subject areas.

The components of the bilingual program are: English as a Second Language, Native Language Arts, and English Language Arts.

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 Common Core Learning Standards and incorporate 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 Espanol, 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 student's 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 to enhance learning in both languages. The bilingual educator combines the interdisciplinary and 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 through a TEACCH format (Treatment and Education of Autistic and Communicatively handicapped CHildren- University of North Carolina- Chapel Hill). To comply with the New York City's Literacy requirements, each classroom library contains books in both native language and English. This includes books 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 SCEP, ELA instruction for ELLs follows the NYC's uniform curriculum and the Common Core Learning Standards- Alternate Grade Level Indicators for Students with Severe Disabilities.

ESL Program: ELLs are served in P176X's Freestanding ESL program as per their IEPs. ESL is provided by 3 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 (ie: 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 provide students with additional support throughout instruction. Multisensory materials and multicultural ESL materials are infused throughout all aspects of ESL instruction. The classroom library includes books of all levels that reflect different backgrounds, 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.

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)?

See the table below for the NYS CR Part 154 allocation of ESL and Bilingual services.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content Area Instruction: Content instruction is provided for all ELLs in the ESL classroom. All subjects are taught in English through ESL methodologies by an ESL teacher with Special Education training. All material is scaffolded for ELLs to learn and understand material. ESL methodologies include: TPR, Language Experience, the Natural Approach, Whole Language, 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 paraprofessionals who speak the students' native languages and English. Content Area Instruction follows the Common Core Learning Standards for students with severe disabilities (NYSAA). The use of technology is incorporated into ESL and content area instruction to give students additional support. Technology is an important resource to connect with the ELL population. It can be used through the modalities of Brain Pop, Brain Pop Jr., Brain Pop Espanol, iPad apps that promote language learning, 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 and language learning. 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. The ESL teachers also utilize the

SMiLE (Structured Methods in Language Education) Program to facilitate language learning and growth.

English Language Arts: ELL students at 176X are receiving ESL services and daily additional academic intervention from three certified ESL teachers. Our entitled ELLs who are receiving these 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 educational 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, iPods, iPads, software programs (ie: Brain Pop Jr., Tumble Books, Star Fall, Jump Start, PBS Kids). All ELL students benefit from targeted AIS (Academic Intervention Services) that our schools 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 SMiLE (which helps teachers determine students' reading needs, helps students identify letter sounds and ultimately achieve reading fluency and comprehension), Foundations (which provides the research validated strategies that complement every day programs to meet standards and serve the needs of our ELL students), and 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 it's hands-on accessible approach to aid students struggling with vocabulary, fluency, and comprehension in middle and secondary classrooms). Teachers also adapt and differentiate curriculum, resources and materials according to students chronological age and proficiency levels as well as their scores from the Brigance Diagnostics, SANDI, FAST, NYSESLAT and NYSAA. As well as using teacher made materials to supplement curriculum that aligns with the Common Core Learning Standards for New York State. Each student's IEP goals are incorporated into meaningful instruction.

Balanced Literacy: The use of software and multimedia enhances and supports the development of English Literacy. Word walls, guided readings, and shared readings are all used in the ESL classrooms to enhance vocabulary, comprehension and English fluency. Curriculum and the CCLS (Common Core Learning Standards) are accessed through Whole Language Approach, Language Experience, multisensory approaches, cooperative learning, and infusion of arts into education and the use of technology. The classroom library consists of books in English, with native language versions available to ELL students, including books adapted by teachers to meet the diverse needs of our population of students with severe disabilities.

Math: Math instruction for ELLs follows the Common Core Learning Standards and utilizes a variety of Math programs: Equals, Envisions, Go Math, Attack Math. Students are matched to a math program based upon assessment. A hands on, multisensory approach, learning through doing and using a manipulative approach. Technology is a key practice in math education when possible the Smart Board is utilized for instruction. Math is instructed through the district curriculum based on the Common Core Standards as well as best practices instruction.

Science: Science instruction for ELLs follows the Common Core Learning Standards and utilizes the following science programs: Playtime as Science, Foss Science, and functional science based Activities for Daily Living (ie: identifying weather conditions to know how to dress, identifying temperatures for cooking, etc.) Science is instructed through the district curriculum based on the Common Core Standards as well as best practices instruction.

Social Studies: Social Studies instruction for ELLs follows the Common Core Learning Standards. The programs used at P176X include; Social Skills in our Schools, Meville to Weville, News2You and Weekly Reader for current events. Social Studies is also instructed through the district curriculum.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs in P176X participate in New York State Alternate Assessment with NYSAA Extensions identified for each individual student. Students are also assessed with Student Annual Needs Determination Inventory (SANDI) and the Formative Assessment of Standards Task (FAST). Students are also assessed through teacher observations. Assessments are conducted in both English and the students' native language. ELLs are evaluated through their native language with help from bilingual teachers and

paraprofessionals who can help translate for our ELL students.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year ELLs are evaluated by their ESL teachers on all four modalities of English (Speaking, Listening, Reading and Writing). Teachers use the assessments given by the school (SANDI, FAST, ABBLs) as well as the NYSESLAT to evaluate ELLs in the four modalities of English. Instruction is geared toward full language development in the four areas.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students with Interrupted Formal Education (SIFE): At the present time P176X does not have any SIFE students. If any SIFE students attend P176X, they will receive the following services: Academic Intervention Services (AIS) in small groups and/or on a 1:1 basis, depending on individual needs.

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

Newcomer ESL student's IEPs are reviewed, appropriate placements are made and related and support services are provided. Staff complete students intake packages including Home Language Identification Survey. The NYCDOE and P.S. 176X Parent Handbooks are given to parent/guardians in their native languages. Parent/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.

Services provided to these newcomers, as well as those who may receive ESL service 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 (4-6 years):

Currently the entitled ELLs have received ESL service from PS176X for 4-6 years. These students have access to the following services: Students will participate in Academic Intervention Services (AIS) in small groups or on a 1:1 basis depending on their individual needs.

ESL services will continue as per the student's IEP and in accordance with their proficiency levels as determined by their score on the NYSESLAT.

#### Plan for Long-Term ELLs:

Long term ESL students are served according to their IEP mandates and their proficiency level determined by the NYSESLAT. Students who require an alternate placement paraprofessional have their needs met by the school. The paraprofessional serves the student according to his/her IEP mandates. On-going instructional intervention is scheduled to help students achieve to their highest potential and improve their language proficiency. Interventions include; ability grouping, 1:1 tutoring, and the use of other specialized materials. Assessment is obtained through SANDI, FAST, NYSESLAT and informal teacher observation. This data is necessary in designing meaningful lessons that meet specific needs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

P.S. 176X ESL teachers use instructional strategies and adapted grade-level materials that provide both access to academic content areas and accelerate English Language development. All subject areas are taught in English through ESL methodologies by the 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 picture 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-AGLIs). The use of technology is seamlessly incorporated into ESL and content area instruction to aid and support students in

their learning. Brain Pop, Brain Pop Jr. , Brain Pop ESL, Tumble books, and Starfall, Internet based programs that reinforce content area subjects (language arts, mathematics, technology, health, science, social studies, music and art) are available to all students throughout instruction. Parents are encouraged to use these programs as a resource and home support. Multisensory and multicultural materials including intensive English Open Door series, Easy Visual for ESL students, writing journal entries and ESL Dictionary for Visual Learners are infused throughout all aspects of instruction as per the School Education Plan for Native Language Arts.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P176X works together to develop curriculum that aligns to the common core standards for our English Language Learner Students with Disabilities. We use data gathered from the SANDI assessment and the FAST to determine instruction as well as IEP goals. ESL teachers work in conjunction with classroom teachers to help ELL students progress in their IEP goals. At the onset of the school year classroom teachers, ESL teachers, and related service professionals work collaboratively to create a flexible schedule that is beneficial for the ELL students. As often as possible ESL teachers try to push in to classrooms to keep students in their least restrictive environment and make instruction as meaningful as possible for all ELL students.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

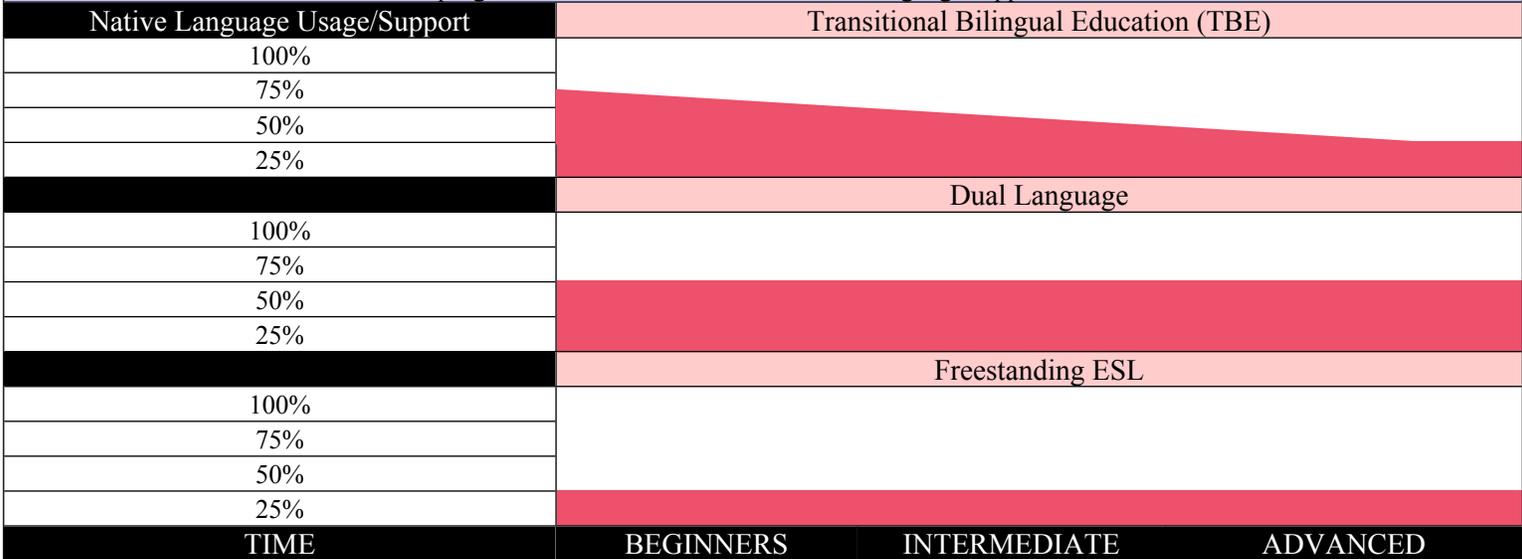
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

ELL content area instruction is provided as follows: all subject areas are taught in English through ESL methodologies by ESL teachers with Special Education training. The ESL methodologies include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices, and picture symbols. Students in Alternate Placement receive support in their native language and in English from a bilingual paraprofessional. ELL students at P.S. 176X are receiving ESL services and daily additional academic intervention from three 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 the content areas. ESL and classroom teachers use 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, communication devices, and picture symbols. The use of technology is constantly incorporated to aid students in their learning. The SMART board interactive system, iPods, iPads, and software programs (ie: 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 to assist students in meeting the Common Core Learning Standards and the New York State Alternate Assessment (NYSAA). Additional support is provided using research based programs such as Foundations ( which provides research validated strategies that complement every day programs to serve the needs of our ELLs), Words Their Way (which provides specific guidance, strategies, and tools for helping struggling students catch up with their peers), EDMARK (which is developed for students with learning or developmental disabilities and for those who have not succeeded in other reading methods), District 75 Curriculum (which aligns content area topics to the common core standards for students with disabilities). Teachers must adapt materials to meet the needs of their students as well as differentiate activities and utilize multiple entry points for learning. ESL teachers adapt materials based off of chronological age and proficiency level as well as levels from the SANDI, FAST, NYSESLAT, NYSAA, teacher made materials and IEP recommendations.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program has been effective in meeting the needs of our ELL students using the above-mentioned methodologies. Our three certified ESL instructors work collaboratively with the classroom teachers to provide effective and meaningful instruction for the entitled ELL students in both content area and language instruction. The ESL methodologies used to support language learning are: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices, and picture symbols.

11. What new programs or improvements will be considered for the upcoming school year?

We do not have any new programs this year for ELLs.

12. What programs/services for ELLs will be discontinued and why?

We do not have any programs we are discontinuing for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school offerings just as their monolingual peers. Our supplemental programs such as EASE and Ready to Learn are available to all our students. ELL students are also afforded the opportunity to join our Title III program each year. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

As stated previously, ELLs at P.S. 176X 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, cooperative learning, the infusion of the arts, and the use of technology. 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is supported through teachers and paraprofessionals who speak the students' languages. Although these paras are not alternate placement paras, they are able to communicate with the students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All support and services provided to ELLs at P.S. 176X appropriately correspond to the ages and grade levels of the entitled ELL students. Materials are adapted to pertain to the particular ELL's learning disability. Every effort is made to ensure that all materials are appropriate for the child's chronological age and ability.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

P176X is considered a program that provides 12 months of instruction a year. Academic instruction is enriched throughout the day at P.S. 176X for all students including the ELL population. Students participate in many performing and visual arts programs and activities. Some activities include; chorus, latin bands, rock bands, dance ensembles, flute-a-phone ensemble, EASE (Everday Arts for Special Education), and drum line. Students also have the opportunity to participate in Get Ready to Learn Yoga, martial arts, photography, ceramics and receive musical instrument instruction. There is an extreme emphasis on multicultural arts at P176X with many opportunities for students and parents to learn and grow.

18. What language electives are offered to ELLs?

P176X does not offer language electives.

19. For schools with dual language programs:

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

At this time our school does not have a Dual Language program.

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. During the 2013-2014 school year, P.S. 176X's individual sites hold weekly professional development meetings. During these meetings meaningful educational practices are discussed pertaining to ELLs and all students. Some topics during professional development sessions include Strategies and Materials for Native Language Arts instruction, best practices in ESL education, accessing the Common Core Learning standards, NYSAA extensions and assessment of ELLs.

2. Teachers of ELLs have the opportunity to attend Professional Development workshops about how to incorporate the Common Core Learning Standards through ESL modalities for Special Needs students. These PDs are offered by the District 75 ELL Office throughout the year and pertain to various academic topics.

3. All staff at P176X (teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, family worker, and parent coordinator) who serve ELL students 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 aforementioned staff to attend district, city, and state wide conferences focusing on the education of ELLs. Furthermore, all teachers serving ELLs have a common professional development period. They meet in cohorts of 6:1:1, 8:1:1, 12:1:1 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 teachers are 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.

4. All classroom and content area teachers will be attending workshops, which will include education of ELL strategies and materials, technology, and content areas. All classroom teachers and content area teachers will be offered support from the 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 different 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. All teachers who do not hold an ESL or Bilingual license are required to attend 10 hours of training. This training is offered by the District 75 Office of ELLs twice a year.

### **D. Parental Involvement**

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?
  1. 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.
  2. 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 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. 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. Lebanon Hospital, Rose Kennedy Center, YMCA, Ramapo for Children.
  3. An annual Parent Survey is used to determine the needs of ELL students' parents. Monthly workshops, support group and classroom based activities provide parents with opportunities to ask questions and raise any concerns.
  4. Parent activities and workshops are aligned with the needs parents express by analyzing the parents' answers to our annual survey. The workshops reflect how to help their students' meet the adapted common core standards.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: P176X****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                     |           | 1/1/01          |
| Elena Talamo                 | Assistant Principal           |           | 1/1/01          |
| Dawn Harney                  | Parent Coordinator            |           | 1/1/01          |
| Hae Ran Song                 | ESL Teacher                   |           | 1/1/01          |
| Dechantell Muffoletto        | Parent                        |           | 1/1/01          |
| Darcy Spitzer/ESL            | Teacher/Subject Area          |           | 1/1/01          |
| Vivian Lee/ESL               | Teacher/Subject Area          |           | 1/1/01          |
| Daniel Capozzi               | Coach                         |           | 1/1/01          |
|                              | Coach                         |           | 1/1/01          |
|                              | Guidance Counselor            |           | 1/1/01          |
| Kathleen LeFevre             | Network Leader                |           | 1/1/01          |
| Frankiln Hernandez           | Other <u>Service Provider</u> |           | 1/1/01          |
| Carmen Andino/Bilingual tchr | Other                         |           | 1/1/01          |
|                              | Other                         |           | 1/1/01          |
|                              | Other                         |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 75X176 School Name: P176X

Cluster: District 75 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.

P176X determines our 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. Data is gathered when parents complete the Home Language Identification Survey (HLIS), for all first time entrants to P176X and the New York City Public School System. We also survey our teachers, the parent coordinator and family worker(bilingual) to identify parents of students who are non-English speaking. We continuously review the students in the bilingual class and those receiving ESL services for translation and interpretation needs.

Parent orientation sessions for newly enrolled students takes place in the spring, prior to enrollment, and in the fall, and are open to all parents, including parents of all ELL students. Various education 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 children to access, acquire and utilize the life skills required to foster independence. P176X offers parents of ELLs this information in their home language. At P176X we currently provide in-house translation services for: Spanish (63), Bengali (3), Arabic (1) and French (1) speakers. In addition, parents are linked to private agencies to provide support upon the request of the parent coordinator and the bilingual family worker.

P176X offers parents of ELLs ongoing information in their home language and training on different aspects of their children's education. Effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals are some of the supports provided. 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.

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.

The major finding of our written translation and oral interpretation needs based on the Home Language Identification Survey is that the dominant native language of our parents is Spanish (63). Findings are reported to the school community through faculty meetings, the school leadership team meetings, and parent meetings. On a case-by-case basis, written translation services are provided in-house by the bilingual and/or ESL teacher and the bilingual speech teacher. Oral translation services are provided by in-house teachers, paraprofessionals, family workers and school aides on an as-needed, case-by-case basis.

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

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

P176X provides translated documents (correspondence, brochures, communication books, progress reports and report cards) to parents in their native languages at the same time the documents are sent home in English. Written translation services are provided in-house by the bilingual and/or ESL teacher and the bilingual speech teacher. The written translation is done in Spanish (the native language for the majority of our parents), and all the languages mentioned above.

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.

P176X provides oral interpretation during the intake process of new entrants, at parent orientation sessions, PTA meetings, parent workshops and other activities as needed. In-house teachers, paraprofessionals, family workers and school aides will provide this service. If a staff member does not speak a student's home language, then the Office of Language and Interpretation Services is contacted to arrange for an interpreter (over the phone or in person).

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 of new students written notification of their rights regarding translation, interpretation services and instructions on how to obtain such services in the appropriate covered languages. These parents are identified through the data gathered during the intake process. P176X has a sign posted 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 due to language barriers. We also refer parents to the DOE Website for additional translated resources and/or documents as another resource.

P176X will fulfill Section VII of Chancellor's Regulations A-663 by translating all notices, memos, the school safety plan, school signage and any documents for ELL parents. As result, P176X translates documents in all home languages and provides interpreters at all one-on-one meetings and group meetings.