

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75X010

School Name:

P.S. X010

Principal:

BARBARA HANSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.10X School Number (DBN): 75X010
Grades Served: Pre-K to 12
School Address: 2750 Lafayette Ave. Bronx, NY 10465
Phone Number: 718 828-4022 Fax: 718 823-5684
School Contact Person: Barbara Hanson Email Address: Bhanson1@schools.nyc.gov
Principal: Barbara Hanson
UFT Chapter Leader: Gia Theodore
Parents' Association President: Veronica Sterling
SLT Chairperson: Gia Theodore
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue New York, NY 10010
Superintendent's Email Address: GHECHT@schools.nyc.gov
Phone Number: 212 802-1500 Fax: 212 802-1678

Borough Field Support Center (BFSC)

Bronx Borough Field
BFSC: Office Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718 828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara Hanson	*Principal or Designee	
Gia Theodore	*UFT Chapter Leader or Designee	
Veronica Sterling	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elissa O'Brien	Member/ Financial Liaison	
Xiomara Carvajal Nunez	Member/ Teacher	
Stephanie Flynn	Member/ Teacher	
Nancy Maurer	Member/ Chairperson	
Chenay Maxwell-Johnson	Member/ Paraprofessional	
Lois Molina	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Garcia	Member/ Parent	
Anita Kong	Member/ Parent	
Bernard Walker	Member/ Parent	
Jackie Jeeuth	Member/ Parent	
Blanca Flores	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P10X is a District 75 program, geographically located in nine sites across the Bronx. Eight of the sites are in community school buildings. P10X serves students in both standardized and alternate assessment from ages 3-21 in the following class ratios: 12:1:4; 6:1:1, 8:1:1 ED; 8:1:1AU; 12:1:1ED; 12:1:1 AU; 12:1:1 ID, 12:1:2 PRE-K and 8:1 Inclusion. Our students have varied disabilities which include: moderate to profound intellectual and physical disabilities, autism, and severe emotional disabilities. We also have students in a universal PRE-K program.

One hundred percent (100%) of our students have Individual Education Plans. Students are mandated for a continuum of related services and support services. P10X has 107 ELL's, including 17 students in two Transitional Bilingual classes and 90 students who receive ENL services.

Different curricula/methodologies are followed throughout P10X to meet the needs of its diverse student populations. The primary instructional focus of P10X is enhancing communication skills for all students.

During the 2014-2015 school year, P10X was selected to represent District 75 as a LAB school. This designation resulted in a learning partnership between P10X and a targeted District 75 school in which their administration and teachers learned specific ABA (Applied Behavior Analysis) methodologies and systems used daily within P10X classrooms for students with autism. Teachers and administrators from this targeted school attended monthly focused visits to P10X (main site and off- sites), and were given half-day workshops on Applied Behavior Analysis which were facilitated by the P10X School Based Coaches. The success of this partnership led to P10X being recruited by the New York City Department of Education Learning Partners Program. In June 2015, P10X was selected to be a host school for this program. The goal is for P10X to share its strong practices, learning systems, structures, and strategies to strengthen particular areas of practice with assigned partnership schools.

P10X uses the SANDI (Student Annual Needs Determination Inventory) Assessment within our 12:1:4 and 12:1:1 Alternate Assessment populations. In regards to curricula used, the 12:1:4 program uses two curricula from AbleNet: EQUALS (Math) & STEM (ELA/Science). In September 2015, P10X will expand the SANDI assessment to students classified as Alternate Assessment in the 8:1:1 and 12:1:1 autistic programs. SANDI assesses students in order to develop IEP goals connected to the Common Core Learning Standards (CCLS). P10X has piloted the FAST (Formative Assessments of Standards Tasks) which is an interim assessment based on the baseline results of SANDI. In September 2015 P10X will expand the FAST interim assessments to 12:1:1 Alternate Assessment, 8:1:1 AU and 12:1:1 AU.

The 12:1:1 Alternate Assessment students use the following: ELSB (Early Learning Skills Builder), Early Numeracy, Teaching to Standards ELA, Explore American History, Explore Math, and AbleNet STEM/ Science.

The 6:1:1 program for students with autism utilizes the following for curricula: ABLLS-R (Assessment of Basic Language & Learning Skills-Revised), Foundations, Language for Learning, and Connecting Math Concepts. Assessment results are used to develop individualized instruction and select instructional targets. These research based programs were chosen because they have been shown to enhance student language skills.

Ready Gen ELA curriculum is used for 8:1:1 and 12:1:1 ED standardized students. Treasures ELA curriculum is implemented for the 8:1:1 and 12:1:1 students with Autism. The Math In Focus curriculum is used for 8:1:1 and 12:1:1 ED as well as 8:1:1 and 12:1:1 students with Autism.

P10X also implements intervention and direct instruction programs as follows: Foundations intervention is used for both standardized and alternate assessment students, to improve phonemic awareness. In addition, P10X implemented a Core Vocabulary program after one of its inquiry teams found that this approach expanded communication skills for 12:1:4 students.

Technology is infused into all curriculum areas for all populations. P10X has actively pursued grant funding to expand technology integration throughout instruction. P10X has set up multiple computer labs at different sites, and have installed Smart Boards in all classrooms. Staff has received training to integrate Smart Board technology throughout instruction. P10X has received numerous grants over the last several years including multiple Reso A Grants, Middle School grants, iPad grants, etc to purchase Smart boards, desktops, iPads, laptops, etc. benefiting all sites. Many

alternative augmentative communication devices (AAC) are used with our students in the 12:1:4 and 6:1:1 class ratio. Speech teachers and classroom staff work collaboratively to use assistive technology devices.

P10X has a school-wide Communication Committee to ensure that instructional best practices are being implemented for students in Alternate Assessment throughout the school. This committee consists of speech teachers who share their findings with classroom teachers. Their primary focus is to improve communication skills for all students, but especially for students with limited language and non-verbal pupils.

The standardized and alternate 8:1:1 and 12:1:1 P10X populations incorporate a Positive Behavior Supports (PBS) program, "We've Got the P10X POWER", that our PBS Committee monitors. P10X staff have been trained in Life Space Crisis Intervention (LSCI) and Therapeutic Crisis Intervention (TCI). The 6:1:1, 8:1:1 and 12:1:1 autistic populations utilize ABA based, empirically supported behavior management strategies. Classroom staff, related service providers, and parents are trained in order to provide consistent structure and behavioral supports in school and across the community. The goal of our program is to help students develop the academic and social skills necessary to transition into a less restrictive environment.

P10X has multiple Community Partnerships that include several Reso A Grants from the city council and the Bronx Borough President. The school has a partnership with Marquis Studios to expose our students to the performing arts. P10X has worked with the Carbone Clinic to train lead teachers in turn keying ABA methodologies used in instructing students with Autism.

P10X also has partnered with CS300X and the Trust for Public Land to build a playground for all students in the Twin Parks Campus, including the local community, to use. P10X students participated in selecting features of the park and in planting on school grounds. P10X has three inclusion programs from grades K-12 in which our students attend general education classes in the community schools. P10X also facilitates a Title III program in which ELL students and parents attend weekend / Saturday trips to landmarks such as Yankee Stadium and the Bronx Zoo to expose students and families who are not native to New York/ and the U.S to their local community .

We believe that the programs, assessments, curricula, interventions, initiatives and partnerships that the school has collaboratively and carefully chosen, based on research and alignment with Common Core, support our school's mission statement:

" In accordance with P10X's belief that all children can learn, our students with active participation with parents, community and staff will learn to the best of their ability in a safe and supportive environment, which respects the individuality of all students. P10X strives to promote high expectations and standards for students through professional development and continued self evaluation to improve outcomes for our students to participate in the least restrictive environment. "

We believe that P10X has made the most strides in the area of Rigorous Instruction by selecting curricula that have already been identified as aligned with the CCLS (Math in Focus, Ready Gen, Expeditionary, EQUALS, Attainment ELBS, Early Numeracy, Right On, Explore Math, Exploring American History). Assessments that align with the CCLS have also been selected (SANDI, ABLLS). In addition, P10X lesson plans are required to have differentiated tasks that appropriately challenge students of different cognitive levels that are aligned or connected to the CCLS.

Professional Learning Communities (PLCs) have been tasked with developing higher order Depth of Knowledge (DOK) questions for a variety of populations. For example, a menu of general questions has been developed as a guide to help teachers address all DOK levels. Questions have also been developed for content specific curriculum. During curriculum mapping, PLCs are creating teacher questions specific to content within curriculum units (For example: STEM) that cover DOK levels appropriately challenging for all learners.

Impact:

The impact of this work has accelerated student achievement as evidenced by pre and post assessment growth in Fountas & Pinnell, SANDI, ABLLS-R and curriculum assessments as well as IEP goal mastery summarized in the P10X Benchmark System , observation reports, and informal walk-throughs.

P10X also continues to demonstrate strength in the area of Collaborative Teachers . We have facilitated extensive professional development for all school staff to improve teacher practices aligned with the Danielson Framework. Ongoing PD's address in depth Planning and Preparation, Behavior Management, Questioning & Discussion Techniques, Engaging Students in Learning and Assessment in instruction. Teachers are tasked with incorporating differentiated activities informed by baseline assessments for students on all levels of performance within the classroom. Teachers incorporate the DOK levels when designing questions for instruction to increase rigor. Students are encouraged to have discussions even if prompting and/or scripting is required for students with developmental delays.

The P10X school community incorporates the Danielson Framework for Teaching by providing ongoing in depth professional development for teachers across all domains. Teachers have created tool kits that address multiple Danielson Framework components for best practices. For example, teachers created a menu of student to student discussion structures that are appropriate for different populations.

The instructional focus of P10X is for the improvement of ELA/communication skills for our students. For example, within our Professional Learning Communities, teacher groups have discussed and developed the improvement and expansion of our teacher questioning techniques.

Key areas of focus for this school year : P10X still has room to develop in the area of Rigorous Instruction regarding assessment. For the next school year, P10X will continue to fine tune the IEP Benchmark system used to track monthly student progress, to monitor evidence of student achievement on IEP goals. Also, P10X will be implementing the FAST and interim assessment based on SANDI assessment results. P10X will continue to work on improving standardized assessment student outcomes as evidenced by growth in curriculum assessments, interim assessments, and other local and state assessments. In addition, student self- assessment and peer-to-peer assessment will be an area of focus so that students are aware of their next steps toward achieving their goals.

75X010 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,11,12	Total Enrollment	501	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		83.1%
% Free Lunch	75.1%	% Reduced Lunch		1.7%
% Limited English Proficient	19.9%	% Students with Disabilities		99.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		32.0%
% Hispanic or Latino	58.1%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	6.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the results of a needs assessment from the School-Based Coaches, in collaboration with classroom teachers, it was found that 6:1:1 students with autism in grades 3-5 lack expressive language skills, specifically labeling skills. Students require these expressive language skills in order to navigate and understand their surroundings. Labeling is a pre-requisite skill for all academic and social areas including communication, reading comprehension, and math. The performance of the students will be assessed with section G (labeling) in the Assessment of Basic Language and Learning Skills- Revised (ABLLS-R).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, targeted students with autism in 6:1:1 in grades 3-5 will increase labeling skills as evidenced by a 10% increase over October baseline in section G of the ABLLS-R assessment.

Part 3 – Action Plan

<p>-Supporting and hosting Family Day events (Fall Ball and Carnival).</p> <p>- Parent Coordinator has a Resource Center/Area with valuable information regarding community resources.</p> <p>- Providing written and verbal progress reports that are periodically given to parents informing them of their child's progress.</p> <p>- Support parents through IEP mandated Parent Counseling and Training sessions.</p> <p>- Parents are invited on community based trips.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> ● School-based and District-based Professional Development workshops (Ongoing throughout the year) ● School based coaches and classroom teachers provide training to paraprofessionals on questioning students during ITT ● Monthly Professional Learning community (PLC) meetings to discuss teaching procedure/ error correction. ● Six half day school based Professional Development workshops ● Provide Parent Training on labeling skills ● School based coaches provide support for 6:1:1 teachers (Ongoing throughout the school year) ● Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback ● Monthly Team Meetings for classroom staff to discuss student progress <p>Twice weekly teacher common prep meetings to discuss best practices</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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1. By February 2016, students will have a 5% increase over the October baseline in Section G of the ABBS-R assessment.

2. Probe data taken on labeling skills located in student IT binder.

3. P10X monthly Benchmark System review with a focus on section G labeling goals.

4. Possible "Program Changes" based on daily student probe data.

5. Monthly administration review of IEP benchmarking tracking system focusing on ELA goal of

6 labeling.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The P10X 8:1:1 autism Professional Learning Community found that 8:1:1 autism students exhibited maladaptive behaviors that interfered with progress in academics. Through Inquiry Team collaboration, teachers found that a self assessment behavior program addressed the maladaptive behaviors that interfered with learning, thus resulting in accelerated academic growth.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, implementation of the P10X designed “Self Assessment” behavior program for alternate students in 8:1:1 autism population grades K-5, will result in academic growth in ELA as evidenced by 10 % improvement over October baseline in SANDI assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Targeted alternate assessment students in 8:1:1 autism will be assessed by teachers using the SANDI ELA sections (September/October and May)</p>	<p>8:1:1 students with autism grades K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teachers of 8:1:1 students with autism, School Based Coaches</p>

<p>Teachers will conduct the FAST interim assessment to monitor student progress in ELA</p>	<p>8:1:1 students with autism grades K-5</p>	<p>Nov 2015 and February 2016</p>	<p>Teachers of 8:1:1 students with autism, School Based Coaches</p>
<p>Teachers will implement the student self-assessment behavior program daily</p> <ul style="list-style-type: none"> ● Provide parent workshops on communication/social interactions for students 	<p>8:1:1 students with autism grades K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teachers of 8:1:1 students with autism, School Based Coaches</p>
<p>-Provide parent workshops on communication/social interactions for students</p> <p>- Holding of Annual Parent Info Day at each P10X site to inform parents of school policy; specific methodologies, curricula and Behavior programs specific to each population.</p> <p>- Hosting educational family events/activities during Parent/Teacher Conferences and throughout the year.</p> <p>- Encouraging meaningful parent participation on School Leadership Teams and Parent Association.</p> <p>-Supporting and hosting Family Day events (Fall Ball and Carnival).</p> <p>- Parent Coordinator has a Resource Center/Area with valuable information regarding community resources.</p> <p>- Providing written and verbal progress reports that are periodically given to parents informing them of their child's progress.</p> <p>- Support parents through IEP mandated Parent Counseling and Training sessions.</p> <p>- Parents are invited on community based trips.</p> <ul style="list-style-type: none"> ● Hosting educational family events/activities during Parent-Teacher Con 	<p>Parents of 8:1:1 students with autism grades K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teachers of 8:1:1 students with autism, Speech Teachers P10X administration, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **School-Based and District-based Professional Development workshops (Ongoing through the year)**
 - **School Based coaches and classroom teachers provide training to paraprofessionals on student self assessment during instruction.**
 - **Monthly Professional Learning community (PLC) meetings to discuss Self-Assessment Behavior Program and ELA progress.**
 - **Provide Parent Training on student Self-Assessment.**
 - **School based coaches provide support for 8:1:1 teachers (Ongoing throughout the school year)**
 - **Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback**
 - **Monthly Team Meetings for classroom staff to discuss student progress**
- Twice weekly teacher common prep meetings to discuss Behavior Program**

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	PTA Funded	In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. By 2016, implementation of the P10X designed “Self Assessment” behavior program for alternate students in 8:1:1 autism population grades K-5, will result in academic growth in ELA as evidenced by 5% improvement over October baseline in SANDI assessment.
2. **Teachers review of P10X monthly benchmark data with a focus on ELA goals on labeling.**
3. **Administration will review Individual Educational Plan (IEP) Benchmarking System on a monthly basis focusing on ELA goals on labeling.**

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on needs assessment data from speech and classroom teachers over the last two years, it was found that students in the 12:1:4 ratio had difficulty with expressing their needs and wants as well as commenting, requesting and responding on a topic. It was discovered that they lacked these skills needed for daily interaction and communication. The performance of the students will be assessed by using an assessment created by P10X speech teachers. The assessment will track the accumulation of core vocabulary words used throughout the school day.

Last year P10X organized an Inquiry Team to address the use of core vocabulary during the school day for 12:1:4 students in grades K-5. The Inquiry Team process included planning and professional development trainings and it created a baseline assessment. There was significant measurable progress of the targeted students in their use of core vocabulary, both in contrived situations and spontaneously. The program’s proven success led to its expansion this year to 12:1:4 students in grades 6-8 and to 1st grade 6:1:1 students with autism.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, targeted students in the 12:1:4 population grades K-8 and 1st grade 6:1:1 autism will use core vocabulary words from "Give Me 20" , using their preferred mode of communication (PMC), during school based activities as evidenced by a 10% increase from baseline P10X Speech Assessment .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Targeted 12:1:4 and 6:1:1 students will be given a communication assessment to determine his/her individualized communication system by October 2015.</p> <ol style="list-style-type: none"> 1. Baseline assessment on core vocabulary words will be conducted by October 2015. 2. Speech teachers give PD to 12:1:4 and 6:1:1 teachers on how to incorporate core vocabulary words in the natural teaching environment. 3. Targeted vocabulary words are chosen on an individualized basis. 4. Lessons are planned (in collaboration with the speech teacher) to include the targeted vocabulary words during whole/small group and 1:1 direct instruction. 5. Use of scripted dialogues (adapted) from “Give me 20” during instruction. 	<p>12:1:4 students in grades K-8 and 6:1:1 1st grade students in autism</p>	<p>Targeted 12:1:4 students will be given a communication assessment to determine his/her individualized communication system by October 2015.</p> <p>Baseline informal speech assessment on core vocabulary words will be conducted by November 2015.</p> <p>Monthly meetings between classroom and speech teachers</p> <p>Bi-Monthly 12:1:4 speech meetings and data review held in February and April 2016.</p> <p>Summative informal speech assessment on core vocabulary words will be conducted by May/June 2016</p>	<ol style="list-style-type: none"> 1. Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback 2. Teacher Inter-visitations 3. Speech teachers provide training to classroom staff on individual communication systems. 4. Speech teachers collaborate with classroom teachers on how to incorporate targeted vocabulary words. 5. Speech teachers push-in for related services (Ongoing throughout the year) <p>a. Classroom teachers will collaborate with speech teachers on individualized student communication systems.</p>

<p>6. Contriving or “sabotaging” situations to initiate spontaneous use of targeted vocabulary word.</p> <p>7. Staff “modeling” and using the core words to promote vocabulary exposure</p>			<p>6. Communication Committee meetings (Monthly)</p> <p>Bi-Monthly meetings (speech and classroom teachers who service 12:1:4) to review data and modify instruction and speech strategies</p>
<p>including communication for all learners and curricula specific to each popul</p> <p>● Hosting educational family events/activities during Parent-Teacher Confe</p> <p>- Provide parent workshops on communication/social interactions for students.</p> <p>- Holding Annual Parent Info Day at each site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each student population.</p> <p>- Hosting educational family events/activities during Parent/Teacher Conferences and throughout the school year.</p> <p>- Encouraging meaningful parent participation on School Leadership Team and Parent Association.</p> <p>-Supporting and hosting Family Day events (Fall Ball and Carnival).</p> <p>- Parent Coordinator Resource Center/Area with valuable information regarding community resources for parents.</p> <p>- Providing written and verbal progress reports that are periodically given to parents informing them of their child's progress.</p> <p>- Support parents through IEP mandated Parent Counseling and Training sessions.</p>	<p>12:1:4 students in grades K-8 and 6:1:1 1st grade students in autism</p>	<p>Sept 2015-June 2016</p>	<p>Teachers of 12:1:4 , 6:1:1 autism students,</p> <p>P10X administration,</p> <p>Speech Teachers</p> <p>Parent Coordinator</p>

- Parents are invited on community based trips.			
-Parents will complete questionnaire called "Parent Reflection" to inform next steps in assisting parents using core vocabulary with their child at home.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> ● School-Based and District-based Professional Development workshops (Ongoing throughout the year) ● Speech teachers and classroom teachers provide training to paraprofessionals on core vocabulary ● Monthly Professional Learning community (PLC) meetings to discuss core vocabulary ● Provide Parent Training on core vocabulary. ● Speech Teachers provide support for 12:1:4 and 6:1:1 teachers (Ongoing throughout the school year) ● Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback <p>Monthly Team Meetings for classroom staff to discuss student progress</p>										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
<ol style="list-style-type: none"> 1. By February 2016, targeted students in 12:1:4 population and 6 :1:1 Population will have a 5% increase from baseline Core vocabulary data located in student portfolios. 2. Speech teachers attend monthly Communication Meetings (agendas and sign-in sheets) 3. Improved outcomes from Communication Assessments 4. Monthly graphing of student progress. 									
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.									

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the 2012 P10X Quality Review, it was found that the school needed to more carefully monitor interim assessment growth for alternate assessment students. As a result, 10X has implemented new Attainment curriculum in Math for the 12:1:1 population that is aligned with the Common Core Learning standards and provides ongoing assessments within each lesson, and is divided into sub topics/skills. P10X will also administer the FAST interim assessment to monitor progress throughout the school year to better inform instructional modifications that may be needed.

In addition, P10X Teachers and administration will review Individual Educational Plan (IEP) benchmarks through a newly expanded P10X IEP Benchmarking System.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be improved student proficiency in math for students in the 12:1:1 alternate assessment program in grades 1-8 through rigorous instruction and the use of questioning techniques as measured by a 5 % increase in scores over October baseline in SANDI.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>P10X will ensure 12:1:1 AA student growth in math by carefully monitoring student achievement at baseline and periodically throughout the school year:</p> <ol style="list-style-type: none"> 1. Math assessments- SANDI completed in October and May) 2. Administrators will provide training in the implementation of the new Attainment curriculum Sept/Oct/Nov 3. Teachers will assess students using Attainment Assessments 4. Administrator will set up Inter-visitations (Ongoing) 5. Administrators will provide workshop on appropriate questioning techniques to help 6. Administrators will schedule Common Preps for teachers to discuss program, assessment, and student work. 7. Staff will receive support from District Coaches 8. Instructional focus will be adjusted based on interim assessment data from Attainment curriculum, monthly IEP benchmark reviews 	<p>12:1:1 Alternate Assessment students</p>	<p>SANDI assessments administered in October for formative assessment.</p> <p>Each month data is reviewed from student portfolios, curriculum assessments, and IEP benchmark data.</p> <p>FAST interim assessments: November and February;</p> <p>SANDI is administered for summative data in May</p>	<p>Teachers meet twice weekly during common preps to review student data, individual student work samples, and best practices.</p> <p>In addition, teachers will meet monthly in</p> <p>PLC's that concentrate on using data from curriculum assessments to adjust teaching practices and instruction (September through June)</p> <p>PLC will look at IEP benchmark data to determine if students are on a trajectory to master IEP benchmarks.</p> <p>District coach will assist teachers throughout P10X</p> <p>Administration monitors SANDI, FAST, IEP benchmark data.</p>

<p>and November and February interim FAST assessments.</p> <p>9. Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of math assessments to inform instruction. (Ongoing throughout the year).</p> <p>8. Parental notification of student progress and achievement.</p>			
<p>Holding Annual Parent Info Day at each site to inform parents of school policy; and to discuss spe</p> <ul style="list-style-type: none"> - Holding Annual Parent Info Day at each site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each student population. -Hosting educational family events/activities during Parent/Teacher Conferences and throughout the school year. - Encouraging meaningful parent participation on School Leadership Team and Parent Association. -Supporting and hosting Family Day events (Fall Ball and Carnival). - Parent Coordinator Resource Center/Area with valuable information regarding community resources for parents. - Providing written and verbal progress reports that are periodically given to parents informing them of their child's progress. - Parents are invited on community based trips. - 	<p>Parents of 12:1:1 Alternate Assessment students</p>	<p>September 2015 through June 2016</p>	<p>12:1:1 Teachers, parent coordinator and P10X administration.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- **School-based and District-based Professional Development workshops (Ongoing throughout the year)**
- **School based coaches and classroom teachers provide training to paraprofessionals on Attainment curricula**
- **Monthly Professional Learning community (PLC) meetings to discuss student progress in math**
- **Provide Parent Training on Attainment curriculum.**
- **District based coach and lead teachers provide support for 12:1:1 teachers (Ongoing throughout the school year)**
- **Administration will perform formal and informal observations for teachers and conduct post observation meetings to provide teachers with feedback**
- **Monthly Team Meetings for classroom staff to discuss student progress**

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be improved student performance for 12:1:1 alternate assessment students as evidenced by a 2% increase in the Fast assessment from baseline in November.

- Curriculum math assessment data located in student portfolios.
- 12:1:1 teachers attend monthly PD and Professional Learning communities to share student progress (agendas and sign-in sheets)
- Improved outcomes as indicated on FAST Assessment
- Monthly review of IEP benchmark data

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P10X reviewed data and results from the NYC School Survey (SY 2014/15 & 2013/14) and found that only 47% of parents responded to the questionnaire in SY 2014/15 and 45% of parents in SY 2013/14. We audited the sign in forms from both Parent/Teacher Conferences from SY 2014/15 and discovered that 43% of parents met with their child’s classroom teacher. P10X believes that parent participation is crucial for students to learn to the best of their ability. We strongly believe in an open line of communication in which parents know what skills we are working on with their children and how much progress they are making.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in the number of parents attending parent teacher conferences for November 2015 and March 2016 and other school based functions for students as evidenced by sign-in forms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Holding an annual Parent Curriculum Meeting at each P10X site to inform parents of school policy; and to discuss specific methodologies and curricula specific to each population. • Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association); <p>-Supporting/Hosting Family Day Events; such as Fall Ball and Carnival.</p> <p>-Parent Coordinator has a Parent Resource Center/Area with valuable information regarding Community Services.</p> <p>-Providing written and verbal Progress Reports that are given to parents to keep them informed of their children's progress.</p> <p>-Implementation of School Messenger voicemail system to communicate important messages and events to parents</p> <p>-Classroom Newsletters</p> <p>-Daily Communication Logs sent home.</p> <p>-Invite parents to culminating and special classroom events.</p>	<p>Parents of Students in all populations</p>	<p>Sept 2015- June 2016</p>	<p>P10X Administration, School-Based Coaches, Site Unit Teachers, P10X Teachers, Related Service providers, Parent Coordinator</p>

<p>-Provide parents information on the Marquis Studio partnership for our ELL students.</p> <p>-IEP mandated Parent Counseling and Training sessions</p> <p>- Parents are invited on Community Based Trips.</p> <p>- The Parent Coordinator will facilitate monthly parent workshops based on parent needs assessment which includes communication, behavior management, ADL skills, sensory integration, and homework.</p> <p>- Parent outreach by teachers for Parent Teacher Conferences.</p> <p>- Title III Program in which ELL students and parents attend weekend trips to Bronx Landmarks.</p> <p>• Supporting or hosting Family Day events; (Fall Ball; Carnival)</p> <p>• Parent Coordinator has a Parent Resource Center/Area with valuab</p> <p>• Invite parents to culminating and special events.</p> <p>• Provide parent information on the P10X Marquis Studio partnership</p> <p>• IEP mandated Parent Counseling and Training sessions</p> <p>• Parents are invited on community based t</p> <p>• Parent Coordinator will facilitate monthly parent workshops bas</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Purchase of School Messenger voicemail system
- School-Based Professional Development workshops (Ongoing throughout the year)
- School Based Coaches, Related Service providers and classroom teachers provide trainings to parents on instructional and behavioral strategies that can be followed up in the home environment.
- Inclusion of “parent component” in the weekly P10X Administrative cabinet meetings.
- Parent newsletter (Quarterly)
- Award and gift certificate to parents of students who have 100% attendance
- Project Arts to facilitate partnership with Marquis Studio
- Tax Levy facilitate partnership with Marquis Studio

Title III monies to facilitate parent participation

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 5% increase in the number of parents attending P/T Conferences and other parent events evidenced by the number of parents that signed in for these events.

1. Sign-in forms for Parent Curriculum meetings (at each P10X site).
2. Sign-in forms from Parent/Teacher Conference (November 2015) Sign in forms for P10X Fall Ball
3. Sign-in forms from Parent/Teacher Conference (March 2016)
4. Sign in forms for Marquis Studio events
5. Sign in forms for P10X Carnival
6. Sign in forms for P10X Field Day
7. Sign in for Parent Workshops, Classroom Celebrations

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students identified as far below grade level in ELA by NYS ELA Test	<p>P10X provides several different intervention and curriculum programs for students in AIS:</p> <p>The program is implemented for Kindergarten through 4th grade Standardized Assessment students and for some Alternate Assessment students where appropriate. The Foundations program addresses phonemic awareness, phonics, word and syllable study, sight word instruction, fluency, word and sentence writing practice, and comprehension.</p> <p>Sensory Integration programs are used with Alternate Assessment students. The Get Ready to Learn Program and the P10X Sensory Program create a foundation for function that will increase on-task behavior and place students in an optimal state to learn</p>	Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences	All AIS is provided during the school day.

		<p>to the best of their ability.</p> <p>P10X uses the Toon Boom technology based interactive strategy for Middle school students attending our After School Program. Toon Boom is an innovative strategy that enables students to demonstrate their reading comprehension through animation.</p>		
Mathematics	Students identified as far below grade level in math by NYS Math Test	<p>Test preparation materials supplement the math Standardized Assessment AIS program.</p> <p>P10X uses the Toon Boom technology based interactive strategy for Middle school students attending our After School Program. Toon Boom is an innovative strategy that enables students to demonstrate their mathematical reasoning through animation.</p>	Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences	All AIS is provided during the school day.
Science	Students identified as far below grade level in science and NYS ELA Test	Test Preparation materials are used for AIS in Science .	Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences	All AIS is provided during the school day.
Social Studies	Students identified as far below grade level in Social Studies and NYS ELA Test	Test Preparation materials are used for AIS in Social Studies	Methods of delivery include small-group instruction, push-in 1:1, individual	All AIS is provided during the school day.

			tutoring and conferences	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		At-risk services provided by the Guidance Counselors include the implementation of a Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) are used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills.	Intervention is provided using push-in and/or pull-out , small groups and 1:1 conferences	All AIS is provided during the school day.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1st 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 with 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 to 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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>P10x</u>	DBN: <u>75X010</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>18</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>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</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: P10X'S Language Instructional program "Language Through Community Immersion" funded by Title III will help ELL students further their level of English proficiency through a Saturday program. The four Saturday instructional program will run for four hours each Saturday from 9:00a.m.-1:00p.m. on the third and fourth Saturday in April and first and second Saturday in May. The first hour will be spent in the school working on our project. The other three hours will be spent on the community outing with the parents and the students. Of the 81 students in the P10X ELL Program, 18 elementary students will be invited to attend the Title III instructional program. The students who will be attending this program will have an IEP ratio of 6:1:1 (K-2grades) or 12:1:4 (K-2grades) and are in alternate assessment. If there are three 6:1:1 classes, a certified ESL teacher or bilingual will be leading instruction in each class. If there is a 6:1:1 group and a 12:1:4 group, the 12:1:4 group will be divided in half in order to intensify instruction for each group of students. Four paraprofessionals will be part of the Title III program. An art/technology teacher and an APE teacher will complete the pedagogues teaching the Title III program in order to provide students with support as they go on their community outings. The first language of all these students is Spanish. The language of instruction will be English. All of the students who will be participating in the Saturday Title III program are at the beginner level of language acquisition. These 18 students were chosen based on the results of the Brigance, ABLLS, and Sandi Assessments to participate in this program in order to enhance their communication skills and improve their scores on the NYSESLAT.

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

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

Part C: Professional Development

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

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

-
Title III funds will be used to help increase parent participation and awareness of opportunities for engagement and communication for their children in their Bronx community. Funds will be used for three community outings and a culminating event at the main site on the fourth Saturday. The outings will be three hours in length from 10:00 AM to 1:00PM. The third and fourth Saturday in April and the first and second Saturday in May. These outings will be conducted by the bilingual and ESL teachers. The technology teacher will assist with each Saturday outing on the use of the Ipads and all the applications. On the fourth Saturday he will bring everything together to create each child's travelogue.

Parents will have the opportunity to work with their children on enhancing communication skills through technology on a one to one basis on the outings. Parents will also participate on the fourth Saturday in a Move to Improve workshop conducted by our APE teacher. Parents will be invited to attend this program through the official Title III letter, located on the DOE website, in their native language. All correspondence (invitation, reminders, etc.) will be in their native language. Spanish

Part D: Parental Engagement Activities

interpreters will be available throughout all workshops and during activities with their children.

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

Part E: Budget

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

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$7725.78</u>	Instructional Program: (Total:\$5673.84) <u>1 Administrator X 4 Saturdays X 4 hours X 52.84 = \$845.44 9:00am-1:00pm</u> <u>2 bilingual teachers X 4 Saturdays X 4 hours X \$50.50 = \$1,616.00 9:00am-1:00pm</u> <u>1 ESL teacher X 4 Saturdays X 4 hours X 50.50 = 808.00</u> <u>1 Art/Technology teacher X 4 Saturdays X 4 hours X \$50.50 = \$808.00</u> <u>1 APE teacher X 1 Saturday X 4 hours X \$50.50 = \$202.00</u> <u>3 para professionals X 4 Saturdays X 4 hours X 29.05 = \$1,394.40</u> Professional Development: (Total: <u>\$2051.94</u>) <u>1 Administrator X 3 Afterschool PD's X 2 hours X \$52.84= \$317.04</u> <u>4 Teachers X 3 Afterschool PD's X 2 hours X 50.50= \$1212.00</u> <u>3 Paraprofessionals X 3 Afterschool PD's X 2 hours X 29.05 = \$522.90</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,356.22</u>	- <u>VGA Adapter \$29.11 x 2 = \$58.22</u> <u>6 Apple Ipad 2 @ \$383.00= \$2298.00</u>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$710</u>	<u>Instructional Saturday Program/Travel for Students: Metrocards for students for travel to Bronx Outings: \$355.00</u> <u>Parent Involvement/Travel for parents for travel to Bronx Outings \$355.00</u>
Other	<u>\$1336.00</u>	<u>Admission Fees for Instructional Outings:</u> <u>Bronx Zoo</u> <u>Students@\$5 x 18 =\$90</u> <u>Parents @ \$15 x 18 =\$270</u> <u>Chaperones @\$10x8=\$80</u> <u>Botanical Gardens</u> <u>Students@\$3x18=\$54</u> <u>Parents@\$13x18=\$234</u> <u>Chaperones @\$13x8=\$104</u> <u>Yankee Stadium</u> <u>Students@\$8x18=\$144</u> <u>Parents@\$10x18=\$180</u> <u>Chaperones@\$10x8=\$180</u>
TOTAL	<u>\$12,128.00</u>	<u>\$12,128.00</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Bronx	School Number 010
School Name P10X		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Barbara Hanson	Assistant Principal Elissa O'Brien
Coach Deirdre Leggio	Coach Jeannine Sam
ENL (English as a New Language)/Bilingual Teacher Wanda Cruz, Leslie Hack	School Counselor Bruce Breier
Teacher/Subject Area Cindy Mercado-Rondon ENL	Parent Veronica Sterling
Teacher/Subject Area Gia Theodore ENL	Parent Coordinator Laverne Hamilton
Related-Service Provider Giselle Ferreira	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	492	Total number of ELLs	89	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	89
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	17	0	17	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	52	1	56	11	0	11	9	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

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
SELECT ONE Spanish	3	3	8	3	0	0	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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	8	7	12	8	7	3	6	7	4	0	0	1	2	0
Chinese														0
Russian														0
Bengali	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Urdu														0
Arabic	0	1	0	0	1	1	0	0	0	0	0	0	0	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Twi Bahari	1	0	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	9	8	13	10	8	5	4	8	4	0	0	1	1	0
Emerging (Low Intermediate)	0	0	5	1	1	0	2	0	1	0	0	0	1	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	2	2	0	0	1	1	1	0	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	2	0
5	0	0	0	2	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	22	5	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	18	0	9	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other <u>0</u>	0	0	0	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P10X uses the ABLLs assessment, Sandi assessment, the NYC ELA & Math assessment, and the NYSAA assessment depending on the student's classification. These assessment tools give us the student's present level of performance. This data is used to target the students' deficits in language acquisition and all instructional domains. Instruction in all domains is aligned with the needs identified by these assessments. These assessments are used to create the students' IEP goals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Many of our students have not acquired a level of language proficiency in their native language and therefore will need to first acquire that level of proficiency. The data from the NYSITELL confirms this. The yearly data from the NYSITELL for our alternate assessment students reveals that language acquisition is delayed and that intensive language and communication instruction is needed. The data patterns reveal that our students in standardized assessment that do well on the NYSITELL, score better on the NYS ELA and Math tests.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The information provides the percentage of students making progress in English. Percentage of students attaining English Language proficiency. Students making adequate yearly progress as required. The ESL, bilingual, and monolingual classroom teachers review the data from the NYSITELL and develop Annual Measurable Objectives for our students to increase the students' English proficiency. All students show higher performance on the Listening/Speaking section of the test, than the Reading/Writing section of this assessment. It is also evident that standardized assessment students that do well on the Reading/writing section of the NYSITELL do better on the NYS ELA and Math tests.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Students who are identified as at risk for not meeting standards in one or more subject areas are provided with intervention services. Student performance is assessed periodically to measure progress in academic subjects and English language proficiency. Interventions are adjusted or increased based on periodic assessments to better meet the needs of the students.
6. How do you make sure that a student's new language development is considered in instructional decisions? The results of the NYSITELL and teacher made assessments are used to measure students' acquisition of English. When the results of these assessments indicate that the student has increased their level of English proficiency the amount of instruction in English is increased. Word banks and word walls are used in all subject areas to increase all students' vocabulary. We continue to assess the English proficiency of each ELL student throughout the year to inform us of students' progress.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

P10X does not currently feature a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success of our ELL program is evaluated by the success of our students, this is measured by the results of the NYSITELL and the assessment tool used for each child's population. The goal for ELL students is the same for all students; to enable them to achieve a better understanding of the English language so that their speaking, listening, reading, writing skills, and communication abilities will allow them to meet English Language Arts standards, to improve their test scores and to become more confident students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The Home Language Survey is administered and if it reveals that the student has a home language other than English the LPT is formed and reviews evidence of the student's English language development. If the LPT recommends the student takes the NYSITELL. Student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. If the LPT recommends the student NOT take the NYSITELL. LPT's recommendation is sent to the principal. If upon review, principal determines the student should take the NYSITELL the student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. Upon review, superintendent or designee determines the student should take the NYSITELL. Student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. If upon review, principal determines the student should Not take the NYSITELL. Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review, superintendent or designee determines the student should Not take the NYSITELL. Parent is notified. ELL identification Process terminates.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the initial intake parents are asked about the students' prior education and if there was a period of time when the student did not attend school. The oral interview questionnaire is completed. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the "Literacy Evaluation for Newcomer SIFE" (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC> As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYITELL.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

All of our students are first evaluated at the CSE. If a student is not identified as an ELL student, we ask the parents/guardian if a language other than English is spoken in their home. Our LPT team includes our two bilingual teachers, our two ESL teachers, each sites unit teacher, and our assistant principal responsible for ELL compliance.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
In District 75, this process is done at the CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
A student who has undergone the ELL Identification Process may go through the ELL Re-Identification process. The re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELKL to request that the ELL Identification Process be administered a second time.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In District 75, this process is done at the CSE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Program selection is done at the CSE level.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75, this process is done at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In District 75, this process is done at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). These forms are retained in SESIS and in student confidential files. Student confidential files are maintained by the student's ESL or bilingual teacher, classroom teacher, unit teacher, and site administrator. All staff that are responsible for knowing the student's IEP and are listed on the 408 form are responsible for the materials in the confidential folder. All original documents are kept in the student's confidential folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
ATS provides the school with the NYSESLAT Eligibility Roster (RLER) and the (LAT) list of all students entitled to receive the NYSESLAT. Wanda Cruz, Leslie Hack, Cindy Mercado, and Gia Theodore administer the NYSESLAT to our entitled students. Two teachers must administer the NYSESLAT to each ELL student individually at all our nine sites. A tracking sheet is maintained to ensure that all ELL students receive the four parts of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are sent home by the ESL and bilingual teachers to all ELL students. After the letters are sent home the parents are called to confirm receipt of the letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our programs are aligned with parent requests. However, the program/services that are given at the CSE level, are generally what the parent accepts.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

We use the integrated model and the stand alone. The students are grouped by classification and age. Social Studies and native language arts are taught in HLA in TBE program. This is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. Students are grouped by age and functional level.
 - b. TBE program. *If applicable.*

We have two bilingual classes one for 12:1:4 elementary age students and a 6:1:1 class also for elementary age students. The TBE programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core aligned to accelerate student achievement. Students are in heterogeneous groups and are all in grades K-2..
 - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

There are 5 proficiency levels the student can be part of, they are Beginner/Entering, Low Intermediate/Emerging, Intermediate/Transitioning, Advanced/Expanding, and Proficient/Commanding. TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English Proficiency increases, more of his/her instructional day is spent learning in English. The students in the bilingual class receive the mandate of 180 minutes of native language instruction and a minimum of 250 minutes of ESL instruction.
3. Describe how core content is delivered in each program model. 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.

In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his/her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. Freestanding ENL provide instruction in English with home language support, emphasizing English language acquisition.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

Evaluation of students' achievement with checklists, informal testing, periodic assessments, and teacher observation in all four modalities. The Sandi assessment, NYC periodic assessment, and the NYSELAT also provide evaluative data.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

All of our students are in special education and have an IEP. The students are assessed individually to establish their level of proficiency. This data is used to inform instruction. To help SIFE students increase their speaking, listening, reading, writing skills, we use books in Native Languages, provide multicultural instruction and small group instruction, have residency programs in which teaching artists integrate arts across the curriculum, adapt literacy materials, to meet the needs of students with severe disabilities, and use augmentativecommunication devices. ELL's receiving for 4 to 6 years utilize the Foundations curriculum, Language for Learners, Math in Focus and the Stem curriculum to help develop language and content knowledge in English. This program also assists these ELL's in acquiring the skills necessary to fully function in their environment. Former ELLs are students who had been identified as English language learners and subsequently exited from ELL status. For at least two

- Chart** years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
The principal must provide additional support services to the student. The students will still receive a rigorous academic program and also have the support of either bilingual or ESL instruction based on their IEP.
 - 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?
These are ELLs who are served by an Individualized Education Program. An IEP team determines a student's eligibility for special education services and the language in which special education programs are delivered. ELLs who are also students with disabilities receive accommodations that apply to both to ELLs and SWDs, as appropriate. Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with language experience, whole language, multi-sensory approaches, infusion of the Arts, and use of technology. Many of our students have communication deficits, so peps, pictures, real objects, and high tech devices are used to aid them in communication.
 - How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
On a case by case basis we explore if a student can benefit from placement in inclusion with their general education peers. Many of our students have severe intellectual and physical disabilities which prevent them from participating in general education programs. Flexible scheduling allows us to provide individual and small group instruction. Content area instruction links language instruction to all subject areas and IEP goals.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL Chart MINIMUM	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

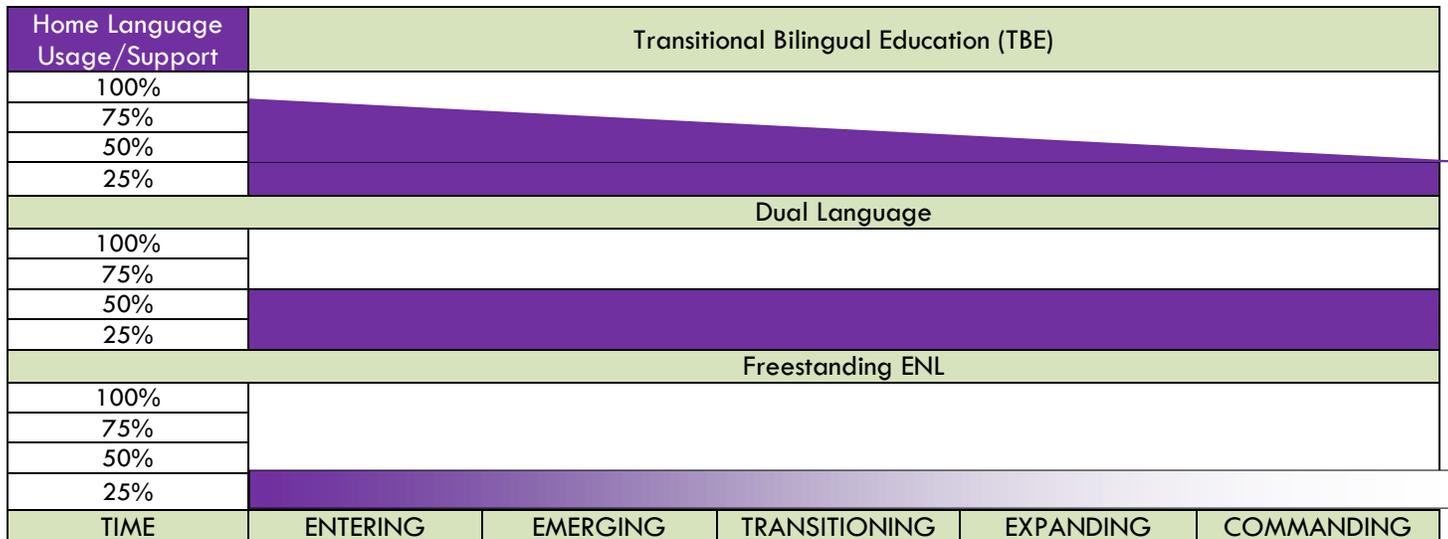


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted interventions for ELA are Foundations and Reading A-Z with the leveled libraries.
The targeted interventions for Math are Connecting Math Concepts and Math In Focus.
The targeted intervention for Social Studies is Language for Learners.
The targeted intervention for Science is Stem published by Ablenet which contains authentic literature and a comprehensive picture library.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Each student has goals in ELA, Social Studies, Math, Science, and communication and specific lessons, and materials are used to help the students master these goals and improve their communication skills as well as their English Language acquisition. Our ELL's are increasing their understanding and use of English as evidenced by informal assessments and informal observations. All teachers receive 10 hours of Jose P. training which addresses the needs of ESL students. We use the ABLLs assessment, Sandi/Fast, NYSAA, New York City ELA and Math assessment, to gauge student progress.
12. What new programs or improvements will be considered for the upcoming school year?
We are focusing on increasing the use of data to inform instruction. This will help us to better target individual student needs.
13. What programs/services for ELLs will be discontinued and why?
No programs and services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL's are afforded the same access to in school programs. Middle school ELL's participate in the after school program with mono-lingual peers.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Multicultural materials, multi-sensory materials and technology are infused throughout instruction. Word walls, Mayer-Johnson symbols, Pecs and programmed augmentative devices are used to create a print and symbol rich environment for students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
P10X provides home language support in both the Transitional Bilingual Program and ESL Program by having small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands on materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All instruction provided is differentiated to and aligned to the common core so that it is age appropriate and grade appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Julio Morales one of our lead teachers conducts tours during the summer months to introduce families to ur program and the services provided.
19. What language electives are offered to ELLs?
P10X does not currently offer language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P10X Does not presently feature a Dual Language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development dates are as follows: 9/8/15, 10/22/15, 12/3/2015, 4/21/15, 5/27/15, 6/9/15.
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

During superintendent staff development days and monthly cohorts all school staff attend P10X's professional development workshops. The plans for the 2015-2016 school year include topics pertaining to ELL education such as strategies for Native Language instruction; aligning with the Common Core, teaching of ESL through the content areas, ABLLs for 6:1:1, attainment for 12:1:1 alternate assessment, Standardized Assessment and Alternate Assessment methods for ELL's, the use of technology in Bilingual and ESL education, and adapting materials for Bilingual and ESL materials for instructing ELL's with severe disabilities. It will also explore ways of accessing data on ELL's with regard to various types of standardized tests and using data to inform instruction. Teachers complete 7.5 hour requirement by attending the Jose P. workshops and a certificate is generated and kept in their personnel file. Teachers and paraprofessionals at P10X will also be supported by the D75 ELL office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Letters are sent home to invite parents to come in and discuss their child's progress towards acquisition of English. These letters are followed up with a phone call to encourage parents to attend. Interpretation services are provided in all languages.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Phone logs are kept and copies of parent letters are kept on file.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved in P10X through the P10X parent association or through P10X school activities. Also to promote parent involvement, P10X's Parent Coordinator offers parents of ELL's information in their native language and training on various components of their children's education school activities, ways to support learning through activities at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have a partnership with Marquis Studios to promote participation in the arts.
5. How do you evaluate the needs of the parents?
We send out surveys in the parents' native language asking them if they have any areas of concern or ones they need help with. We follow up with phone calls to parents who have not returned the survey.
6. How do your parental involvement activities address the needs of the parents?
We bring in a variety of agencies to help parents access services and to help them understand what is available to them.

D. Additional Information

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

Paste response here:

School Name: **P10X**

School DBN: **75x010**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Hanson	Principal		10/31/15
Elissa O'Brien	Assistant Principal		10/31/15
Laverne Hamilton	Parent Coordinator		10/31/15
Wanda Cruz & Leslie Hack	ENL/Bilingual Teacher		10/31/15
Veronica Sterling	Parent		10/31/15
Cindy Mercado-Rondon	Teacher/Subject Area		10/31/15
Gia Theodore	Teacher/Subject Area		10/31/15
Deirdre Leggio	Coach		10/31/15
Jeannine Sam	Coach		10/31/15
Bruce Breier	School Counselor		10/31/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75x010** School Name: **P10X**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During the initial CSE evaluation a Home Language survey is completed to determine if a language other than English is spoken in the home. During the initial intake when the child is being admitted to the school the parents are asked what language they would like communication from the school in. We send out surveys in the parents' native language and English asking them if they have any areas of concern or ones they need help with. We follow up with phone calls to parents who have not responded. Parents are also invited to discuss their child's instruction and to find out the language they would prefer correspondence in.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Bengali, Twi, Bahari, and Arabic are the preferred languages of parents in our school.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

During the first week of school in September school calendars are disseminated which contain important dates and an overview of our school's program. This calendar is translated for our ELL families. Parent Teacher conference letters go out in October and February, these letters are sent home in the Native Language of our ELLs that need the letters translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During the first two to three weeks in September our school's nine sites host parent curriculum meetings. This is an opportunity for the parents to learn about their child's instructional program. The invitations for these meetings are sent home in the students' native language. Translators are at each meeting to help parents be a part of these meetings, and receive important information.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We have in house school staff that can translate in Spanish and Bengali. For all other languages we would have to contact the Translation & Interpretation Unit or "Big Word" to access services in additional languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In- house staff can interpret in Spanish or Bengali. We would have to contact the Translation and Interpretation Unit when we have parents that speak languages other than English, Spanish, and Bengali.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During monthly unit teacher meetings and through e-mails staff are informed about how to get translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Lists of parents that speak a language other than English are maintained at each of our nine sites.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Surveys in the parents' native language are sent home periodically to ascertain if they are satisfied with the interpretation services they are being provided. Our teachers invite parents in to make sure they are kept informed about their child and to make sure they are understanding correspondence being sent.