

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P10X
DBN (i.e. 01M001): 75X010
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Superintendent: GARY HECHT
Network Leader: ADRIENNE EDELSTEIN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barbara Hanson	*Principal or Designee	
Gia Theodore	*UFT Chapter Leader or Designee	
Bernard Walker	*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	
Elissa O'Brien	Member/ Assistant Principal	
Nancy Mauer	Member/ Paraprofessional	
Chenay Maxwell-Johnson	Member/ Paraprofessional	
Maura Haggerty	Member/ Unit Teacher	
Tracey Krawchuk	Member/ Unit Teacher	
Veronica Sterling	Member/ / Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 2015, there will be improved student proficiency in reading for 60 percent of students in standardized assessment programs as measured by a 5 % increase in scores over baseline in the appropriate assessment.

Comprehensive Needs Assessment

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

Based on the 2012 P10X Quality Review, it was found that the school needed to more carefully monitor interim student growth for standardized assessment students. As a result, 10X has implemented new Ready Gen curriculum on the elementary level and Expeditionary curriculum on the Middle School level, that are aligned with the Common Core Learning standards and provides ongoing assessments within each lesson, mid-unit and end of unit assessments of the ELA sub topics/ units. Teachers will additionally review IEP benchmarks through a newly expanded P10X IEP benchmarking system.

In addition, upon review of low-inference observations, and NYC performance assessment data, P10X administration identified teacher questioning and discussion techniques from the Teaching Frameworks as a priority for improving teacher performance and student achievement.

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

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

- Instructional focus will be adjusted based on Fountas & Pinell Assessments, QRI-V baseline, NYC performance tests and ELA curriculum assessments.
- Teachers will receive training in the implementation of the new ELA curricula(September through January)
- Implementation of new ELA curriculum (September through June).
- ELA assessments- mid unit and post test for each unit in the curriculum (September through June).
- All students will participate in ELA/cross curricula projects that will be presented and evaluated using rubrics based on Common Core Learning Standards. (March 2015)
- Inter-visitations (Ongoing)
- Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of ELA assessments to inform instruction. (Ongoing throughout the year).
- Teachers will review student IEP goal mastery through the P10X IEP benchmark system.
- Parental notification of student progress and achievement through the “Engrade” system (4 times a year)

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

1. Assessments will be given by classroom teachers and AIS teacher.
2. PD is provided for the implementation of new programs/curricula.
3. Assistant principals facilitate the monthly learning communities.
4. Assistant Principals and Unit Teachers arrange schedules for common preps.
5. Interactive Smart Board lessons to increase student engagement
6. Smart Boards have been secured through grants awarded, to integrate interactive technology throughout instruction. Ongoing training in using Smart Boards during instruction is offered to staff throughout the school year.
7. AIS teacher conducts pull out of students for AIS.
8. P10X administration also provided teachers with a timeline of topics to address during their twice weekly common preps. The timeline includes collecting baseline data at the beginning of the year, (September through October) reviewing ongoing growth during the school year and final results at the end of the school year (June).
9. Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback with a focus on questioning and discussion techniques.
10. Teachers meet twice weekly during common preps to review student testing data, individual student work samples, and best practices. In addition, teachers will be provided

Professional Development at a variety of venues and meeting monthly in PLC's that concentrate on Questioning and Discussion strategies. Topics include: "Informing instruction based on NYC performance data, "Effective Teacher Follow- up Questions," "Questioning and Discussion techniques" "Aligning teacher questioning to the Common Core Learning Standards and Depth of Knowledge levels." (September through June)

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

1. Instructional focus will be adjusted based IEP benchmarks, Fountas & Pinell assessments, QRI-V and ELA curriculum assessments.

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

1. Use of NYC performance tests, QRI-V (October, May) to target deficit skill areas.
2. Results of NYS ELA compared to last year's scores (June)

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

1. Teacher review of student data and IEP goal mastery during Cohort Meetings, common preps using P10X system of IEP benchmark data.
2. ELA curriculum assessments: mid-unit versus post unit tests in for each module/ unit
3. Teacher-student conferencing
4. Student performance in ELA project tasks.
5. Departmentalizing
6. Integration of technology: Smartboards, iPads, laptops
7. MSAS program

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).

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

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

Tax levy and NYSTL Funds will be allocated to support new ELA curriculum Per Session monies will be used to provide PD in the area of ELA instruction.

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 2015, there will be improved student proficiency in math for students in the 12:1:1 alternate assessment program as measured by a 5 % increase in scores over baseline in the appropriate formative assessment.

Comprehensive Needs Assessment

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

Based on the 2012 P10X Quality Review, it was found that the school needed to more carefully monitor interim assessment growth for alternate assessment students. As a result, 10X has implemented new Attainment curriculum in Math for the 12:1:1 population that is aligned with the Common Core Learning standards and provides ongoing assessments within each lesson, and is divided into sub topics/skills. In addition, upon review of low-inference observations, and SANDI assessment data, Teachers will review IEP benchmarks through a newly expanded P10X IEP benchmarking system.

P10X administration identified teacher questioning and discussion techniques from the Teaching Frameworks as a priority for improving teacher performance and student achievement.

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

P10X will continue student growth in math by carefully monitoring 12:1:1 Alternate Assessment student achievement at baseline and periodically throughout the school year: Staff will meet regularly and receive ongoing PD:

- Instructional focus will be adjusted based on interim assessment data from Attainment curriculum IEP benchmarks.
- Teachers will receive training in the implementation of the new Attainment curriculum(September)
- Implementation of new ELA curriculum (September through June).
- Math assessments- SANDI (October and May)
- All students will participate in math/ cross curricula projects that will be presented and evaluated using rubrics based on Common Core Learning Standards. (March 2015)
- Inter-visitations (Ongoing)
- Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of math assessments to inform instruction. (Ongoing throughout the year).
- Parental notification of student progress and achievement.

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

1. Teachers meet twice weekly during common preps to review student data, individual student work samples, and best practices.
2. In addition, teachers will meet monthly in PLC's that concentrate on using data to adjust teaching practices and instruction (September through June)
3. PLC will graph data looking at best practices in instruction. PLC will look at IEP benchmark data to determine if students are on a trajectory to master IEP benchmarks.
4. District coach will assist teachers throughout P10X.

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

1. Administration reviews IEP benchmark data at the end of each month.
2. Review SANDI math data in November and June.

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

1. SANDI assessments administered in October for formative assessment.
2. Each month data is reviewed from student portfolios, curriculum assessments, and IEP benchmark data.
3. SANDI is administered for summative data in May.

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

1. Integration of Smartboards, iPads, and laptops in instruction.

2. Communication systems are individualized based on each student's current communication level.

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).

- **Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.**
- **Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);**
- **Supporting or hosting Family Day events; (Fall Ball; Carnival)**
- **Parent coordinator facilitates the Parent Resource Center/Area; and provides information for parents;**
- **Encouraging more parents to become trained school volunteers;**
- **Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; (daily conduct sheets, communication notebooks)**

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 #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 2015, targeted students with autism in grades K – 3 will increase communication skills as evidenced by a 10% increase in requesting skills measured on a language and communication-based formative assessment.

Comprehensive Needs Assessment

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

Based on a needs assessment from the Communication Committee, it was found that students with autism in K-3 lack the appropriate requesting skills needed to interact within the community. It was found that students lacked the appropriate requesting skills needed for daily social interactions. The performance of the students will be assessed by the Assessment of Basic Language and Learning Skills (ABLLS) Section F.

Instructional Strategies/Activities

Describe the research-based 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. Targeted students in 6:1:1 will be assessed by teachers using the ABLLS September/October and May)
2. During manding session, mealtime, and contrived situations for spontaneous communication.
3. Develop individualized communication systems for each student.

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

1. School-based and District-based Professional Development workshops (Ongoing thru the year)
2. Speech teachers provide training to classroom staff on individual communication systems.
3. Speech teachers collaborate with classroom teachers on Student Action Plans (Ongoing thru the year)
4. Speech teachers push-in for related services (Ongoing thru the year)
5. Communication Committee meetings (Monthly)
6. Six half day PDs
7. Provide Parent Training on providing 'social interactions' for students
8. School based coaches provide support for 6:1:1 teachers (Ongoing throughout the school year)
9. Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback
10. Monthly Team Meetings for classroom staff to discuss student progress
11. Monthly Professional Learning Community (PLC) meetings for teachers of 6:1:1 students to discuss student assessments and communication programs (ongoing thru the year).

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

Indicators of Interim Progress:

1. Manding data located in student portfolios.
2. Speech teachers attend monthly Communication Meetings (agendas and sign-in sheets)
3. Improved outcomes from Communication Assessments
4. IEP goals on requesting are reviewed each month using benchmarking tracking system.

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

1. September/ October: Assessment using section F of ABLLS
2. Monthly administration review of IEP benchmarking tracking system.
3. Monthly: teachers review manding data
4. May: Assess section F of ABLLS

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

1. Primary reinforcers
2. iPads
3. Smartboards
4. Real objects, Tangible symbols, TOBI's, picture symbols, print

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).

- **Provide parent workshops on communication/social interactions for students**
- **Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.**
- **Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);**
- **Supporting or hosting Family Day events; (Fall Ball; Carnival)**
- **Parent Coordinator has a Parent Resource Center/Area with valuable information regarding community resources.**
- **Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress**
- **Parent counseling and training sessions**
- **Parents are invited on community based trips.**

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 2015, targeted students in the 12:1:4 population will spontaneously use core vocabulary words from "Give Me 20", using their preferred mode of communication (PMC), during school based activities as evidenced by a 10% increase from baseline vocabulary.

Comprehensive Needs Assessment

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

Based on a needs assessment from speech and classroom teachers, it was found that students in the 12:1:4 ratio had difficulty with expressing their needs and wants as well as commenting, requesting and responding on a topic. During the Chapter 683 program, it was discovered that they lacked these skills needed for daily interaction and communication. The performance of the students will be assessed by using an informal speech assessment that will track the accumulation of core vocabulary words used throughout the school day.

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. Targeted 12:1:4 students will be given a communication assessment to determine his/her individualized communication system by October 2014.
2. Baseline assessment on core vocabulary words will be conducted by November 2014.
3. Targeted vocabulary words are chosen on an individualized basis.
4. Lesson are planned (in collaboration with the speech teacher) to include the targeted vocabulary words during whole/small group and 1:1 direct instruction.
5. Use of scripted dialogues (adapted) from "Give me 20" during instruction.
6. Giving direct consequence based on the student use of a specific vocabulary word.
7. Contriving or "sabotaging" situations to initiate spontaneous use of targeted vocabulary word.
8. Staff "modeling" and using the core words to promote vocabulary exposure.

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

1. Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback
2. Teacher Inter-visitations
3. Speech teachers provide training to classroom staff on individual communication systems.
4. Speech teachers collaborate with classroom teachers on how to incorporate targeted vocabulary words.
5. Speech teachers push-in for related services (Ongoing thru the year)
Classroom teachers will collaborate with speech teachers on individualized student communication systems.
6. Communication Committee meetings (Monthly)
7. Bi-Monthly meetings (speech and classroom teachers who service 12:1:4) to review data and modify instruction and speech strategies.

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

1. Core vocabulary data located in student portfolios.
2. Speech teachers attend monthly Communication Meetings (agendas and sign-in sheets)
3. Improved outcomes from Communication Assessments

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

1. Targeted 12:1:4 students will be given a communication assessment to determine his/her individualized communication system by October 2014.
2. Baseline informal speech assessment on core vocabulary words will be conducted by November 2014.

3. **Monthly meetings between classroom and speech teachers**
 4. **Bi-Monthly 12:1:4 speech meetings and data review held in February and April 2015.**
 5. **Summative informal speech assessment on core vocabulary words will be conducted by May/June 2015.**
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. iPads
 2. AAC devices
 3. Smartboards
 4. Tangible objects
 5. Picture symbols
 6. Communication boards
 7. "Give Me 20"
 8. Scripted dialogues
 9. Established daily routines (i.e. Hello & Goodbye)

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).

- **Parent Workshops focused on Communication facilitated by P10X Speech Teachers.**
- **Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.**
- **Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);**
- **Supporting or hosting Family Day events; (Fall Ball; Carnival)**
- **Parent Coordinator has a Parent Resource Center/Area with valuable information regarding community resources.**
- **Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress**
- **Distributing a "Word of the Month" that will be sent home for parents to use at home and in the community.**

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

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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.

By June 2015, 80 percent of short term objectives will be met by the targeted student population as evidenced by monthly review of data by Administration to drive instructional modifications.

Comprehensive Needs Assessment

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

Based on the 2012 P10X Quality Review, it was found that the school needed to more carefully monitor interim student growth data for students. As a result, 10X has implemented a new IEP benchmarking data protocol creating a system in which teachers record ongoing growth towards achieving IEP goals in which administration reviews systematically to inform any necessary instructional modifications.

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

P10X will monitor student growth in achieving IEP annual goals and short term objectives throughout the school year using the new IEP benchmarking system:

- 1. Teachers will track student IEP goal progress by updating the P10X benchmarking system for each student in an ongoing basis.**
- 2. Administration reviews student progress on IEP Short term objectives each month as indicated on the P10X benchmarking tracking system.**
- 3. Administration will make modifications toward instruction and professional development based on the IEP benchmarking data**

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

- 1. Teachers track student IEP goal progress by updating the P10X benchmarking system for each student in an ongoing basis.**
- 2. Administration reviews student progress on IEP Short term objectives each month as indicated on the P10X benchmarking tracking system.**
- 3. Administration will make modifications toward instruction and professional development based on the IEP benchmarking data**

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

- 1. Teachers track student IEP goal progress by updating the P10X benchmarking system for each student in an ongoing basis.**
- 2. Administration will monitor whether short term objectives are at the 80 percent range each month as indicated on the P10X benchmarking tracking system.**
- 3. Administration will make modifications toward instruction and professional development based on whether the objectives are met in the 80 percent range.**

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

- 1. September- June: Teachers track student IEP goal progress by updating the P10X benchmarking system for each student in an ongoing basis.**
- 2. At the end of each month: Administration reviews student progress on IEP Short term objectives each month as indicated on the P10X benchmarking tracking system.**
- 3. At the end of each month: Administration will make modifications toward instruction and professional development based on the IEP benchmarking data**

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

- 1. IEP benchmark template**
- 2. Curricula assessments**
- 3. Data from formative, summative and interim assessments: SANDI, ABLLS, QRI-V, Fountas & Pinell, NYC performance tests, NYS tests.**
- 4. Student portfolios**

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).

- Parent Workshops focused on Communication facilitated by P10X Speech Teachers.**
- Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population.**

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- Supporting or hosting Family Day events; (12;1:4 Extravaganza; Fall Ball; Carnival)
- Parent Coordinator has a Parent Resource Center/Area with valuable information regarding community resources.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; (daily conduct sheets, communication notebooks)

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.

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>P10X provides several different intervention and curriculum programs for students in AIS:</p> <p>The <i>Foundations</i> program is implemented for Kindergarten through 4th grade Standardized Assessment students and for some Alternate Assessment students where appropriate. The Foundations program addresses phonemic awareness, phonics, word and syllable study, sight word instruction, fluency, word and sentence writing practice, and comprehension.</p> <p>Sensory Integration programs are used with Alternate Assessment students. The <i>Get Ready to Learn Program</i> and the <i>P10X Sensory Program</i> create a foundation for function that will increase on-task behavior and place students in an optimal state to learn to the best of their ability.</p> <p>P10X uses the Toon Boom technology based interactive strategy for Middle school students attending our After School Program. Toon Boom is an innovative strategy that enables students to demonstrate their reading comprehension through animation.</p>	<p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p>	<p>All AIS is provided during the school day.</p>

<p>Mathematics</p>	<p>Test preparation materials supplement the math Standardized Assessment AIS program.</p> <p>P10X uses the Toon Boom technology based interactive strategy for Middle school students attending our After School Program. Toon Boom is an innovative strategy that enables students to demonstrate their mathematical reasoning through animation.</p>	<p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p>	<p>All AIS is provided during the school day.</p>
<p>Science</p>	<p>Test Preparation materials are used for AIS in Science.</p>	<p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p>	<p>All AIS is provided during the school day.</p>
<p>Social Studies</p>	<p>Test Preparation materials are used for AIS in Social Studies</p>	<p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences</p>	<p>All AIS is provided during the school day</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>At-risk services provided by the Guidance Counselors include the implementation of a Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) are used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills.</p>	<p>Intervention is provided using push-in and/or pull-out , small groups and 1:1 conferences</p>	<p>All AIS is provided during the school day.</p>

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

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 1st 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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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., , 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.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: P10x	DBN: 75X010
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: P10X'S Language Instructional program "Language Through Community Immersion" funded by Title III will help ELL students further their level of English proficiency through a Saturday program. The four Saturday instructional program will run for four hours each Saturday from 9:00a.m.-1:00p.m. on the third and fourth Saturday in April and first and second Saturday in May. The first hour will be spent in the school working on our project. The other three hours will be spent on the community outing with the parents and the students. Of the 81 students in the P10X ELL Program, 18 elementary students will be invited to attend the Title III instructional program. The students who will be attending this program will have an IEP ratio of 6:1:1 (K-2grades) or 12:1:4 (K-2grades) and are in alternate assessment. If there are three 6:1:1 classes, a certified ESL teacher or bilingual will be leading instruction in each class. If there is a 6:1:1 group and a 12:1:4 group, the 12:1:4 group will be divided in half in order to intensify instruction for each group of students. Four paraprofessionals will be part of the Title III program. An art/technology teacher and an APE teacher will complete the pedagogues teaching the Title III program in order to provide students with support as they go on their community outings. The first language of all these students is Spanish. The language of instruction will be English. All of the students who will be participating in the Saturday Title III program are at the beginner level of language acquisition. These 18 students were chosen based on the results of the Brigance, ABLLS, and Sandi Assessments to participate in this program in order to enhance their communication skills and improve their scores on the NYSESLAT.

The theme of our Title III program is building communication skills through immersion in the community. These special education students, who are moderately to severely developmentally delayed, will work on their communication skills through outings into the community. The experiences will be recorded on Ipad 2s, complete with pictures and commentary, and result in each student creating their own travelogue. ESL instruction will be provided throughout the program and enhanced through these community experiences. Multi sensory approaches and materials such as PECs books and augmentative communication devices will be used. A paraprofessional and a teacher will be assigned to each group of six students to demonstrate and assist with engaging the students and families. They will demonstrate how to use the Ipad and to involve the students in each outing.

Parents will work with their children and our bilingual and ESL teachers on the community outings to increase their listening, speaking, and overall communication skills. The stimulation of the sites and sounds on the outings will encourage communication and interaction. The metro cards will be used to transport the students and their families to each venue.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: P10X's Professional Development program for the Title III instructional program for the staff will include three After-school workshops located at the main site. Each workshop will be held from 3:15-5:15pm during March and April. One bilingual teacher and one ESL teacher will facilitate the Title III workshops and will address "Teaching Effective Communication Strategies for ELLs". The target audience for these workshops are the ESL and bilingual teachers providing instruction in the Title III program, and the two content area teachers assisting with the implementation of the Title III program, as well as the four paraprofessionals, who are involved in the Title III program. Title III funds will be used to pay staff to attend these workshops. The ESL methodologies discussed (LEA, TPR, Whole Language, CALLA) will afford the success of the strategies (graphic organizers, bridging, text-representation, contextualization) used in order to provide a cohesive and comprehensive program.

At these workshops, the ESL teacher, the administrator, teachers, and paraprofessionals will be involved in a book study to assist in fostering student language acquisition. The book used will be "Foundations of Bilingual Education and Bilingualism" by Colin Baker. Questions for participants will be distributed a week prior to each workshop along with a copy of the book. At each of the sessions a different chapter will be covered. This will give staff a better understanding of the strategies and approaches needed to assist our students in moving along the language continuum.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be informed about the Title III program through the official Title III letter located on the DOE website, and flyers describing the program. This correspondence will be in the language of the parent. This program will also be discussed at School Leadership Team meetings, Parent Association meetings, Parent Teacher Conferences, and Parent Coordinator workshops. Interpreters will be available at all parent meetings and workshops when discussing the Title III program. An orientation to the Title III Program for parents of ELL students will be held prior to the Title III Instructional program to explain the Title III policy and implications of the instructional program. This session will be held after school 3:15pm - 4:15, and will be conducted by the Bilingual teachers. This session will be held on the Wednesday prior to the beginning of the Title III program.

Title III funds will be used to help increase parent participation and awareness of opportunities for engagement and communication for their children in their Bronx community. Funds will be used for three community outings and a culminating event at the main site on the fourth Saturday. The outings

Part D: Parental Engagement Activities

will be three hours in length from 10:00 AM to 1:00PM. The third and fourth Saturday in April and the first and second Saturday in May. These outings will be conducted by the bilingual and ESL teachers. The technology teacher will assist with each Saturday outing on the use of the Ipads and all the applications. On the fourth Saturday he will bring everything together to create each child's travelogue. Parents will have the opportunity to work with their children on enhancing communication skills through technology on a one to one basis on the outings. Parents will also participate on the fourth Saturday in a Move to Improve workshop conducted by our APE teacher. Parents will be invited to attend this program through the official Title III letter, located on the DOE website, in their native language. All correspondence (invitation, reminders, etc.) will be in their native language. Spanish interpreters will be available throughout all workshops and during activities with their children.

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

Part E: Budget

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

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7725.78	Instructional Program: (Total:\$5673.84) 1 Administrator X 4 Saturdays X 4 hours X 52.84 = \$845.44 9:00am-1:00pm 2 bilingual teachers X 4 Saturdays X 4 hours X \$50.50 = \$1,616.00 9:00am-1:00pm 1 ESL teacher X 4 Saturdays X 4 hours X 50.50 = 808.00 1 Art/Technology teacher X 4 Saturdays X 4 hours X \$50.50 = \$808.00 1 APE teacher X 1 Saturday X 4 hours X \$50.50 = \$202.00 3 para professionals X 4 Saturdays X 4 hours X 29.05 = \$1,394.40 Professional Development: (Total: \$2051.94) 1 Administrator X 3 Afterschool PD's

Part E: Budget

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

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>X 2 hours X \$52.84= \$317.04</p> <p>4 Teachers X 3 Afterschool PD's X 2 hours X 50.50= \$1212.00</p> <p>3 Paraprofessionals X 3 Afterschool PD's X 2 hours X 29.05 = \$522.90</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,356.22	VGA Adapter \$29.11 x 2 =\$58.22 6 Apple Ipad 2 @ \$383.00=\$2298.00
Educational Software (Object Code 199)	_____	_____
Travel	\$710	Instructional Saturday Program/Travel for Students: Metrocards for students for travel to Bronx Outings: \$355.00 Parent Involvement/Travel for parents for travel to Bronx Outings \$355.00
Other	\$1336.00	Admission Fees for Instructional Outings: Bronx Zoo Students@\$5 x 18 =\$90 Parents @ \$15 x 18 =\$270 Chaperones @\$10x8=\$80 Botanical Gardens

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Students@\$3x18=\$54 Parents@\$13x18=\$234 Chaperones @\$13x8=\$104 Yankee Stadium Students@\$8x18=\$144 Parents@\$10x18=\$180 Chaperones@\$10x8=\$180
TOTAL	\$12,128.00	\$12,128.00

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Bronx	School Number 010
School Name P10X		

B. Language Allocation Policy Team Composition [i](#) 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 Barbara Hanson	Assistant Principal Elissa O'Brien
Coach type here	Coach type here
ESL Teacher Cindy Mercado-Rondon	Guidance Counselor Grace Disla
Teacher/Subject Area Wanda Cruz	Parent Evelyn O'Neill-Brown
Teacher/Subject Area Gia Theodore	Parent Coordinator Laverne Hamilton
Related Service Provider Giselle Ferreira	Other
Network Leader(Only if working with the LAP team) type here	Other Leslie Hack Bilingual Teacher

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	510	Total number of ELLs	75	ELLs as share of total student population (%)	14.71%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	75
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	7

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	16		16	1	0	1	0	0	0	17
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38		38	13	3	11	7	0	7	58

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	54	0	54	14	3	12	7	0	7	75
Number of ELLs who have an alternate placement paraprofessional: <u>11</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	10	3	1										17
SELECT ONE														0
SELECT ONE														0
TOTAL	3	10	3	1	0	17								

*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	
	ELL	EP																		
SELECT ONE							0												0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	2	4	9	4	6	8	8	6	4					51
Chinese														0
Russian														0
Bengali					1			1						2
Urdu														0
Arabic	1			1										2
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1					1							2
TOTAL	4	5	9	5	7	8	9	7	4	0	0	0	0	58

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)	4	4	6	5	7	7	10	6	4		1	1		55
Intermediate(I)			3			1						1		5
Advanced (A)								1						1
Total	4	4	9	5	7	8	10	7	4	0	1	2	0	61

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	!Und
4	1	0	0	0	
5	1	0	0	0	
6	1	0	0	0	
7	1	0	0	0	
8	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	31	40	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	
4	1	0	0	0	0	0	0	0	
5	1	0	0	0	0	0	0	0	
6	1	0	0	0	0	0	0	0	
7	1	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	31	0	40	0	

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	31	0	40	0	

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math 0	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other 0	0	0	0	0	
Other 0	0	0	0	0	
NYSAA ELA	3	0	3	0	
NYSAA Mathematics	3	0	3	0	
NYSAA Social Studies	3	0	3	0	
NYSAA Science	3	0	3	0	

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ELLs are given the LAB-R only once upon entering school, and the NYSELAT each year. The LAB-R gives us the child's level of English proficiency in order to correctly place the student and plan instruction. NYSELAT is used to determine if the student continues to be limited English proficient. P10X also uses the ABLIS assessment, Sandi assessment, the NYC Performance assessment, and the NYSAA

assessment depending on the student's classification. These assessment tools give us the students present level of performance. This data is used to target the students deficits in language acquisition and all instructional domains. Instruction in all domains is aligned with the needs identified by these assessments. These assessments are used to create the students' IEP goals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Many of our students have not acquired a level of language proficiency in their native language and therefore will need to first acquire that level of proficiency the data from the LAB-R confirms this . The yearly data from the NYSESLAT for our alternate assessment students reveals that language acquisition is delayed and that intensive language and communication instruction is needed. The data patterns reveal that our students in standardized assessment that do well on the NYSESLAT, score better on the NYS ELA and Math tests.
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](#))

The ESL, bilingual, and monlingual classroom teachers review the data from the NYSESLAT and develop Annual Measurable Achievement Objectives for our students to increase the students' English language proficiency. All students show higher performance on the Listening/Speaking section of the test, than the Reading/Writing section of this assessment. It is also evident that standardized assessment students that do well on the Reading/writing section of the NYSESLAT do better on the NYS ELA and Math tests.

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?

This information indicates that ELL Standardized Assessment students need more practice in writing and reading than do their non-ELL peers, due to their limited english proficiency. The results of the ELL Periodic Assessments help us to establish English language proficiency standards aligned to state academic content standards. We need to extend a high level of opportunities for reading and writing to our ELL's to enhance their English Language Arts skills. Our alternate assessment ELL's do not participate in the periodic assessment at this time.

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](#).)

Students who are identified as at risk for not meeting standards in one or more subject areas are provided with intervention services. Student performance is assessed periodically to measure progress in academic subjects and English language proficiency. Interventions are adjusted or increased based on periodic assessments to better meet the needs of the students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The results of the NYSESLAT and teacher made assessments are used to measure students' acquisition of English. When the results of these assessments indicate that the student has increased their level of English proficiency the amount of instruction in English is increased. Word banks and word walls are used in all subject areas to increase all students' vocabulary. We continue to assess the English language proficiency of each ELL student throughout the year to inform us of students' progress.
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?

P10X does not currently feature a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is evaluated by the success of our students, this is measured by the results of the NYSESLAT and the assessment tool used for each child's population. The goal for ELL students is the same for all students---to enable them to achieve a better understanding of the English language so that their speaking, listening, reading, writing skills, and communication abilities will allow them to meet English Language Arts standards, to improve their test scores and to become more confident students.

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 initial interview with the student's parents at the CSE and the Home Language Survey administered at the CSE determine if the student is in need of ELL services. During this initial interview translation for the family is provided if it is needed. Within ten days of the child being admitted the LAB-R must be administered to determine the student's level of English Language proficiency. If the home language survey was not administered by the CSE it is administered when the student is admitted to our school. ELL students are identified in our school by checking ATS, Home Language Survey, results of initial interview with the family, and the services the IEP indicates. We also review the home language survey to see if a language other than English is indicated. During the initial intake we ask again if a language other than English is spoken in the home.
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.
During the intake, if a student is eligible for services the parent is informed that we have self-contained bilingual classes and push-in freestanding ESL. Wanda Cruz and Leslie Hack are our certified bilingual teachers and they both have self-contained bilingual spanish classes. Cindy Mercado and Gia Theodore are our certified ESL teachers and they provide push in instruction for students mandated to receive ESL services.
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 [\[see tool kit\]](#).)
This process typically takes place at the CSE. Parents of ELL students are provided with a Parent Orientation Day in September, where our Bilingual and ESL Teachers describe our Transitional Bilingual Program and freestanding ESL programs. Also each site conducts a Parent Curriculum Day, where our parents are informed about our programs. Parents are sent flyers in their native language to keep them informed about upcoming events and workshops. These materials are distributed by our bilingual and ESL teachers.
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.
Students are identified as Bilingual on their IEP. This is done at the CSE level. These students are also identified on their placement referral sheet as being admitted to a Bilingual class. Students who are bilingual, but not placed in a Bilingual class are given an Alternate Placement Paraprofessional, as indicated on their IEP. Students identified as ESL, also have this indication on their IEP. ESL designated students are placed in monolingual classes and receive the appropriate ESL mandated services. .
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.
ATS provides the school with the NYSESLAT Eligibility Roster (RLER) and the (LAT) list of all students entitled to receive the NYSESLAT. Wanda Cruz, Leslie Hack, Cindy Mercado, Gia Theodore, and Vivian Torres administer the NYSESLAT to our entitled students. Two teachers must administer the NYSESLAT to each ELL student individually at all of our nine sites. A tracking sheet is maintained to ensure that all ELL students receive the four parts of the NYSESLAT.
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. 
Our programs are aligned with parent requests. However, the program/services that are given at the CSE level, are generally what the parent accepts.

Part V: ELL Programming

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])?

We have self-contained Transitional Bilingual classes for students K-3 12:1:4 and 6:1:1. Our other ELL students receive Freestanding ESL push in (Co teaching) and pull out (organizational model). Based on the students' mandate the teachers responsible for providing ELL services schedules the students so that they receive their mandates. These mandates determine how many bilingual and ESL teachers we need so that students are fully served.

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)?

The students in the bilingual class receive the mandate of 180 minutes of native language instruction and a minimum of 250 minutes of ESL instruction.

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.

The students in the bilingual class receive individualized and small group instruction in Spanish. They receive a ratio of 60:40 Spanish (NLA)/English (ESL) The breakdown of how Native language (180 Minutes) and ESL instruction are allocated as follows: ADL Skills 45min (NL); ELA-45 min (NL)/45 min-(ESL); Math-50min (NL)/10min(ESL); Science-35min (NL)/10min (ESL); ADL-35min (NL); ADL (Mealtime)-45 (ESL); Social Studies -35 min (N/L)/10 min(ESL); and Art/Music/APE-45min (ESL). The ESL teachers collaborate with the classroom teachers to provide content area support and alignment with the Common Core Learning Standards.

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

The ESL, classroom, and bilingual teachers use teacher made evaluations and periodic assessments to evaluate students in their Native Language. For students in the 6:1:1 program probe data sheets are used to measure progress. Data sheets and check lists are used to measure the progress of our other alternate assessment students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Evaluation of students' achievement is conducted with checklists, informal testing, periodic assessments, and teacher observation in all four modalities. The Sandi assessment, NYC periodic assessment, and the NYSESLAT also provide evaluative data.
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).

All of our students are in special education and have an IEP. The students are assessed individually to establish their level of proficiency. This data is used to inform instruction. To help SIFE students increase their speaking, listening, reading, writing skills, we use

books in Native Languages, provide multicultural instruction and small group instruction, have residency programs in which teaching artists integrate arts across the curriculum, adapt literacy materials to meet the needs of students with severe disabilities, and use augmentative communication devices. ELL's receiving services for 4 to 6 years utilize the Unique Learning System to help develop language and content knowledge in English. This program also assists these ELL's in acquiring the skills necessary to fully function in their environment.

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?

Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with language experience, whole language, multi-sensory approaches, infusion of the Arts, and use of technology. Many of our students have communication deficits so pecs, pictures, real objects, and high tech devices are used to aid them in communication.

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?

Flexible scheduling allows us to provide individual and small group instruction. Content area instruction links language instruction to the all subject areas and IEP goals.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

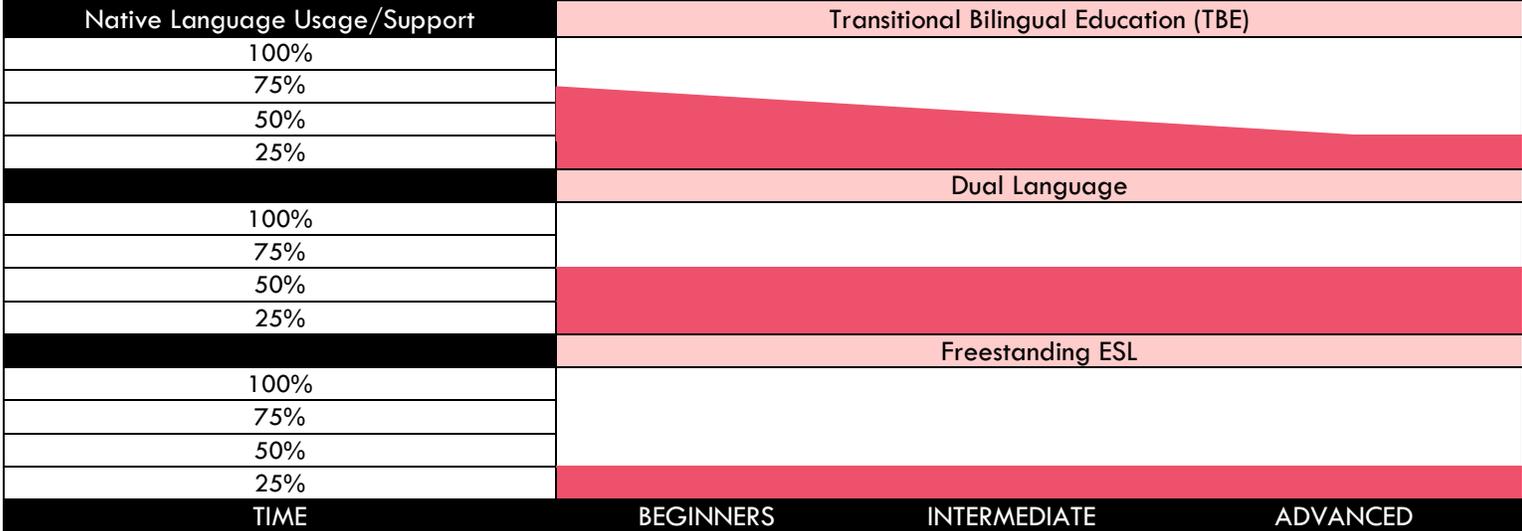
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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.
- The targeted intervention for ELLs in ELA, math and other content areas involves individual and small group instruction to target their specific needs. Intervention Services for our ELL's consists of scheduling our students to receive ESL services for the number of instructional minutes required. For both Standardized Assessment and Alternate Assessment students in K - 8, students at the Beginning and Intermediate levels receive 360 minutes per week of ESL instruction; and students at the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Each student has goals in ELA, Social Studies, Math, Science, and communication and specific lessons, and materials are used to help the students master these goals and improve their communication skills as well as their English Language acquisition. Our ELL's are increasing their understanding and use of English as evidenced by informal assessments and informal observations.
11. What new programs or improvements will be considered for the upcoming school year?
- To increase our use of data to inform instruction.
12. What programs/services for ELLs will be discontinued and why?
- At this time, no programs are being considered for discontinuation.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's are afforded the same access to in-school programs. P10X does not have after-school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Multicultural materials, multi-sensory materials and technology are infused throughout instruction. Word walls, Mayer-Johnson symbols, Pecs and programmed augmentative communication devices are used to create a print and symbol rich environment for students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- P10X provides Native Language support in both the Transitional Bilingual Program and the ESL Program by having small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on-materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All instruction that is provided is age appropriate.
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.
- A Saturday program is offered to ELL's. This is funded with Title III money. ELL's are encouraged to attend the Chapter 683 program.
18. What language electives are offered to ELLs?
- P10X does not presently offer language electives for ELL's.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

P10x DOES NOT PRESENTLY FEATURE 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.

During superintendent staff development days and monthly cohorts all school staff attend P10X's professional development workshops. The plans for the 2013-2014 school year include topics pertaining to ELL education such as strategies for Native Language instruction, Balanced Literacy, teaching of ESL through the content areas, Standardized Assessment and Alternate Assessment methods for ELL's the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL materials for instructing ELL's with severe disabilities. It will also explore ways of accessing data on ELL's with regard to various types of standardized tests and using data to inform instruction. Teachers complete 7.5 hour requirement by attending these workshops and a certificate is generated and kept in their personnel file. Teachers and paraprofessionals at P10X will also be supported by the D75 Bilingual Office.

The following are the dates for this year's professional development workshops: 9/4/13, 10/8/13, 11/5/13, 12/10/13, 1/14/14, 2/11/14, 3/18/14, 4/8/14, 6/5/14.

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?

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

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

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

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: <u>P10</u>		School DBN: <u>75x010</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Hanson	Principal		11/7/13
Elissa O'Brien	Assistant Principal		11/7/13
Laverne Hamilton	Parent Coordinator		11/7/13
Cindy Mercado-Rondon	ESL Teacher		11/7/13
Evelyn O'Neill-Brown	Parent		11/7/13

Wanda Cruz Bilingual	Teacher/Subject Area		11/7/13
Gia Theodore ESL	Teacher/Subject Area		11/7/13
	Coach		11/7/13
	Coach		11/7/13
Grace Disla	Guidance Counselor		11/7/13
	Network Leader		11/7/13
Giselle Ferreira	Other <u>Speech(Bilingual)</u>		11/7/13
Leslie Hack	Other <u>Teacher (Bilingual)</u>		11/7/13
	Other _____		11/7/13
	Other _____		11/7/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75X010

School Name: P10X

Cluster: _____

Network: 1

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

Part A: Needs Assessment Findings

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

At the beginning of each school year, P10X takes a survey of how many parents are in need of language translation and interpretation services. We do this by sending home a survey and/or by having the teachers give us the information about the needs of their parents. We look at the number of Limited English Proficient parents and the languages they represent. Usually it is for the Spanish language. Once we have established our needs, we use our translation funding allocation to pay per session for staff to translate materials and/or attend after-school meetings. We also make sure that we have an interpreter at all parent meetings, Parent-teacher conferences, etc. If it is for a language other than Spanish, then we look to see if we have a staff member who can help to translate materials and or interpret for the parent. If we have no such staff member, then we use the services of the Translation and Interpretation Unit.

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

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

Part B: Strategies and Activities

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

School-generated written materials sent to parents will continue to be translated in Spanish by school staff members. Parents are sent notices/letters in both English and Spanish. Translated documents are sent to parents at the same time English versions are sent to them.

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

P10X employs the services of school staff to translate information discussed at meetings, workshops, and for telephone conferences/calls. A parent volunteer is sometimes used at parent meetings or workshops.

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

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