

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

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

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this 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
Rima Ritholtz	*Principal or Designee	
Franklin Hernandez	*UFT Chapter Leader or Designee	
Carla Richter	*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	
Vanessa Andronico, Beatrice Ayertey, Celia Blackman, Kyona Campbell, Sharon Creese	Member/ Parents	
DeChantall Ortiz-Muffoletto, Olivia Sweeney, Una Spivy	Member/ Parents	
Chrissy Veltri, Alise Olivo	Member/ Teachers	
Danna Manna, Mitch Russo	Member/ Teachers	
Maria Martinez-Zanghi	Member/ Teacher	
Debbie Chadwick	Member/ Paraprofessional	

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

#### **Section 5A - Capacity Framework Element – Rigorous Instruction**

**By June 2015 students in alternate assessment classes will show a 5% increase in reading proficiency through teacher use of the targeted instructional strategy of “Running Records” for students in 8:1:1 and 12:1:1 classes, as evidenced by a 5% increase measured by the appropriate summative assessment.**

### Comprehensive Needs Assessment

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

- **The Running Record contributed greatly to gains students made in ELA this school year. (See ELA data below in Goal 3). Teachers also gained skills with Running Record as a result of last year’s Professional learning. Through the use of the Running Record student instruction is customized and aligned to the Common Core.**
- **The 2013-2014 Quality Review findings rate PS176X as well developed overall. The school also received a rating of well- developed on:**
  - **1.1 - Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. The report states, “The well-orchestrated use of curricula and supplemental resources is leading to increased levels of reading achievement for all student groups.”**
  - **1.2 – Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. The report states, “The impact is that all students, regardless of their cognitive ability level, are highly engaged in learning tasks and have frequent opportunities to demonstrate their thinking and learning as evident in student discussions and written work products in portfolios and bulletin boards.**
- **The 2013-2014 NYC School Survey results indicate that there is 90% satisfaction with the Instructional Core: 95% for Parents, 82% for Teachers and 93% for students.**
- **PS176X was chosen as a host Learning Partner School to serve as a model for its work in creating a highly effective culture for learning.**

### Instructional Strategies/Activities

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

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

- 1. Administration will plan, schedule and provide professional learning for staff on the Running Records informed by classroom observations and needs assessments items identified by staff utilizing in house school and district trainers and Literacy consultant – ongoing.**
- 2. Teachers will use Running Records to assess students in 8:1:1 and 12:1:1 classes. Data from the running records will inform student groupings, instructional strategies employed in the classroom, and track student performance.**
- 3. Teachers will continue to participate in ongoing professional learning on topics to include administration, analysis, instructional applications and remediation of reading skills based upon Running Record and Attainment data.**
- 4. Students will participate in daily, individualized reading instruction targeting skill development needs identified through the Running Record.**
- 5. Administration and teachers will participate in ongoing data analysis and review of school/class and individual student data and progress towards meeting goals and identifying school trends.**

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

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

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

- 1. Yearlong plan for professional learning on Running Record. Percent of teachers participating in professional learning activities on Running Record, documented by agendas and attendance sheets; strategies learned in professional learning that are incorporated into classroom instruction as documented in observations.**

2. Teacher formal and informal observations indicate use of assessments and instructional strategies. Teachers monitor student progress in literacy skills and student progress in reading levels. Administrative review with teachers: Knee to Knee Conferences.
3. Student portfolios containing student performance on Running Records which tracks reading performance and remediation
4. Culminating projects
5. Student progress in meeting ELA IEP goals. Number of team meetings to discuss student performance on Running Record and individualized remediation strategies developed and implemented.

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

1. September 2014 – June 2015, ongoing professional learning on Running Record and Attainment Curriculum.
2. September 2014 – June 2015, ongoing implementation of curriculum and teacher planning meetings to review curriculum
3. September 2014 – June 2015, classroom implementation of literacy activities; Administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to teacher – ongoing.
4. Collection of student data and assessments
  - o **Brigance:**
    - Pre-test – October, November 2014
    - Post-test – May 2015
  - o **NYSAA: November 2014 - February 2015**
  - o **Program Assessments:**
    - Pre-test – October, November 2014
    - 8 week Intervals – December 2014, February 2015, April 2015,
    - Post-test – May 2015
  - o Classroom data which tracks daily/weekly progress towards IEP ELA goals.
5. Culminating Projects – ongoing coordinated with end of instructional units.

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

1. Literacy Consultant, District 75 workshops, District 75 coaches, Administrators, School coaches
2. Fountas and Pinnell Reading Program and running records material
3. Literacy Consultant, District 75 workshops, District 75 coaches, Administrators, School coaches
4. Attainment curriculum, Fountas and Pinnell Reading program, leveled libraries with authentic literature, Supplemental, internet based programs: Reading A-Z, Razz Kids, Brain Pop
5. Teacher team meetings, Administrators

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- School staff will provide parent training at PTA and SLT meetings on: Common Core Standards, Running Record, Attainment Curriculum, and how to help their child at home with reading. – On-going.
- School staff will provide parent training on reading strategies implemented in the school - ongoing.
- Homework sent home nightly.
- Literature on how to help your child will be sent home. – On-going.
- Student progress in Reading as documented with Running Records will be discussed during Open School, IEP and/or individual case conferences.
- Individual Conferences scheduled for parents on specific topics as delineated on the IEP under Parent Training.
- Special events at the school that facilitate the acquisition of ELA Skills to which parents are invited: Poem in Your Pocket Day, Cook with a Book, Literacy Fairs, Poetry Slam.
- Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments.

***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Additional Programs to Support Literacy: Cook Shop, EASE, Get Ready to Learn, e Discovery, LEGO Robotics**

## 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.

#### **Section 5B - Capacity Framework Element – Supportive Environment**

**By June 2015, students in alternate assessment classes will demonstrate improved skills proficiency through the ARTS discipline as evidenced by successful mastery of 2 ELA IEP goals.**

### Comprehensive Needs Assessment

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

- **90% of PS176X students participate in alternate assessment. Students with Autism Spectrum Disorder frequently do not learn in traditional ways. The results of the EASE Grant showed that the ARTS have a positive impact on student learning in addition to contributing to their self-esteem, building independence, cooperation and communication skills.**
- **The 2013-2014 Quality Review Report scored School Culture as Well Developed on item:**
- **1.4 - Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults and**
- **3.4 – Establish a culture for learning that communicates to staff students and families and provide supports to achieve those expectations.**
- **The 2013-2014 NYC School Survey results indicate that there is 89% satisfaction with the School Culture: 94% for Parents, 83% for Teachers and 90% for students.**

**The school's emphasis on the Arts to support learning and celebrating students' skills is a major contributor to these outcomes. Student performances and performances by professional artists have a positive effect on school culture as students, teachers, paraprofessionals, administrators and parents are involved. This also contributes to development of trust among all constituents.**

### Instructional Strategies/Activities

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

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

**The New York City Department of Education Blueprint for the Arts provides a framework and structure for infusing the Arts with instruction. The Blueprints are connected to the Common Core Learning Standards in both ELA and Math.**

1. **Principal and Arts Coordinator will schedule Music/Art/Dance activities throughout the year on-going.**
2. **Principal will meet with Music/Art/Dance teachers bimonthly to train on the Blueprint for the Arts, collaborate, identify needs and plan activities– on-going.**
3. **Students will participate in weekly arts classes.**
4. **Students will participate in Arts culminating activities at least 2 times during the year.**
5. **Students will participate in the EASE arts grant. Teacher leaders will attend training on EASE.**
6. **Students will participate in Disney Theater Grant and teacher leaders will participate in professional development on theater.**

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

1. **Administrators, Music/Art/Dance teachers, lead teachers, teacher leaders, artists in residence**
2. **Administrators, Music/Art/Dance teachers**
3. **Music/Art/Dance/Classroom teachers**
4. **Music/Art/Dance teachers**
5. **District EASE trainers, teachers, EASE arts materials**
6. **Disney personnel, teachers, administrators, school resources including scheduled use of auditorium, rehearsal schedule**

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

1. **Review by administrators the number and type of activities scheduled for students in the arts**
2. **Art, music, and dance teachers participating bimonthly meetings documented by agendas and attendance sheets on the Blueprints for the Arts**
3. **Classes and arts activities scheduled, students are evaluated twice a year, according to report card distribution on checklist based on Blueprints for the**

**Arts created by PS176**

4. Students schedule monitored to ensure participation in culminating activities
5. EASE data (furnished by the EASE program) analyzed and student progress on two ELA IEP goals
6. Disney grant data (furnished by the Disney organization) analyzed and student progress on two ELA IEP goals

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

1. September 2014- November 2014 - Plan and scheduling
2. September 2014 – June 2015 - Monthly
3. September 2014 – June 2015 – Weekly
4. September 2014 – June 2015
5. September 2014 – June 2015
6. January 2015 – June 2015

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

1. Time scheduled for principal to meet with arts coordinator
2. Time scheduled for principal to meet with arts teachers
3. Time scheduled for students to participate in arts classes and arts activities
4. Students scheduled to participate in culminating activities
5. Students scheduled to participate in EASE program. Teachers and paras scheduled to participate in EASE training
6. Students scheduled to participate in rehearsals with Disney trainers, auditorium time scheduled, school resources for props, costumes designated

***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).

- Parents will be invited to attend performances and activities
- Parent Coordinator and Family Worker will assist parents in coming to school for performances and activities.
- On-going communication to parents by teachers and administrators in writing

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

**Additional Programs to Support:** Artists in Residence, Instrument Instruction, Guitar Grant, Ease Grant, Puppetry Grant, Finalist for Disney Grant

### 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.

#### **Section 5C - Capacity Framework Element – Collaborative Teachers.**

**By June 2015, students in alternate assessment will improve targeted literacy skills in writing as a result of professional development and collaborative teamwork, as evidenced by a 5% increase measured by the appropriate summative assessment.**

#### **Comprehensive Needs Assessment**

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

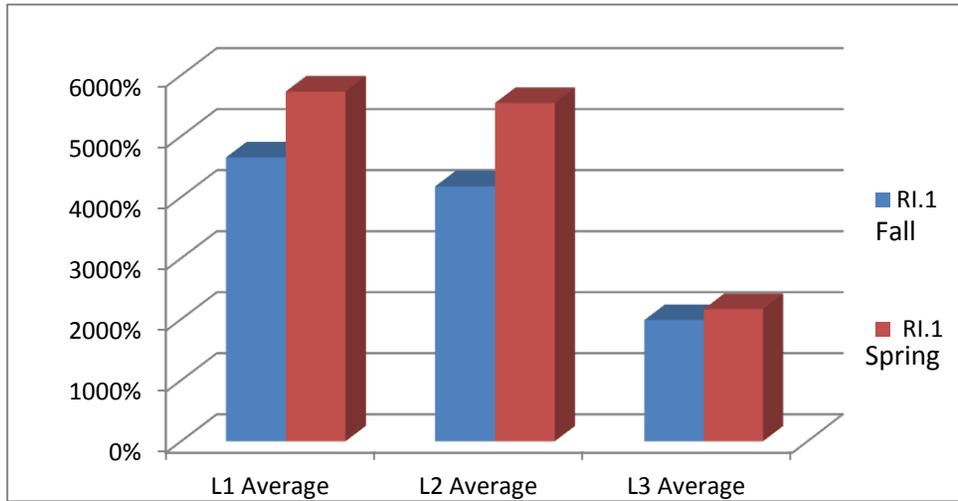
- **PS176X was chosen as a host Learning Partner School to serve as a model for its work in creating a highly effective culture for learning.**
- **The needs of the school are discussed at Teacher Meetings, School Leadership Team and Parent Meetings on an ongoing basis to determine school priorities.**
- **Review of Individualized Education Plans (IEP) goals and objectives for each student by teachers, administrators and teacher leaders.**
- **The Principal developed survey was administered to parents and staff, with the results analyzed and informing the Comprehensive Educational Plan (CEP). Teachers expressed a need for professional learning in literacy skill development in writing.**
- **90% of PS176X students participate in alternate assessment. Last year we used the SANDI and FAST in all classes, with the exception of Pre-K. This year we are returning to the Brigance for students in 8:1:1 and 12:1:1 ratio classes as they had attained the highest levels on the SANDI. We are continuing to administer the SANDI and FAST to assess and track progress of students in 6:1:1 ratio classes. Data is also gathered to track student progress in individual reading, writing and communication programs in the classrooms.**
- **The 2013-14 ELA Data was collected in the fall utilizing SANDI (Sept/Oct) FAST – Benchmark 1 (Oct/Nov) and/or ABLLS (Sept/Oct), identifying the number of skills students had in various sub areas. Students were tested again in the Spring measuring the number of skills mastered. FAST – Benchmark2 (Mar/June) testing is complete, while the SANDI (May/June) data is in the process of being updated.**

- **Calculation: The difference between the Fall number and the Spring number was calculated. The difference was then divided by the Fall number and multiplied by 100 to compute the percentage of change for each student.**
- **Results were as follows:**

	Total ELA			
	Fall	Spring	Difference	Percent Gain
Sandi Totals	146181	165709	19528	13.36
Fast Totals	10820	13445	2625	24.26
ABLLS Totals	1106	1652	546	49.37
<b>Total Gains</b>	<b>158107</b>	<b>180806</b>	<b>22699</b>	<b>14.36</b>

- **The following trends were noted:**
  - **Overall growth for the school in the area of ELA was 14.36%, which surpasses our goal of a 5% gain.**
  - **Performance on the SANDI was 13.36%. Students in the 8:1:1 and 12:1:1 ratio classes will be tested with the Brigance Inventories during the 2014-2015 school year as many of them scored at the highest levels on the SANDI and are ready to move to the expanded skills inventories measured by the Brigance.**
  - **Pre K students were assessed with the ABLLS and scored 49.37%. This test is designed for students with Autism Spectrum Disorder and therefore is very specific to skill development with this population.**
  - **Performance gain on the FAST was 24.26%.**
- **The FAST when studied by Level yielded the following Results**

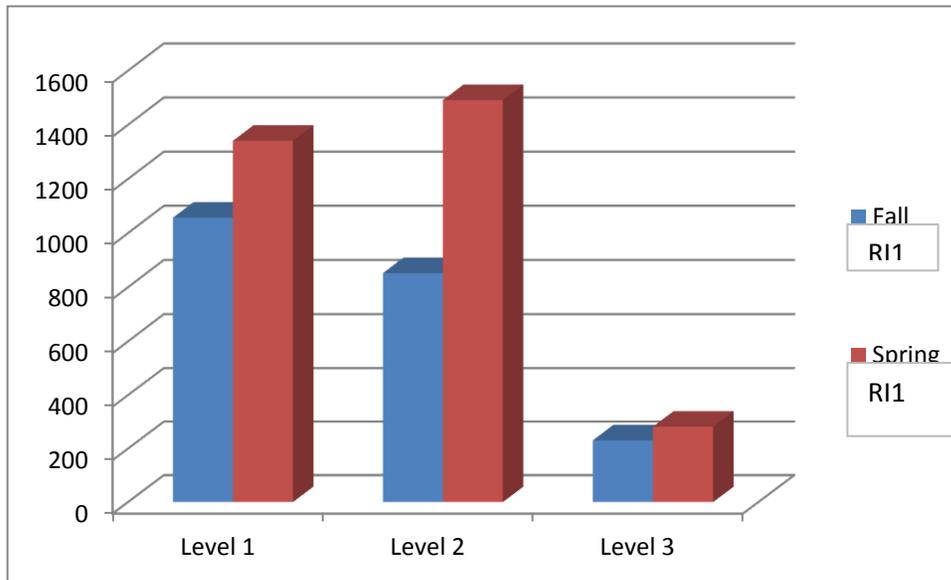
## FAST RESULTS 2013-2014



RI1	Fall 2013	Spring 2014	Difference	Percent Gain
Level 1	4653	5733	1080	23.21
Level 2	4179	5544	1365	32.66
Level 3	1988	2168	180	9.05
<b>Total</b>	<b>10820</b>	<b>13445</b>	<b>2625</b>	<b>24.26</b>

- **Analyzing the FAST ELA data by site we see the following trends:**
  - **All levels surpassed the Goal of 5% gain.**
  - **Level 3 had an average gain of 9.05% growth. There were 86 students at this level with great majority attending 12:1:1 ratio classes, followed by students in 8:1:1 ratio classes. Examining this data further revealed the fact that most students scored at the high end of Level 3 in the fall, at the high 80% to 100% range. There was very little room for growth as measured by the FAST; consequently their Spring Scores had a very small range in which to grow. Because they have “out grown” the range of the FAST, this group of students will be tested with the Brigance during the 2014-2015 school year.**
  - **Students at Level 2 made the greatest gains, with an average gain of 32.66%. There were 258 students at this level. A large sub-set of the Level 2 students (those at the Middle and High School sites) showed a similar trend to the Level 3 students in that they attained very high scores during the Fall testing and maintained those high scores in the Spring testing. This group will also be tested with the Brigance during the 2014-2015 school year.**
  - **The students at Level 1 had an average gain of 23.21%. There were 320 students at this level, most in 6:1:1 ratio classes. The FAST was a very good indicator of student performance and was helpful in targeting areas of student achievement as well as student need.**
  - **Overall school growth was 24.26%.**
- **The FAST results for English Language Learners (ELL) shows similar trends:**

## FAST RESULTS – English Language Learners – 2013-2014



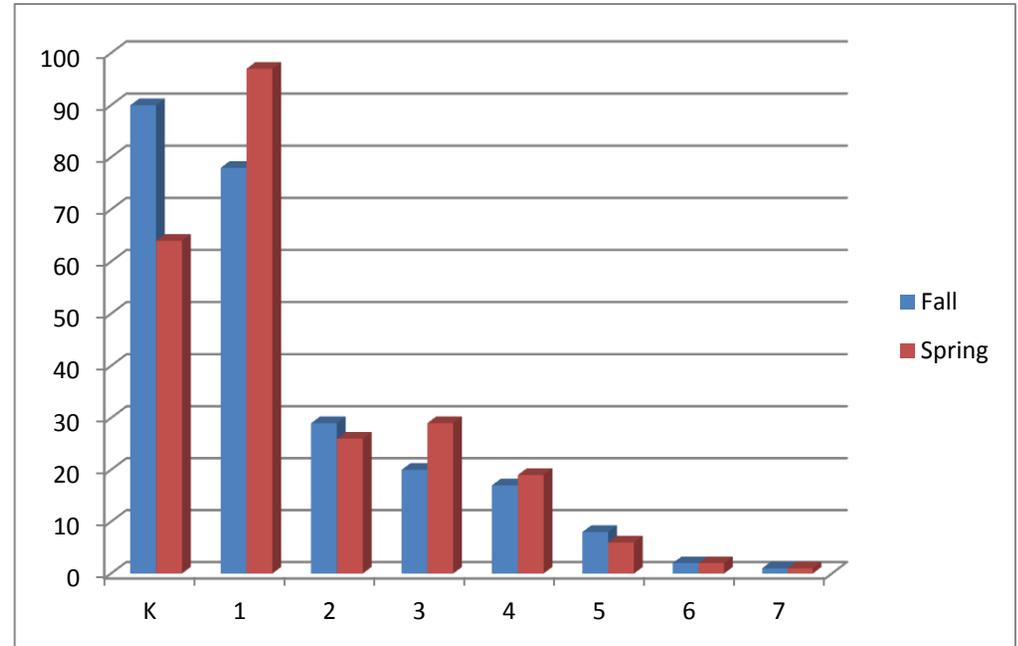
R11	Fall/2013	Spring/2014	Difference	% Change
Level 1	1057	1341	284	26.87
Level 2	852	1491	639	75.00
Level 3	231	282	51	22.08

- All levels surpassed the Goal of 5% gain.
  - ELL Students at Level 2 also made the greatest gains, with an average gain of 75%. There were 19 students at this level.
  - The students at Level 1 had an average gain of 26.87%. This was similar to the performance on non-ELL students who had a gain of 23.21%. There were 20 students at this level.
  - The three ELL students at Level 3 made a 22.08% gain.
- Overall school growth was 45.51%, higher than that of non-ELL students whose total gain score was 24.26.
- The FAST was a very good indicator of ELL student performance and was helpful in targeting areas of student achievement as well as student need.

- **Classroom data**, which was collected by teachers on a weekly basis, was reviewed and analyzed noting who is progressing, maintaining or regressing on targeted skills, to review instructional effectiveness of programs and make modifications to students programs on an individualized basis. This analysis of classroom data shows that the great majority of students made progress.
  - IEP goals and objectives were reviewed and updated on an individualized schedule.

- Fountas & Pinnell Reading Levels showed the greatest gain at the K to Grade 1 Level with 26 students moving out of K into 1<sup>st</sup> grade level. There were also increases in numbers of students at 3<sup>rd</sup> and 4<sup>th</sup> grade levels. The great majority of the 245 students participating in reading tracked by Fountas and Pinnell levels maintained or improved their reading level as documented in student data records and on IEP's.

	Number of Students		Difference	%
	Fall/2013	Spring/2014		
K	90	64	-26	-28.9
1	78	97	19	24.4
2	29	26	-3	-10.3
3	20	29	9	45.0
4	17	19	2	11.8
5	8	6	-2	-25.0
6	2	2	0	0.0
7	1	1	0	0.0



Fountas & Pinnell Reading Levels  
Fall & Spring Data - 2013-2014 School Year

- June 2014 IEP data showed that as a result of instruction and behavior interventions students moved to Less Restrictive Environments
- Three students were decertified from Special Education!
- 23 students moved from 6:1:1 to 8:1:1 ratio classes
- 23 students moved from 8:1:1 to 12:1:1 ratio classes.
- 22 students were toilet trained.
- 215 students had changes to Related and Support Services in terms of termination or changes in frequency and or group size.

We met and surpassed our goal of 5% growth in ELA. We found that the professional learning on the “Running Record” contributed to this increase in student performance in ELA, specifically on Reading for Information as measured by FAST data.

We noticed that while students made gains in writing skills as measured by SANDI, the total number of skills gained were not as high as they were for Reading for Information:

	Reading for Information	Writing
Fall	146,181	82,820
Spring	165,709	93,132
# of Skills gained	19,585	10,312
% Change/Growth	13.36%	12.45%

- Therefore, writing skill development will be the ELA focus for the 2014-2015 School Year with teachers participating in professional learning on writing skills to contribute to the success and improvement of their classrooms and the school.

### **Instructional Strategies/Activities**

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

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

1. Administration will schedule and provide professional learning for staff utilizing P176X teachers to share best practices, and district trainers and literacy consultant.
2. Teachers will participate in ongoing professional learning with focus on the writing standards across content areas.
3. The Literacy Consultant is working with a team of Teachers and Administrators to develop a uniform set of rubrics for the three Common Core Learning Writing Standards so that teachers can evaluate student writing consistently across classrooms. (Quality Review Indicator 2.2)
4. Students will participate in daily activities across content areas incorporating reading and responding to informational and literary texts across curriculum areas, using graphic organizers, journals, and written response activities to assist them in developing their ideas.
5. Students will produce a culminating project or activity that incorporates reading and writing skills in ELA, Science and Social Studies, for each unit of instruction.
6. Inquiry teams will evaluate ELA instructional strategies to determine their effectiveness.

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

1. Administrators, teacher leaders, literacy consultant
2. Administrators, in house teacher trainers; district coaches, literacy consultant, district and school coaches, lead teachers, teacher leaders and Literacy Consultant.
3. Administrators, teacher leaders, literacy consultant
4. Students and teachers
5. Students and teachers
6. Inquiry teams

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

1. Yearlong plan for professional learning on writing skill development.
2. Percent of teachers participating in professional learning activities on writing skill development, documented by agendas and attendance sheets; strategies learned in professional learning that are incorporated into classroom instruction as document in observations.
3. Teacher formal and informal observations indicate use of assessments and instructional strategies for writing. Administrative review with teachers: Knee to Knee Conferences.
4. Student portfolios containing student performance on writing skill development which tracks writing performance and remediation. Student progress in literacy skills and student progress in reading levels. Student progress in meeting ELA/Writing IEP goals.
5. Culminating projects
6. Number of team meetings and cohort meetings of 6:1:1, 8:1:1 and 12:1:1 class teachers, to discuss student performance on writing skill development and individualized remediation strategies developed and implemented.

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

1. September 2014- November 2014 - Plan and scheduling of professional learning.
2. November 2014 – June 2015 - Professional learning on Writing Skills beginning September 2014 and ongoing through June 2015.
3. September 2014 – June 2015- Ongoing implementation of curriculum and teacher planning meetings to review writing instruction. Ongoing team meetings to develop rubrics for writing.
4. September 2014 – June 2015- Classroom implementation of writing activities, use of rubrics by teachers, evaluation of student learning by cohorts according to class ratio; Administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to teacher and at cohort meetings – ongoing.
5. Culminating Projects – Ongoing coordinated with end of instructional units.

**6. Collection of student data and assessments**

- **SANDI:**
  - **Pre-test – October, November 2014**
  - **Post-test – May 2015**
- **Brigance:**
  - **Pre-test – October, November 2014**
  - **Post-test – May 2015**
- **NYSAA: November 2014 - February 2015**
- **Program Assessments:**
  - **Pre-test – October, November 2014**
  - **Updates for Report Cards – November 2014, March 2015, June 2015**
  - **Post-test – May 2015**
- **Classroom data which tracks daily/weekly progress towards IEP ELA goals.**

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

- 1. Scheduled time for administration and consultants to meet, for teachers to work with literacy consultant, for district trainers to meet with teachers, for teachers to attend District 75 training and for teacher leaders to meet**
- 2. Schedule time for teachers and administrators to meet with literacy consultant**
- 3. Teachers and administrators work with literacy consultant**
- 4. Attainment curriculum, Unique curriculum, graphic organizers including Thinking Maps, daily writing activities in journals, written response activities**
- 5. Attainment curriculum, Unique curriculum**
- 6. Schedule time for inquiry teams to meet administrators and teachers**

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **School staff will provide parent training at PTA and SLT meetings on reading and instructional strategies that help students progress in writing skills development and reading levels.**
- **School staff share resources with the families that are aligned to the use writing skill development**
- **Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments.**

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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 #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.

#### **Section 5D - Capacity Framework Element – Effective School Leadership**

By June 2015, students in alternate assessment classes will show a 5% increase in social/emotional skills as measured by the appropriate summative assessment with Principal led teams developing and implementing systems which contribute to the positive outcomes.

### **Comprehensive Needs Assessment**

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

- **The needs of the school are discussed at Teacher Meetings, School Leadership Team and Parent Meetings on an ongoing basis to determine school priorities.**
- **The Observation and Walk Through process informs needs for continued refinement of Positive Behavior Support Strategies.**
- **Review of Individualized Education Plans (IEP) goals and objectives for each student.**
- **The Principal developed survey was administered to parents and staff, with the results analyzed and informing the Comprehensive Educational Plan (CEP). Teachers expressed a need for professional learning in positive behavior support and social skill development.**
- **The 2013-2014 Quality Review Report scored Systems for Improvement as Well Developed on items:**
  - **1.3 – Make strategic organizational decisions to support the school’s instructional goals and meet student needs, as evidenced by meaningful student work products,**
  - **3.1 – Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community,**
  - **4.1 – Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;**
  - **4.2 – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; 5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.**
- **The 2013-2014 NYC School Survey results indicate that there is 89% satisfaction with Systems for Improvement: 92% for Parents, 83% for Teachers and 90% for students.**

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
- 1. **Administration will plan, schedule and provide professional learning for staff on Positive Behavior Support Program and Social Skills Development utilizing in house school trainers and District 75 Workshops.**
- 2. **Professional learning will include training on the PS 176X Positive Behavior Support Program, a three tiered system with increasing levels of support for students and families. This system was developed and continues to be refined by a team including administrators, school psychologist and teachers – ongoing.**
- 3. **Teachers will participate in ongoing professional learning including:**
  - **Tier One - Classroom Management Strategies for all students: TEACCH, Schedules, Routines, Classroom rules, Proximity Control: groupings, paraprofessional assignments**
  - **Tier Two - Selected Strategies for Students at Risk: Behavior Plan Development and Implementation including Functional Behavioral Assessment (FBA), Motivational Assessment, Home/School connection.**
  - **Tier Three - Intensive Strategies – Crisis Intervention, Behavior Plan Modifications, Available Family Supports**
- 4. **The PS176X respect for all program entitled, “ROAR – Respect, Organize, Academics, Responsibility” continues to be refined by a team of teachers, psychologist and administrators. Activities which support respect for all, in the classroom are implemented throughout the school.**
- 5. **Administration and teachers will participate in ongoing data analysis and review of school/class and individual student data and progress towards meeting behavioral/social skills goals**
- **Key personnel and other resources used to implement each strategy/activity**
- 1. **Administrators, school psychologists, district trainers including TCI trainers**

2. Teacher leaders, teacher teams, administrators, school psychologists
  3. Teacher leaders, teacher teams, administrators, school psychologists
  4. Teacher leaders, teacher teams, administrators, school psychologists
  5. Teacher leaders, teacher teams, administrators, school psychologists
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
    1. Review of schedules of staff attending workshops, working with trainers
    2. Review of schedules of professional development
    3. Review of professional development strategies as well as teachers using case studies during which strategies are implemented
    4. Administrators conduct observations to ensure that PBIS strategies are being implemented in classrooms, behavioral data reviewed by teachers and administrators, teacher teams meet to refine PBIS/ROAR program
    5. Administrators will review classroom data on student behavior
  - **Timeline for implementation and completion including start and end dates**
    1. October 2014 – May 2015: Teachers engage in professional learning on strategies to promote positive behavior skills,
    2. October 2014 – May 2015: classroom implementation of positive behavior support and social skill development activities;
      1. Development and Implementation of Behavior Plans in conjunction with IEP Goals and Objectives:
        - a. Identification of students in need of positive behavior supports – on-going
        - b. Development, implementation and re-evaluation of plans – on-going
    3. September 2014 – June 2015, administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to the teacher.
    4. Collection of student data on social emotional indicators:
      - a. SANDI – 6:1:1 classes at Elementary, Middle and High School Units
        - i. Pre-test– October, November 2014
        - ii. Post-test - May 2015
      - b. Social Responsiveness Scale – 8:1:1, 12:1:1 classes at Elementary and Middle School Units
        - i. Pre-test– October, November 2014
        - ii. Post-test - May 2015
      - c. Brigance Transition Inventories Social Skills sub-test – 8:1:1, 12:1:1 classes at the High School Unit
        - i. Pre-test – October, November 2014
        - ii. Post-test – May 2015
  - 5. Inquiry Team:
    - a. Team Formation based upon cohorts of students: 6:1:1, 8:1:1 and 12:1:1 Classes. – September, October 2014
  - **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
    1. Schedule of team meetings with administrators and counselors and workshops for teachers to attend
    2. Schedule of teacher team meetings with administrators and counselors
    3. Schedule of professional learning at school level-Programs include:
      - TEACCH
      - Social Skills in Our Schools (SOS)
      - Social Stories
    4. Schedule of teacher team meetings with administrators and counselors
    5. Schedule of teacher team meeting with administrators and counselors

### ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **School staff will provide parent training at PTA and SLT meetings on behavior and social skills strategies that help students self-regulate.**
- **Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers,**

newsletters, metro cards, refreshments.

- Administration, Teachers, Parent Coordinator, and Family Work will facilitate family support from agencies on an as needed basis.

***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

## **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.

#### **Section 5E - Capacity Framework Element – Strong Family and Community Ties**

By June 2015, school will maintain and monitor the number and type of parent outreach activities to analyze trends to evaluate effectiveness of current practices and various types of activities and will create a document outlining these practices and will share these results with other District 75 schools and /or schools in the Learning Partners Program. This data will inform areas and activities to be developed.

### **Comprehensive Needs Assessment**

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

- **The 2013-2014 Quality Review findings rate PS176X as well developed overall. The school also received a rating of well- developed on:**
  - **3.4 – Establish a culture of learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. The report cited the PS176X “Keep it Real” mantra, the constant communication with families and parent reports of the school open door program, the number of parent activities at the school and overall school responsiveness to their needs which “keeps the parents feeling good about the school.” This speaks to a high level of trust between the school and parents.**
  
- **The 2013-2014 NYC School Survey results indicate high levels of parent satisfaction on all areas:**
  - **Instructional Core – 95%**
  - **Systems for Improvement – 92%**
  - **School Culture – 94%**

**PS176X was selected to be a host Learning Partner School to serve as a model for its work around parent engagement.**

**While parent satisfaction with the school is high, we do not have a solid number of the actual parents who are involved in the various activities in the school. We will look at research on the subject of parent involvement/engagement and evaluate our parent outreach.**

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
- 1. Communication to Parents**
    - a. Ongoing written communication by principal and parent coordinator to parents.**
    - b. Weekly communication by teachers to parents.**
    - c. Ongoing communication by related service providers to parents.**
    - d. PS176X school web-site**
  - 2. Parent Survey**
  - 3. School Leadership Team – monthly meetings**
  - 4. PTA**
    - **Monthly Executive Board Meetings**
    - **Monthly Meetings and Workshops – day and evening**
  - 5. Academic Activities**
    - **Daily Homework**
    - **At-home access to online instructional programs used by the school:**
      - **Reading A-Z**
      - **Brain Pop**
      - **Classroom Dojo**
  - 6. Special Activities to include**
    - **Sibling and Family Recreational Activities**
    - **Parent Luncheon**

- Camping
- Picnic
- Prom
- Bowling
- SibShop
- Monthly Assemblies
- Classroom based activities
- EASE Program Parent Workshops
- Cookshop Parent Workshop
- Get Ready to Learn Parent Workshops

**7. Family Support Activities**

- Monthly Parent Support Group – daytime meeting
- Monthly Father’s Group – evening meeting
- Individual Parent Meetings
- Linkages to Support Agencies
  - Respite
  - Crisis Intervention
  - Family Services
  - Recreational Programs
  - Adult Supports

**8. Team will analyze trends and create a document to be shared with schools in the Learning Partners program.**

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

1. Administrators, Parent Coordinator, Teachers
2. Principal
3. Principal, Teachers, Parents
4. Principal, PTA, Parents, Parent Coordinator
5. Teachers
6. Administrators, Teachers, Parent Coordinator, Family Worker, PS 176X Families
7. Administrators, Teachers, School Psychologist, Parent Coordinator, Family Worker, PS 176X Families
8. Administrators, Parents, Parent Coordinator

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

1. Evaluate number and type of communication with parents
2. Parent survey designed by administration, teachers and parents. Parent levels of satisfaction on School and NYCDOE Surveys
3. School leadership meetings will be scheduled to take place monthly. Parent attendance monitored. Number of SLT Meeting, documented by Attendance Sheets and Agendas.
4. Percent of parents participating in meetings and workshops, documented by agendas and attendance sheets, strategies learned in professional learning that are incorporated into classroom instruction. Number of PTA Meetings/Workshops, documented by Attendance Sheets and Agendas.
5. Frequency of homework sent home with students and returned, completed by students will be monitored
6. Number of Family and other Activities, documented by Attendance Sheets
7. Number of Support Group Meetings, documented by Attendance Sheets and Agendas and number and type of linkages for parents by staff to various resources.
8. A team of administrators, teachers, parents and parent coordinator will capture the data on parent participation in various activities and create a document to be shared with other District 75 schools and/or Learning Partners schools.

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

1. Communication to parents will be ongoing throughout the year, September 2014- June 2015
2. NYCDOE Survey-February 2015, PS176 Parent survey-May 2015
3. School Leadership Team-Monthly, September 2014-June 2015
4. PTA executive board meets monthly with principal and Parent coordinator to plan schedule of meetings and activities, September 2014-June 2015
5. Administrators and teachers will plan academic activities which will be monitored by administrators, September 2014-June 2015
6. A team of administrators, teachers, parent coordinator and parents will schedule special activities, September 2014-June 2015

7. Family support activities will be scheduled monthly by administrators, PTA and Parent coordinator, September 2014-June 2015

8. Administrators will evaluate parent involvement activities for the year in May 2015

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

1. Communication notebooks, letters from administration

2. PS176 Parent Survey

3. Principal schedules meetings, time, space, speakers, refreshments, Metro cards

4. Principal and parent coordinator secure space and time for executive board to meet and for monthly PTA meetings as well as speakers and presenters from inside the school and outside resources.

5. Administrators schedule time to work with teacher leaders to design appropriate homework for students. Curriculum materials purchased by the school and/or designed by the teachers.

6. School funding used to support the time, materials and personnel for special activities for students and parents.

7. School funding used to support the time, space and personnel for family activities

8. Time and management of staff

**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).

**This goal is a parental involvement goal.**

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

Ease Grant, Cookshop Grant, Disney Grant

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

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

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

### 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 <b>Rima Ritholtz</b>	Assistant Principal <b>Elena Talamo</b>
Coach <b>Dan Capozzi</b>	Coach
ESL Teacher <b>Hae Ran Song</b>	Guidance Counselor
Teacher/Subject Area <b>Darcy Spitzer/ESL</b>	Parent <b>Dechantell Muffoletto</b>
Teacher/Subject Area <b>Carmen Andino/Bilingual</b>	Parent Coordinator <b>Dawn Harney</b>
Related Service Provider <b>Franklin Hernandez</b>	Other <b>Vivian Lee/ESL</b>
Network Leader(Only if working with the LAP team) <b>Kathleen LeFevre</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>778</b>	Total number of ELLs	<b>70</b>	ELLs as share of total student population (%)	<b>9.00%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>					2	2								4
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	2	2	0	0	0	0	0	0	0	4

## B. ELL Years of Service and Programs

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

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

	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	
TBE	2		2	2		2				4
Dual Language										0
ESL	35		36	27		27	4		4	66

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		
<b>Total</b>	37	0	38	29	0	29	4	0	4	70
Number of ELLs who have an alternate placement paraprofessional: <u>0</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					2	2								4
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	2	2	0	0	0	0	0	0	0	4

\*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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	0	3	21	6	2	5	3	3	6	1	7	61
Chinese														0
Russian														0
Bengali					1			1						2
Urdu														0
Arabic													1	1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					4		1							5
<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>27</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>70</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2			1	18	5	2	5	3	2	3	1	6	48
Intermediate(I)					7	1		1		1	2		2	14
Advanced (A)	1	1		2	2		1				1			8
Total	<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>27</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>70</b>

**NYSESLAT Modality Analysis**

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

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	16		15	
NYSAA Mathematics	16		15	
NYSAA Social Studies	7		6	
NYSAA Science	15		14	

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

**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.  
The previous charts list the details by grade for this data. Many students at P.S. 176X were unable to complete the NYSESLAT exam with the following codes on the Exam History Report from ATS: "INV", "OTH", no code or no entry. This is due to the severity of their disability, autism, as well as co-morbidity issues, such as low cognitive ability. Many of these students are non-verbal with limited

receptive and expressive language skills. All of our entitled ELL students are a part of Alternate Assessment. Thirty-Nine of our students scored “4”s on the NYSAA ELA and five scored “3”s on the NYSAA ELA. Fourty-one students scored “4” on the NYSAA Math and two scored “3”s on the NYSAA Math. Seven ELL students scored “4”s on the NYSAA Science and two scored “3”s. One student scored “4” on the NYSAA Social Studies. P.S. 176X currently uses SANDI, FAST, and ABLLS as our primary form of assessment. Data from the various assessments drives instruction for our ELL students. This data informs us of which areas (speaking, listening, reading, writing) to focus and plan for the school year. After analyzing the data from the assessments, reading and writing are the two areas that require more support from ESL service.

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

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In gathering data on P.S. 176X's ELL population, we examined several sources that provided both quantitative and qualitative data gathered from students from each of the different special needs populations in our school. The assessment tools used to evaluate our students include ABLLS (Assessment of Basic Language Learning), SANDI (Student Annual Needs Determination Inventory), FAST (Formative Assessment of Standards Task), and NYSAA (New York State Alternate Assessment). Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards IEP (Individual Education Plan) goals.

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

ELLs with disabilities have very unique needs. Skills continue to emerge at a similar rate as measured in English or the native language. On going assessment ensures that optimum learning is taking place.

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

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

At this time our school only features ESL and TBE programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our ELLs are evaluated through the annual NYSESLAT exam as well as teacher created materials and observations.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The Committee on Special Education (CSE) opens all initial referrals and assigns a CSE case number for public school students, including ELLs. If the Home Language Identification Survey was not completed at the CSE meeting, P.S. 176X, with the help of the ESL teachers, assists parents in completing this survey. Upon completion of the survey, ESL teachers will conduct an informal interview with the parents. If the survey indicates that the student's home language is a language other than English, the LAB-R will be administered by one or more of P.S. 176X's certified ESL teachers: Hae Ran Song, Darcy Spitzer, or Vivian Lee. As of February 1, 2014, P176X will administer the NYSITELL which replaces LAB-R in New York State. The LAB-R eligible students must be tested within the first 10 days of initial enrollment. If the LAB-R results show that a child is an ELL and Spanish is used in the home, he/she must take a Spanish lab to determine language dominance. The test will be administered by Carmen Andino who is a certified bilingual teacher. The ESL teachers have the following certification: English to Speakers of Other Languages (K-12). For students who are already in the NYC Public School system, ATS reports (RLER; LAB-R, LAT) are also utilized to identify students who are eligible for LAB-R testing and NYSESLAT testing.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Options for Special Education ELLs (ie: three program choices: Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL; how placement decisions are made, etc.) are fully disclosed and discussed with parents during the educational planning conference at the CSE level.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
P.S. 176X holds orientations for parents and guardians of newly enrolled ELLs on an as needed basis, to inform the families of the differences in the ELL programs that are available to them. (TBE and ESL). In these orientations, parents or guardians have the opportunity to receive materials about the ELL programs offered in their native languages and to ask questions about ELL services (with the assistance of a translator and/or DOE translation services as needed.) At the end of each orientation, school staff collect the Parent Survey and Program Selection Form which indicate the program requested for the student.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Initial identification in program placement of ELL students in District 75 is done at the CSE. However, if it is not done at the CSE, students are placed in an appropriate ELL program after reviewing the Parent Survey and Program Selection along with the LAB-R and the NYSESLAT testing data and the student's IEP forms from previous years. The ESL teacher updates the ELPC screen in ATS within 20 days from the first day of the student is admitted. The P176X ELL program features both freestanding ESL and a transitional bilingual education program which directly align with parental requests. Parent workshops are scheduled throughout the year to keep parents informed and to discuss student progress. Family worker, Maritza Febres, who is bilingual, along with Parent

Coordinator, Dawn Harney conduct outreach to parents of ELLs on an as needed basis. Written notices are sent to parents in their native language.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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

## 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])?

**Bilingual Program:** P176X's bilingual program consists of one self-contained special education class with a ratio of 6 students to 1 teacher and 1 paraprofessional, as mandated for students with autism, all of whom are in New York State Alternate Assessment and do not participate in standardized testing. This bilingual program is an ungraded, block, homogenous model. The ratio of Native Language to English is 60/40 as this is an Elementary Class at Beginning Level. The chart below details instruction.

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

The bilingual teacher provides instruction in all subject areas.

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

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

**Native Language Arts:** All students in the bilingual class are at the beginning level and receive 360 minutes per week of Native Language Arts (NLA), this is more than the required 180 NLA instruction, following the tenets of Balanced Literacy, emphasizing the development of word study skills and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as Scott Foresman K (with software): Carteles de rimas y canciones; McGraw-Hill: Lectura 1st; Días y días de Poesías and the Department of Education classroom library. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas to enhance learning in both languages. The bilingual educator combines the interdisciplinary and thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools including Smart Boards and Augmentative Communication Devices. All instruction is embedded through a TEACCH format (Treatment and Education of Autistic and Communicatively handicapped Children- University of North Carolina- Chapel Hill). To comply with the New York City's Literacy requirements, each classroom library contains books in both native language and English. This includes books adapted by teachers to meet the needs of students with severe disabilities, such as: La Casa Adormecida, Sheila la Brava, Cuentos De Otro Paises, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.

**English Language Arts:** As stated in the SCEP, ELA instruction for ELLs follows the NYC's uniform curriculum and the Common Core

Learning Standards- Alternate Grade Level Indicators for Students with Severe Disabilities.

ESL Program: ELLs are served in P176X's Freestanding ESL program as per their IEPs. ESL is provided by 3 ESL teachers through a combination of pull-out and push-in models of instruction. These ELLs are ungraded (special education) and heterogeneous. The ESL teachers have the following certifications: English to Speakers of Other Languages (K-12).

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Area Instruction: Content instruction is provided for all ELLs in the ESL classroom. All subjects are taught in English through ESL methodologies by an ESL teacher with Special Education training. All material is scaffolded for ELLs to learn and understand material. ESL methodologies include: TPR, Language Experience, the Natural Approach, Whole Language, graphic organizers, multisensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols. Students in alternate placement receive additional support in the native language and English from paraprofessionals who speak the students' native languages and English. Content Area Instruction follows the Common Core Learning Standards for students with severe disabilities (NYSAA). The use of technology is incorporated into ESL and content area instruction to give students additional support. Technology is an important resource to connect with the ELL population. It can be used through the modalities of Brain Pop, Brain Pop Jr., Brain Pop Espanol, iPad apps that promote language learning, internet based programs that reinforce language arts, mathematics, technology, health, science, social studies, art and music are available to all students both in school and at home to facilitate skill development and language learning. Multisensory and multicultural materials including Intensive English Open Door series, Easy Visual for ESL students, writing journals, and ESL Dictionary for Visual Learners are infused throughout all aspects of instruction as per School Education Plan for Native Language Arts. The ESL teachers also utilize the SMiLE (Structured Methods in Language Education) Program to facilitate language learning and growth.

English Language Arts: ELL students at 176X are receiving ESL services and daily additional academic intervention from three certified ESL teachers. Our entitled ELLs who are receiving these services need additional support to continue working toward their IEP short term and long term goals. They are given all opportunities to acquire the English language skills across all the content areas. ESL and classroom teachers use various ESL methodologies to meet students' individual and specific educational needs: TPR (Total Physical Response), LEA (Language Experience Approach), CALLA (Cognitive Academic Language Learning Approach), graphic organizers, Mayer Johnson symbols, PECS, etc. The use of technology is incorporated to give ELL students additional instructional support: the Smart Board interactive system, iPods, iPads, software programs (ie: Brain Pop Jr., Tumble Books, Star Fall, Jump Start, PBS Kids). All ELL students benefit from targeted AIS (Academic Intervention Services) that our schools has set in place to supplement instruction provided for the purpose of assisting students in meeting New York State learning standards (NYSAA) and Common Core Learning Standards. Additional support is provided using a variety of research based programs such

as SMiLE (which helps teachers determine students' reading needs, helps students identify letter sounds and ultimately achieve reading fluency and comprehension), Foundations (which provides the research validated strategies that complement every day programs to meet standards and serve the needs of our ELL students), and Words Their Way (which provides specific guidance, strategies, and tools for helping struggling students catch up with their peers in literacy; specifically utilizing word study with it's hands-on accessible approach to aid students struggling with vocabulary, fluency, and comprehension in middle and secondary classrooms). Teachers also adapt and differentiate curriculum, resources and materials according to students chronological age and proficiency levels as well as their scores from the Brigance Diagnostics, SANDI, FAST, NYSESLAT and NYSAA. As well as using teacher made materials to supplement curriculum that aligns with the Common Core Learning Standards for New York State. Each student's IEP goals are incorporated into meaningful instruction.

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs in P176X participate in New York State Alternate Assessment with NYSAA Extensions identified for each individual student. Students are also assessed with Student Annual Needs Determination Inventory (SANDI) and the Formative Assessment of Standards Task (FAST). Students are also assessed through teacher observations. Assessments are conducted in both English and the students' native language. ELLs are evaluated through their native language with help from bilingual teachers and paraprofessionals who can help translate for our ELL students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year ELLs are evaluated by their ESL teachers on all four modalities of English (Speaking, Listening, Reading and Writing). Teachers use the assessments given by the school (SANDI, FAST, ABBS) as well as the NYSESLAT to evaluate ELLs in the four modalities of English. Instruction is geared toward full language development in the four areas.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

Services provided to these newcomers, as well as those who may receive ESL service in the future, may include, but are not limited to, AIS, Title III, CHAMPS, Project Art, Ramapo for Children and Buddy System.

#### Students Who Have Received an Extension of Services (4-6 years):

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

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

#### Plan for Long-Term ELLs:

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

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

P.S. 176X ESL teachers use instructional strategies and adapted grade-level materials that provide both access to academic content areas and accelerate English Language development. All subject areas are taught in English through ESL methodologies by the ESL teachers with Special Education training. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices, and picture symbols. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the New York State Standards and Alternate Grade Level Performance Indicators for students with severe disabilities (NYSAA-AGLIs). The use of technology is seamlessly incorporated into ESL and content area instruction to aid and support students in their learning. Brain Pop, Brain Pop Jr. , Brain Pop ESL, Tumble books, and Starfall, Internet based programs that reinforce content area subjects (language arts, mathematics, technology, health, science, social studies, music and art) are available to all students throughout instruction. Parents are encouraged to use these programs as a resource and home support. Multisensory and multicultural materials including intensive English Open Door series, Easy Visual for ESL students, writing journal entries and ESL Dictionary for Visual Learners are infused throughout all aspects of instruction as per the School Education Plan for Native Language Arts.

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

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

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:	Spansih		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

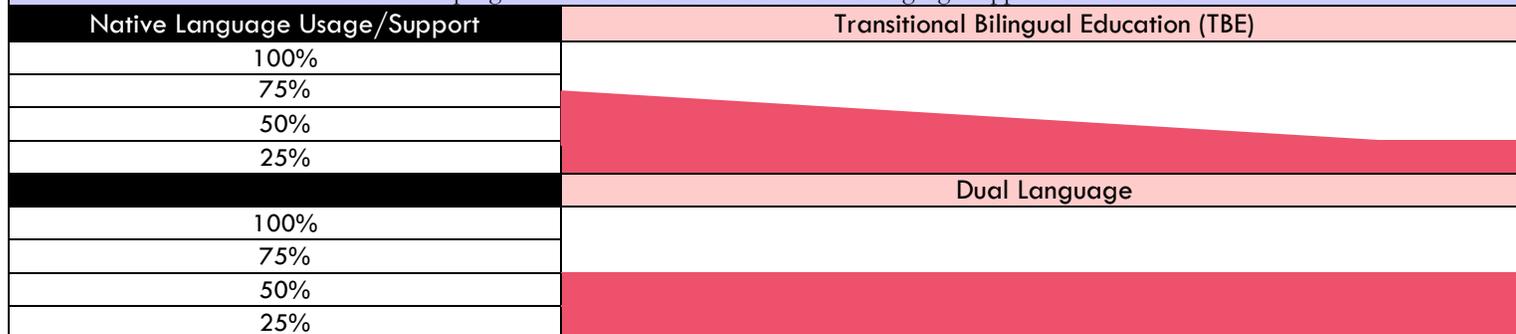
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

ELLs are afforded equal access to all school offerings just as their monolingual peers. Our supplemental programs such as EASE and Ready to Learn are available to all our students. ELL students are also afforded the opportunity to join our Title III program each year. Each of P.S. 176X's sites has an assistant principal and a curriculum support teacher, both with expertise in effective instructional practices for students with autism, who provide support to all students including LEP students.

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

As stated previously, ELLs at P.S. 176X are supported through the use of software and multimedia, which further enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory, cooperative learning, the infusion of the arts, and the use of technology. To comply with the New York City's Literacy requirements each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities such as: La Casa Adormecida, Sheila la Brava, Cuentos de Otro Paises, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

P176X does not offer language electives.

19. For schools with dual language programs:

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

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

## C. Professional Development and Support for School Staff

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

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

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

3. All staff at P176X (teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, family worker, and parent coordinator) who serve ELL students will also be supported through coaching services provided by the school's instructional coach and curriculum support teachers, which also focus on topics such as transitioning from elementary to middle and/or middle to high school. In addition, P.S. 176X encourages the aforementioned staff to attend district, city, and state wide conferences focusing on the education of ELLs. Furthermore, all teachers serving ELLs have a common professional development period. They meet in cohorts of 6:1:1, 8:1:1, 12:1:1 classes. One meeting a week is with the Assistant Principal to discuss curriculum. There is a weekly meeting with the behavior support teacher to address behavioral issues. The ESL teachers are available to meet weekly to support the teachers with ELL instructional support. Paraprofessionals providing support to students transitioning from ESL classrooms meet with the ESL teacher weekly to discuss and reinforce instructional strategies used with the ELLs.

4. All classroom and content area teachers will be attending workshops, which will include education of ELL strategies and materials, technology, and content areas. All classroom teachers and content area teachers will be offered support from the Jose P. ESL Training to help them to provide more support to ELL students. Through Jose P. ESL Training, all the classroom teachers and content area teachers learn the history of the litigation which became the means to providing students of different language backgrounds other than English with equal access to learning and will be exposed to theories of first and second language acquisition, ESL methodologies past and present and experience hands-on practice in the approaches and strategies used to facilitate second language acquisition. The payroll secretary keeps the list of teachers who attended the training and the certificates are kept in their files. All teachers who do not hold an ESL or Bilingual license are required to attend 10 hours of training. This training is offered by the District 75 Office of ELLs twice a year.

## D. Parental Involvement

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

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

2. Parents are also invited to classroom-based activities such as Cook with a Book, Hundredth Day of School, Poem in Your Pocket Day, as well as multicultural celebrations such as Cinco de Mayo. With the help of school's Parent Coordinator, P.S. 176X offers parents of ELLs ongoing information in the home's dominant language and training on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Native language translators are available at all PTA and school leadership meetings. Newsletters and notices from the school to the home are translated to the family's native language. Linkages to outside agencies for medical, recreational, and/or case management are facilitated by the school through the Parent Coordinator, PTA, and Family Worker. Agencies include: AHRC, YAI, Bx. Lebanon Hospital, Rose Kennedy Center, YMCA, Ramapo for Children.

3. An annual Parent Survey is used to determine the needs of ELL students' parents. Monthly workshops, support group and classroom based activities provide parents with opportunities to ask questions and raise any concerns.

4. Parent activities and workshops are aligned with the needs parents express by analyzing the parents' answers to our annual survey. The workshops reflect how to help their students meet the adapted common core standards.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: P176X**

**School DBN: 75X176**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rima Ritholtz	Principal		1/1/01
Elena Talamo	Assistant Principal		1/1/01
Dawn Harney	Parent Coordinator		1/1/01
Hae Ran Song	ESL Teacher		1/1/01
Dechantell Muffoletto	Parent		1/1/01
Darcy Spitzer/ESL	Teacher/Subject Area		1/1/01
Vivian Lee/ESL	Teacher/Subject Area		1/1/01
Daniel Capozzi	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Kathleen LeFevre	Network Leader		1/1/01
Franklin Hernandez	Other <u>Service Provider</u>		1/1/01
Carmen Andino/Bilingual tchr	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

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

DBN: 75X176 School Name: P176X

Cluster: District 75 Network: 2

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

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

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

P176X determines our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. Data is gathered when parents complete the Home Language Identification Survey (HLIS), for all first time entrants to P176X and the New York City Public School System. We also survey our teachers, the parent coordinator and family worker(bilingual) to identify parents of students who are non-English speaking. We continuously review the students in the bilingual class and those receiving ESL services for translation and interpretation needs.

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

P176X offers parents of ELLs ongoing information in their home language and training on different aspects of their children's education. Effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals are some of the supports provided. Native language translators are available at all PTA and school leadership meetings. Newsletters and notices from the school to the home are translated to the family's home language.

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

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

## Part B: Strategies and Activities

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

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

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

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

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

In September, we send parents of new students written notification of their rights regarding translation, interpretation services and instructions on how to obtain such services in the appropriate covered languages. These parents are identified through the data gathered during the intake process. P176X has a sign posted in the main office and at each of our unit offices, in a conspicuous location that translation services are available. We include procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices as well as teachers due to language barriers. We also refer parents to the DOE Website for additional translated resources and/or documents as another resource.

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



## 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: <u>P.S 176X</u>	DBN: <u>75X176</u>
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>24</u> 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
Total # of teachers in this program: <u>4</u> # of certified ESL/Bilingual teachers: <u>4</u> # of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The P176X Supplemental Instructional Program is a hands-on, high interest, interactive, learning by doing, arts based literacy program that will take place during 8 afterschool sessions, for two hours from 3:15- 5:15 at 178X and 3:20-5:20 at 498X, meeting once a week from February through April 2013. The dates of the afterschool are as following; , February 4, 2015, February 11, 2015, March 4, 2015, March 11, 2015, March 18, 2015, April 1, 2015, April 22, 2015, and April 29, 2015. The Supplemental Instructional Program is supervised by P176X administrators. Four teachers all of whom have Bilingual or ESL certification will provide services for the students. Five paraprofessionals who speak Spanish will also assist students. As per their IEP, some students will have 1:1 paraprofessionals.

24 ELL students with Autism Spectrum Disorder, in 6:1:1 ratio classes as mandated by their Individualized Educational Plans (IEP) are placed in instructional groups based upon cognitive levels and age. Instruction is differentiated. The highly motivating, active participation nature of the program assists these students in increasing attention and communication skills. Incorporating assistive communication devices, technology, the Fitzgerald Key and Mayer Johnson picture symbols along with the ESL methodologies, addresses the needs of these ELL students with Autism Spectrum Disorder and is infused throughout instruction. We will send the letters (in English and Spanish) to the ELL parents to survey their interest in the program. Students will be selected based upon parent responses. None of these students participate in standardized assessment. All students participate in NYSAA. Spanish is the language of all participating students but the language of the instruction is English.

Classes participate in activities that reinforce the following Common Core Standards:

- Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences to it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Reading Standard 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Every session includes: Storytelling, Music/Dance/ Movement and Art and Literacy. According to Carolyn Phillips-the author of the Twelve Benefits of Music Education-, early musical training helps develop brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds. In addition, researchers have found that students of the arts learn to think creatively and to solve problems by imagining various solutions and are more successful on standardized

## Part B: Direct Instruction Supplemental Program Information

tests such as the SAT. They also achieve higher grades in high school. All students participate in all three activities during each of the 8 sessions. Each session will be 2 hours in duration.

•Storytelling reinforces Standards 1, incorporating use of augmentative communication devices and Mayer Johnson picture symbols. Stories include poetry and folk tales of various U.S. cultures.

•Music/Dance/Movement reinforces Standard 11 as students use music/dance/movement as a means of responding to the various stories they hear and read. Students demonstrate familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.

•Literacy through Art activities reinforce Standards 1 and 11 as students use art as a means of responding to the various stories they hear and read. Students demonstrate familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.

•Special activities will include performers. We will hire a professional dancer from the Young Audiences and we will have three sessions of dance lessons in each site.

The enrichment skills provided by these activities reinforce daily instruction by increasing students' ability to attend to and participate in language activities and increase their skill in using alternate communication devices along with picture symbols. Due to their disability (Autism Spectrum Disorder,) the students require a high level of supervision.

## 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: There will be three professional development sessions for the principal, the assistant principals, the teachers and paraprofessionals participating in the Supplemental Instructional Program. Elena Talomo, an assistant principal, will provide the PDs. The sessions will be conducted on January 28, 2015, March 24, 2015 and May 6, 2015 after school from 3:15pm to 4:15pm at P176X at P.S178X.

The content of the professional development sessions will address the Citywide Expectations, aligned to the Common Core Standards of reading for informational texts and writing an opinion. Session One will focus on strategies for teaching ELL students with the Unique curriculum and developing activities for students with Autism Spectrum Disorder. Session Two will focus on Literacy through Storytelling and the ELL student; including best practices for teaching basic listening, speaking, reading writing skills,



**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Professional Development  2 Supervisors X 3 Sessions X .25 X 52.84 79.26 4 Teachers X 3 Sessions X 23.00 \$276.00 5 Paraprofessionals X 3 Sessions X 29.05 \$435.75 Total \$791.01
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1500.00	Young Audiences Flamenco Latino 3@ \$250 \$750 Ballet Mexicana 3@ \$250 \$750  Total \$1500.00
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2046.19	Supplies  Dry Erase Rolls Elmers Glue Sticks 1 Gallon of Glue Trnsparent Tape Moving Tape Laminating Sheets Pop up Notes and Dispenser Mulitcultural Construction Paper Origami School PK Marbled Construction Paper Color Ink Blk Ink Avery Dividers Glue Gun Skin tone Faces Craft Sticks Binders Wite Out Black Gel Pens
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	Food Code (400)      \$250.00	Refreshments      \$250.00
<b>TOTAL</b>	\$11,200.00	_____