

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75X176

School Name:

P.S. X176

Principal:

RIMA RITHOLTZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS176X School Number (DBN): 75X176
Grades Served: PreK – age 21
School Address: 750 Baychester Ave
Phone Number: 718-904-5750 Fax: 718-904-5753
School Contact Person: Rima Ritholtz Email Address: rrithol@schools.nyc.gov
Principal: Rima Ritholtz
UFT Chapter Leader: Melissa Woertendyke
Parents' Association President: Una Spivey
SLT Chairperson: Rima Ritholtz
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 Ave, New York, NY
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)
Rima Ritholtz	*Principal or Designee	
Melissa Woertendyke	*UFT Chapter Leader or Designee	
Una Spivey	*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	
Sharon Creese	Member/Parent	
Kyona Campbell-Barnes	Member/Parent	
Olivia Sweeney	Member/Parent	
Vanessa Andronico	Member/Parent	
Beatrice Ayertey	Member/Parent	
Kathy Miglio	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Bustamente	Member/Parent	
Carla Richter	Member/Parent	
Crissy Veltri	Member/Teacher	
Alise Olivo	Member/Teacher	
Shawnah Staunton	Member/Teacher	
Andrew Sporn	Member/Teacher	
Sean McInerney	Member/Teacher	
Nicole McKee	Member/Teacher	
Debbie Chadwick	Member/Paraprofessional	

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.

P.S. 176X, the largest District 75 school, serves 800 students, in 115 classes, classified with Autism Spectrum Disorder and other special needs, ages 2.9 – 21. We are located in six Community Schools in the Bronx (PS 176, PS 153, PS 498, PS 111, IS 181 and Truman HS). Students are grouped in classes according to IEP (Individualized Education Plan) mandates in ratios of 6:1:1 (65 classes), 8:1:1 (24 classes), 8:1:2 (3 classes) 12:1:1 (11 classes) and Inclusion (12 classes). Each of the class ratios is indicative of distinctly different learning styles and needs. The great majority of our students present with challenges in cognitive, language, and social/emotional development. This presents an educational challenge as we search for and implement a variety of "state of the art" programs to both address the students' individualized education and provide professional development for staff so that they are well versed in the various programs and can appropriately match programs to students for instruction. As seen in our Mission Statement, we are committed to "Partnership with Parents/Guardians" so that we assist each student in achieving maximum skill development intellectually, socially and physically to ensure maximum independence by graduation. We facilitate family linkages to a variety of community and government agencies to assist in this process. We received a "Well Developed" rating on the most recent Quality Review (2013-2014). We serve as a Host School for the New York City Department of Education Learning Partners Program.

PS176X Mission Statement:

We believe students with Autism Spectrum Disorder and other special needs learn best when:

- All constituents (administrators, teachers, related service provider and families) work together.
- Assessment informs instruction.
- Teachers are equipped with state of the art, current practices which are adapted to meet the wide variety of needs of students, most of whom, demonstrate significant language, social and behavioral deficits, through on-going professional development.
- On-going monitoring of student performance takes place to insure student progress and implementation of remediation loops as appropriate.
- Individual needs (functional, academic, social/emotional and sensory) are addressed with necessary supports.
- They receive instruction individually, and in small and large groups.
- There is a positive culture which promotes student thinking, participation and ownership of their work.
- Learning tasks are presented with multiple entry points.
- Students receive consistent positive reinforcement.

- They participate in the arts and highly motivating activities both school and community based.

- Their parents are encouraged to partner with the school.

The Four Pillars of Instruction form the basis of the program for our special needs students:

1. Improve Student Achievement by Providing High Quality Instruction Aligned to the Common Core State Standards:

- Academic Programs Aligned to Common Core Learning Standards (CCLS) are matched to students' strengths, weaknesses, needs and learning styles: Attainment Curriculum, Unique Curriculum, Go Math, Equals Curriculum, Fountas and Pinnell/Running Records, Bridges Science, Lego Robotics, ST Math.

- IEP Goals and Objectives Aligned to CCLS.

- Systematic data collection and analysis of student performance to identify trends and make data based decisions about instruction.

- Professional development is frequent and on-going and informed by the Danielson domains.

- Literacy consultant – 4th year, professional development on the running record and developing rubrics for writing.

- Teacher feedback through observations

- Teacher collaboration and review of student work to identify next steps.

- Collaboration between teachers and related service providers to create lessons.

- Students given opportunities to work in small groups, whole group instruction and individual sessions with teachers.

- Curricula that provides multiple entry points.

- Infusion of the ARTS throughout all curricula areas

- High interest, multi-sensory Lessons.

2. Restore Dignity to the Craft of Teaching and School Leadership:

- Teachers in Leadership Roles:

- o Teachers Leading Professional Development

- o Model Teachers

- o Buddy Teachers

- o Mentor Teachers

- o Teachers Teams

o Teacher Inter-visitation

o New Teacher Meetings

o 2 Teachers Certified as Wilson Trainers

o Teachers Certified as SMILE Reading Trainers

o Teachers trained as Get Ready to Learn Trainers

• Teacher surveys and other opportunities to provide feedback to each other and administrators.

3. Engage Parents and Families in Every Aspect of School Life – We have a very involved schedule of parent and family activities that are informative as well as recreational to equip parents with information about raising a child with special needs as well as to build trust in the school.

• Inviting parents to attend classroom special projects and activities

• Behavior support for families

• Monthly student performances and assemblies

• Parent Resource Club to address IEP, parent counselling/training

• Family Fun Day at Camp Ramapo

• Sib Shop for Siblings

• Monthly fathers' Club

• Monthly Parent Support Group

• Monthly PTA Meetings and Workshops

• School Leadership Team

• Parent Coordinator – active role at meetings, coordinating events, follow up with parents

• Family Worker support to families

• Parent linkages to agencies

• Home to School communication books

• Saturday Bowling

• School web-site listing events and classroom updates

• Common sense Parenting sponsored by Councilman King's Office – a training program for parents of PS 176X and general education school PS153. This event was hosted by the Parent Coordinators of both schools.

4. Create New Collaborative and Innovative Models

- We serve as a Host School for the New York City Department of Education Learning Partners Program. We were matched with two schools: a District 75 school and a general education school. Our staff has shared best practices with our partner schools through this process. By all accounts, our influence on the practices of our partner schools has been tremendous.
- This year we were selected by the Disney Organization to be one of five schools in New York City to receive the Disney Musicals in Schools Program . Drama educators from the Disney Organization worked with staff and students throughout the year. The culmination of this program was that student performed the show Aladdin in the Truman HS Auditorium, twice. For each performance, and 1100 seat auditorium was filled by students in general education and from our school along with parents. Also as part of this program, students performed along with the other Disney Musicals in Schools Program, on the Broadway stage.
- Other collaborations include, an initiative at the High School of Computers and Technology (located on the Evander HS campus) where 9 of our high school students participated in Inclusion. Students are taking courses that can lead to computer repair certification.
- Collaborations with a variety of social service and adult agencies to support parents/guardians and families, facilitated by Parent Coordinator, Family Worker. Transition Linkage Coordinator and School Psychologists.
- Teachers collaborated with the Literacy Consultant in developing the Rubric for Writing that will be implemented in this school year.
- Cookshop & Cookshop With Families - programs sponsored by the NY Food Bank which teaches students and families about healthy eating.
- Physical Education Initiatives:
 - o Special Olympics
 - o Middle/HS rowing team
 - o USTA – tennis instruction
 - o Super Soccer Stars Program
 - o Collaboration with Camp Ramapo
- Inclusive opportunities for students:
 - o Best Buddies – students from General and Special Education paired for activities
 - o Autism Warrior Challenge – middle school, General and Special education students participated in a field day/special Olympics
 - o 10.4% of students participate in Inclusion Classes
 - o Mouse Squad – Students from Evander HS come to PS176X at Truman HS to teach our students computer repair
- Grants and Special Activities

- o EASE – Everyday Arts for Special Education
- o Get Ready to Learn Yoga PBIS Program
- o ST Math – Game to teach special/temporal concepts
- o It’s A Wrap – Student based vocational business
- o Girls’ Club
- o Plant, Learn, Grow
- o Disney Musicals in Schools Programs
- o Recognized by the the Anti-Defamation League as a No Place for Hate School, Gold Star Status in recognition of our Positive Behavior Support Program.
- o Students participated with general education students in an Inclusion Summit.
- o PS176X Debate Team – won Second Place in the District 75 Debate competition for the 2014-2015 school year. This was our first year entering this competition.

We plan to continue these initiatives and established practices during the coming year.

75X176 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	799	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		90.5%
% Free Lunch	57.9%	% Reduced Lunch		1.3%
% Limited English Proficient	9.2%	% Students with Disabilities		99.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		41.2%
% Hispanic or Latino	42.7%	% Asian or Native Hawaiian/Pacific Islander		2.3%
% White	6.2%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	17.58	# of Assistant Principals (2014-15)		7
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.0%	% Teaching Out of Certification (2013-14)		13.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		7.92
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.

- **The 2013-2014 Quality Review findings rate PS176X as well developed overall. The school also received a rating of well- developed on:**

- o **1.1 - Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. The report states, “The well-orchestrated use of curricula and supplemental resources is leading to increased levels of reading achievement for all student groups.”**

- o **1.2 – Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. The report states, “The impact is that all students, regardless of their cognitive ability level, are highly engaged in learning tasks and have frequent opportunities to demonstrate their thinking and learning as evident in student discussions and written work products in portfolios and bulletin boards.**

- **2014-2015 PPO feedback from District 75 Deputy Superintendent, Barbara Joseph indicates:**

- o **1.1 - “Curricula and tasks consistently emphasize that rigorous habits and higher order thinking skills are strategically planned to provide access to teaching and learning and engage students with a wide range of cognitive abilities to prepare them for post-secondary success and independent living. The use of a variety of CCLS aligned curricula such as Attainment, Unique, SMILE, Fountas and Pinnell and Wilson for students in alternate and standardized assessment are used based on assessment of student learning needs. Progress monitoring is ongoing to make the necessary revisions to curricular planning in order to move students along a trajectory of academic and personal behavior success.”**

- o **1.2 – “The principal in collaboration with administrative team and instructional specialists ensure that all learners are meaningfully engaged in rigorous tasks and higher order thinking aligned to each student’s IEP (Individualized Education Plan). The school has developed and continues to refine the document, “Best Practices for 6:1:1, 8:1:1 and 12:1:1 /classes.” The document aligned to the Danielson Framework ensures multiple entry points to teaching and learning for students with intellectual disabilities. Targeted instructional supports such as the Fitzgerald Key, JARS, GRTS, individual, small and large group instruction are used consistently across classes to promote skill development in language and literacy with an emphasis on questioning and discussion for students with diverse learning needs.”**

- **Rigorous instruction is also seen in Movement to Less Restrictive Environments. During the 2014-2015 school year:**

Movement to Lease Restrictive Environments	
	2014/2015

Decertified from Special Education	6
Initiation of Inclusion	9
Change in Class Ratio:	
6:1:1 to 8:1:1	35
6:1:1 to 12:1:1	0
8:1:1 to 12:1:1	14
8:1:2 to 8:1:1	6
8:1:2 to 12:1:1	1
Toilet Trained	31
Support Services:	
Termination of 1:1 Paraprofessional	2
Increase in Group Size	2
Related Services:	
Terminated	54
Decrease in Frequency	80
Increase in Group Size	166
Total number of students with LRE changes	406

• The Running Record continues to contribute greatly to gains students made in ELA this school year. (See ELA data below in Goal 3). Professional development for Teachers on Running Record is on-going for both new teachers and entering its 3rd year for experienced teachers. Through the use of the Running Record student instruction is customized and aligned to the Common Core.

• 90% of PS176X students participate in alternate assessment. Last year we used the SANDI and FAST in all classes, with the exception of Pre-K. This year we are returning to the Brigance for students in 8:1:1 and 12:1:1 ratio classes as they had attained the highest levels on the SANDI. We are continuing to administer the SANDI and FAST to assess and track progress of students in 6:1:1 ratio classes. Data is also gathered to track student progress in reading programs used in class.

• The 2014-15 SANDI ELA Data was collected in the fall (Sept/Oct) for students in 6:1:1 ratio classes. Students were post tested in the spring (May/June). SANDI summary data is below shows the percent of student progress in Reading Standard One at Sandi Levels 1, 2, and 3:

Sandi LEVELS Writing Standard One Student Data

	READING % Gains			Total
	1	2	3	%
Truman Y Class Totals	139	83	11	233
Average	9	5	1	15
IS181 Y Class Totals	54	54	10	118
Average	4	4	1	9
PS178 Y Class Totals	191	119	0	310
Average	11	7	0	17
PS153 Y Class Totals	87	63	13	163
Average	8	6	1	15
PS498 Y Class Totals	23	31	3	57
Average		5	1	10
School Totals	494	350	37	881
School Average	8	5	1	14

• Each class had students in Levels 1, 2 and/or 3. Pre and Post test data was tabulated for each class to calculate the percent of progress made by students in each level. The three levels were added to get the total progress for each class. The chart above shows the summary data for each unit and the total gains for the entire school. The data shows that all units made more than 5% total progress in the area of ELA with:

o Truman HS at 15%,

o IS 181 at 9%

o PS178 at 17%

o PS153 at 15%

o PS498 at 10%

o School Average Gain at 14%

• FAST – Benchmark 1 (Oct/Nov) identified the number of skills students had in various ELA sub areas. FAST – Benchmark 2 (Mar/June) - Students were tested in the spring measuring the number of skills mastered. Calculation: The difference between the fall number and the spring number was calculated. The difference was then divided by the fall number and multiplied by 100 to compute the percentage of change for each student.

• The Fast Data for 2014-2015 for ELA is below:

FAST – ELA						
	Unit	Unit Sum	Unit Avg.	All Levels		
	Unit			"+"	0	"-"
	PS153	159	14	50	15	0
		# of students	65	0.77	0.23	0.00
	PS178	241	13	86	10	8
		# of students	104	0.82	0.10	0.08
	PS498	97	16	27	4	1
		# of students	32	0.84	0.13	0.03
	IS181	249	18	63	7	7
		# of students	77	0.82	0.09	0.09
Key:	Truman	222	14	71	9	5
Gained Skills		# of students	85	0.84	0.11	0.06
Stayed the Same	School Total		363	297	45	21
Regressed				0.82	0.12	0.06

• The data shows the percent and number of students making progress, maintaining skills or regressing. The data is presented for each unit and totals for the entire school:

o 82% or 297 students in 6:1:1 classes made progress in ELA.

o 12% or 45 students in 6:1:1 classes maintained skills.

o 6% or 21 students regressed.

• Brigance Inventories were administered in the fall (Sept/Oct) and again in the spring (May/June). The Elementary and Intermediate units were assessed with the Brigance Comprehensive Inventory of Basic Skills II (BCIBS II) and the High School Unit was assessed with the Transition Skills Inventory (TSI). Calculation: The difference between the fall number and the spring number was calculated. The difference was then divided by the fall number and multiplied by 100 to compute the percentage of change for each student. The results for the Reading sub-tests are presented below:

P.S. 176 Brigance CIBSII Data as of May 2015

Class	Ratio:	A. Readiness		E. Oral		F. Reading		H. Word		Reading	
X	8:1:1			Reading		Comprehen.		Analysis		Totals	
V	12:1:1					Short					
						Passages					
		Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun
Total		27414	43057	910	1300	3065	4457	21011	27437	52400	76251
Total	Gain		15643		390		1392		6426		23851
	%		57		43		45		31		46

• The data shows: that overall there was a 46% increase in Reading skills in the Elementary and Intermediate Schools. Oral Reading and Reading Comprehension showed 43% and 45% gains respectively, with Word Analysis at 31%. The youngest students made a 57% gain in Readiness skills. These gains reflect the positive effects of teacher training and utilization of the Running Record.

P.S. 176@Truman HS Brigance TSI Data as of June 2015

X Classes & V Classes	Ratio 8:1:1 & 12:1:1	A. Academic:		B. Academic:		Reading Total	
		Reading		Listening & Speaking			
		Grade		Skills			
		Sep	Jun	Sep	Jun	Sep	Jun
Raw scores		8198	9703	1995	2645	10193	12348
Total	Gain/Dif.		1505		650		2155
	%		18		33		21

• The data for the High School Shows a 21% increase in reading skills. Running Record training and utilization contributed to those gains.

• Fountas & Pinnell Reading Levels were assessed for students in 8:1:1 and 12:1:1 classes in the fall (Sept/Oct) and again in the spring (May/June). The results are displayed below:

Summary	178				153				498				181				Total	Total	Dif	%
	8:1:1		12:1:1		8:1:1		12:1:1		8:1:1		8:1:1		12:1:1					Chng		
	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr				
PreK	20	1	4	0	2	0	3	1	0	0	1	0	0	0	30	2	-28	-93		
K	32	23	6	2	15	8	12	10	0	0	24	21	2	2	91	66	-25	-27		

1	8	17	12	12	17	20	6	8	6	5	18	20	27	23	94	105	11	12
2	0	0	1	5	0	1	1	1	3	3	0	1	7	8	12	19	7	58
3	0	0	0	0	0	1	1	1	0	1	0	0	0	1	1	4	3	300
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

● **Fountas & Pinnell Reading Levels showed the gains at the PreK to Grade 1 reading Levels:**

o 28 students moved up from PreK to K reading level.

o 25 moved from K to Grade 1 reading level.

o The great majority of the 194 students participating in reading tracked by Fountas and Pinnell levels maintained or improved their reading level as documented in student data records and on IEP's.

● IEP (Individualized Education Plan) goals and objectives were reviewed for reading skills and updated on an individualized schedule.

We will continue the current practices as data confirms that students are gaining skills in the area of reading.

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.

Section 5A - Framework for Great School Element – Rigorous Instruction

By June 2016 students in alternate assessment classes will show a 5% increase in reading proficiency through teacher use of the targeted instructional strategy of “Running Records” for students in 8:1:1 and 12:1:1 classes, as evidenced by a 5% increase measured by the appropriate summative assessment.

Part 3 – Action Plan

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: <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 Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Administration will plan, schedule and provide professional learning for staff on the Running Records informed by classroom observations and needs assessments items identified by staff utilizing in house school and district trainers and Literacy consultant – ongoing.	Administration	September 2015- June2016	Principal, Assistant Principals, Literacy Consultant, Lead Teachers
2. Teachers will use Running Records to assess students in 8:1:1 and 12:1:1 classes. Data from the running records will inform student groupings, instructional strategies employed in the classroom, and track student performance.	Teachers and Students in classes of 8:1:1 & 12:1:1 ratios.	October 2015-May 2016	Principal, Assistant Principals, Lead Teachers
3. Teachers will continue to participate in ongoing professional learning on topics to include administration, analysis, instructional applications and remediation of reading skills based upon Running Record and Attainment data .	Teachers of 8:1:1 & 12:1:1 classes.	October 2015 – May 2016	Principal, Assistant Principals, Lead Teachers
4. Students will participate in daily, individualized reading instruction targeting skill development needs identified through the Running Record. 5. Administration and teachers will participate in ongoing data analysis and review of school/class and individual student data and progress towards meeting goals and identifying school trends.	Students in 8:1:1 and 12:1:1 Classes Administrators and teachers	September 2015-June 2016 October 2015-June 2016	Teachers Principal, Assistant Principals, Lead Teachers

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.
1. Administrators, district and school coaches, lead teachers, teacher teams, Literacy Consultant, District 75 Coaches

2. Materials											
3. Grants											
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	X	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>
<p>1. Yearlong plan for professional learning on Running Record.</p> <p>2. Percent of teachers participating in professional learning activities on Running Record, documented by agendas and attendance sheets; strategies learned in professional learning that are incorporated into classroom instruction as document in observations.</p> <p>3. Teacher formal and informal observations indicate use of assessments and instructional strategies.</p> <p>4. Student portfolios containing student performance on Running Records which tracks reading performance and remediation</p> <p>5. Student progress in literacy skills and student progress in reading levels</p> <p>6. Administrative review with teachers: "Knee to Knee", Mid and End Year Conferences.</p> <p>7. Students will show a 2% increase on curriculum unit assessments that are aligned to the summative assessments of Sandi and Brigance.</p> <p>8. Monitoring of mid-year student progress in meeting IEP (Individualized Education Plan) goals.</p> <p>9. Student progress in meeting ELA IEP (Individualized Education Plan) goals.</p> <p>10. Number of students producing culminating projects</p> <p>11. Number of team meetings to discuss student performance on Running Record and individualized remediation strategies developed and implemented</p> <p>12. September 2015 – June 2016, ongoing professional learning on Running Record and Attainment Curriculum.</p> <p>13. September 2015 – June 2016, ongoing implementation of curriculum and teacher planning meetings to review curriculum</p> <p>14. September 2015 – June 2016, classroom implementation of literacy activities; Administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to teacher – ongoing.</p> <p>15. Collection of student data and assessments</p> <p>a. Brigance:</p>

i. Pre-test – October, November 2015

ii. Post-test – May 2016

b. NYSAA: November 2015 - February 2016

c. Program Assessments:

i. Pre-test – October, November 2015

ii. Aligned with Quarterly, Report Card Distribution

iii. Post-test – May 2016

d. Classroom data which tracks daily/weekly progress towards IEP (Individualized Education Plan) ELA goals.

16. Culminating Projects – ongoing coordinated with end of instructional units.

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.

Most of the attention for school goals has been in the area of ELA and more recently, writing. As a result of formal and informal observations, the school survey of teachers and discussion with the School Leadership Team, administrators feel that professional development is needed in the area of math. While students performed well on subsections of Sandi and Brigance over the course of 2014-2015, the area of math is an area in which teachers are asking for more support. Last year's school data indicated, on both the Sandi and Brigance, that overall students have made significant gains in the area of math. However, it has been recognized through, both the school leadership team and staff surveys, that there needs to be more professional development in the area of mathematics.

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.

Section 5B - Framework for Great Schools Element – Supportive Environment

By June 2016 students in alternate assessment (6:1:1, 8:1:1 and 12:1:1) classes will show a 5% increase on summative assessment through teacher use of math programs to include Attainment, ST Math, Equals and Unique.

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Administration will plan, schedule and provide professional learning for staff on math programs to include Attainment, ST Math, Equals and Unique utilizing in house school mentor teachers and administrators	Administration	September 2015 – June 2016	Principal, Assistant Principals, Literacy Consultant, Lead Teachers
2. Teachers will use assessment tools, both summative and formative, to assess students in 6:1:1, 8:1:1 and 12:1:1 classes. Data from the Sandi, Brigrance and formative program assessments will inform student groupings and instructional strategies employed in the classroom. Staff will track student performance throughout the year and will review student progress through collaborative groups and with administrators.	Teachers and Students in classes of 6:1:1, 8:1:1 & 12:1:1 ratios.	October 2015 - May 2016	Principal, Assistant Principals, Lead Teachers
3. Teachers will continue to participate in ongoing professional learning on topics to include administration, analysis, instructional applications and remediation of math skills based upon program data.	Teachers of 6:1:1, 8:1:1 & 12:1:1 classes.	October 2015 – May 2016	Principal, Assistant Principals, Lead Teachers
4. Students will participate in daily, individualized math instruction targeting skill development needs identified through ongoing assessment by teachers.	Students in 6:1:1, 8:1:1 and 12:1:1 Classes	September 2015-June 2016	Teachers
5. Administration and teachers will participate in ongoing data analysis and review of school/class and individual student data and progress towards meeting goals and identifying school trends.	Administrators and teachers	October 2015-June 2016	Principal, Assistant Principals, Lead Teachers

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.
1. Administrators, district and school coaches, lead teachers and teacher teams

2. Program materials

3. Schedules to enable teachers to collaborate

4. Sub-teachers to enable teachers to attend professional development

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. Yearlong plan for professional learning on math programs to include Attainment, ST Math, Equals and Unique.
2. Percent of teachers participating in professional learning activities on math programs, documented by agendas and attendance sheets; strategies learned in professional learning that are incorporated into classroom instruction as document in observations.
3. Teacher formal and informal observations indicate use of assessments and instructional strategies.
4. Student portfolios containing student performance on math programs which tracks math performance and remediation
5. Review by teachers of student progress in math skills and student progress in math levels
6. Administrative review with teachers: “Knee to Knee”conference, Mid and End Year Conferences.
7. Students will show a 2% increase on curriculum unit assessments that are aligned to the summative assessments of Sandi and Brigance.
8. Monitoring of mid-year student progress in meeting IEP (Individualized Education Plan) goals.
9. Number of students producing culminating projects
10. Number of team meetings to discuss math strategies and individualized remediation strategies developed and implemented
11. September 2015 – June 2016, ongoing professional learning on math curricula.
12. September 2015 – June 2016, classroom implementation of math activities; Administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to teacher – ongoing.
13. Collection of student data and assessments
 - a. Brigance:

i.Pre-test – October, November 2015

ii.Post-test – May 2016

b.NYSAA: November 2015 - February 2016

c.Program Assessments:

i.Pre-test – October, November 2015

ii.Aligned with Quarterly, Report Card Distribution

iii.Post-test – May 2016

d. Classroom data which tracks daily/weekly progress towards IEP (Individualized Education Plan) math goals.

14. Culminating Projects – ongoing coordinated with end of instructional units.

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.

• **2014-2015 PPO feedback from District 75 Deputy Superintendent, Barbara Joseph indicates:**

• **2.2 – “The administrative, instructional and classroom teams collaboratively examine trends to target both student and teacher support through the use of a wide range of assessments and student work to assess and monitor student progress. This year the school community is engaged in the development and coherent use of CCLs aligned rubrics for students with a range of cognitive abilities to evaluate student progress . Continue to deepen teacher skill in the consistent use of CCLs aligned rubrics for students with intellectual disabilities to make informed instructional decisions.”**

• **Writing takes many forms in a school such as PS176 due to the nature of the student population. Many of our students do not demonstrate the prerequisite skills typical of general education students. Working with the Literacy Consultant and a team of teachers rubrics were created in order to provide consistency across the school, in evaluating students’ writing. This was an outgrowth of the 2013-2014 Quality Review. Rubrics were developed in alignment with three CCLS Writing Standards for Elementary Level Students. The challenge in developing the Rubrics was addressing students with severe to moderate disabilities. Work will continue in writing standards for students in Middle and High School while piloting the Elementary Level Rubrics during the 2015-2016 school year.**

• **The Principal developed survey was administered to parents and staff, with the results analyzed and informing the Comprehensive Educational Plan (CEP). Teachers expressed a need for professional learning in literacy skill development in writing utilizing rubrics to assess students.**

• **The 2014-15 SANDI ELA Data was collected in the fall (Sept/Oct) for students in 6:1:1 ratio classes. Students were post tested in the spring (May/June). SANDI summary data is below shows the percent of student progress in Writing Standard One at Sandi Levels 1, 2, and 3:**

Sandi LEVELS Writing Standard One Student Data				
	Writing % Gains			Total
	1	2	3	%
Truman Y Class Totals	107	75	33	215
Average	7	5	2	13
IS181 Y Class Totals	51	53	8	112
Average	4	4	1	9
PS178 Y Class Totals	167	75	0	242
Average	9	4	0	13
PS153 Y Class Totals	79	59	10	148
Average	7	5	1	13
PS498 Y Class Totals	18	37	1	56
Average	3	6	0	9

School Totals	422	299	52	773
School Average	7	5	1	12

• Each class had students in Levels 1, 2 and/or 3. Pre and Post test data was tabulated for each class to calculate the percent of progress made by students in each level. The three levels were added to get the total progress for each class. The chart above shows the summary data for each unit and the total gains for the entire school. The data shows that all units made more than 5% total progress in the area of ELA with:

o Truman HS at 13%,

o IS 181 at 9%

o PS178 at 13%

o PS153 at 13%

o PS498 at 9%

• Brigance Inventories were administered in the fall (Sept/Oct) and again in the spring (May/June) as previously mentioned. The results for the Writing sub-tests are presented below:

PS176X Brigance CIBSII Data -6/20

Class	Ratio:	K. Writing	
X	8:1:1		
V	12:1:1		
		Sep	Jun
Total		2627	3574
Total	Gain		947
	%		36

• The data shows: that overall there was a 36% increase in writing skills in the Elementary and Intermediate Schools. This surpassed our goal of 5%. These gains reflect the positive effects of teacher training by the AUSSIE Consultant.

PS176@Truman HS Brigance TSI DATA - June 2015

X Classes & V Classes	Ratio 8:1:1 & 12:1:1	C. Academic:		F. Post-		Writing Total	
		Functional	Writing	Secondary	Job-Related		
		Skills		Writing Skills			
		Sep	Jun	Sep	Jun	Sep	Jun
Raw scores		2062	2561	1663	2136	3725	4697
Total	Gain/Dif.		499		473		972
	%		24		28		26

- The data shows: that overall there was a 26% increase in writing skills in the Elementary and Intermediate Schools. This surpassed our goal of 5%. These gains reflect the positive effects of teacher training by the AUSSIE Consultant.

June 2015 IEP (Individualized Education Plan) data showed that as a result of instruction and behavior interventions students moved to Less Restrictive Environments

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, students in alternate assessment classes will improve targeted literacy skills in writing, through implementation of writing rubrics which were developed by a team of teachers in conjunction with the Literacy consultant, as evidenced by a 5% increase measured by the appropriate summative and formative 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>1. Administration will schedule and provide <u>professional learning</u> for staff utilizing P176X teachers to share best practices, and district trainers and literacy consultant in the area of writing.</p>	<p>Administration</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Literacy Consultant Lead Teachers</p>
<p>1. Teachers will participate in ongoing <u>professional learning</u> with focus on the writing standards and the PS176 Writing Rubrics developed by teachers during the 2014-2015 school year.</p>	<p>Teachers of students in 6:1:1, 8:1:1 & 12:1:1 classes in the Elementary and Middle Schools</p>	<p>October 2015 – May 2016</p>	<p>Principal, Assistant Principals, Lead Teachers, Literacy Consultant</p>
<p>1. The Literacy Consultant will continue working with a team of Teachers and Administrators to develop a uniform set of rubrics for the three Common Core Learning Writing Standards for students at the Middle School and High School, so that teachers can evaluate</p>	<p>Teachers of students in 6:1:1, 8:1:1 & 12:1:1 classes in the Middle & High Schools</p>	<p>October 2015 – May 2016</p>	<p>Principal, Assistant Principals, Middle & High School Teachers, Literacy Consultant</p>

student writing consistently across classrooms. (Quality Review Indicator 2.2)			
1. Students at the Elementary Sites will be assessed in the area of Writing utilizing SANDI and Brigrance along with utilizing the PS176 Writing Rubric.	Students in 6:1:1, 8:1:1 and 12:1:1 classes at the Elementary Sites.	September 2015 – June 2016	Teachers, Lead Teachers, Administrators, Literacy Consultant

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"> • Scheduled time for administration and consultants to meet • Programmatic scheduling of professional learning • PS176 Writing Rubric, Skills checklists and folders; teacher resource library; leveled libraries; Literacy consultant • Programmatic time for team meetings School staff will provide parent training at PTA and SLT meetings on the PS176 Writing Rubric • School staff share resources with the families that are aligned to the use writing skill development • Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments. 											
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. September 2015- November 2015 - Plan and scheduling of professional learning. 2. November 2015 – June 2016 - Professional learning on Writing Skills beginning September 2014 and ongoing through June 2016. 3. September 2015 – June 2016, ongoing implementation of evaluating student writing utilizing the rubric and teacher planning meetings to review writing instruction and teacher use of the rubric. 4. September 2015 – June 2016, ongoing team meetings to continue developing rubrics for writing in Middle and High Schools. 5. September 2015 – June 2016, classroom implementation of writing activities, use of rubrics by teachers, evaluation of student learning by cohorts according to class ratio; Administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to teacher and at cohort meetings – ongoing. 										

6. Administrative review with teachers: “Knee to Knee”, Mid and End Year Conferences.

7. Through the review of each student's work samples to ensure there is skill improvement as measured by the writing rubric created by staff, and a plan to address each student's skill development will be reviewed.

8. Monitoring of mid-year student progress in meeting IEP (Individualized Education Plan) goals.

9. Collection of student data and assessments

o SANDI:

♣ Pre-test – October, November 2015

♣ Post-test – May 2016

o Brigance:

♣ Pre-test – October, November 2015

♣ Post-test – May 2016

o NYSAA: November 2015 - February 2016

o Student Writing Samples evaluated with PS176 Writing Rubric:

♣ Pre-test – September, October 2015

♣ Bi-monthly student writing samples

♣ Post-test – May 2016

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.
-
- **The needs of the school are discussed at Teacher Meetings, School Leadership Team and Parent Meetings on an ongoing basis to determine school priorities. Parents frequently seek information and strategies to help them manage the behaviors presented by their special needs child.**
 - **The Observation and Walk Through process informs needs for continued refinement of Positive Behavior Support Strategies.**
 - **Review of Individualized Education Plans (IEP) goals and objectives for each student.**
 - **The Principal developed survey was administered to parents and staff, with the results analyzed and informing the Comprehensive Educational Plan (CEP). Teachers expressed a need for professional learning in positive behavior support and social skill development.**
 - **The 2013-2014 Quality Review Report scored Systems for Improvement as Well Developed on items:**
 - **1.3 – Make strategic organizational decisions to support the school’s instructional goals and meet student needs, as evidenced by meaningful student work products,**
 - **3.1 – Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community,**
 - **4.1 – Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;**
 - **4.2 – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; 5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.**
 - **2014-2015 PPO feedback from District 75 Deputy Superintendent, Barbara Joseph indicates:**
 - **1.3 – The principal maximizes available resources to build teacher capacity and support the school’s instructional units and rubric design for students with a range of cognitive abilities; the purchase of technology, materials and curricula programs to promote functional, academic, vocational and social/emotional skill development; the hiring of a literacy consultant to support classroom instruction and per diem coverage that enables staff to attend off site professional development.”**

- The 2013-2014 NYC School Survey results indicate that there is 89% satisfaction with Systems for Improvement: 92% for Parents, 83% for Teachers and 90% for students.

- Students at the Elementary Units: PS 153, PS176 and PS498, progressed in Social Skills as measured by the Social Responsiveness Scale along with mastery of IEP goals and objectives.

Social Responsiveness Scale Results

Vclass Totals	Total		Social		Social		Social		Social		Autistic	
	T Scores		Awareness		Cognition		Communication		Motivation		Mannerism	
	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun
59T or less-mild	2	10	14	15	2	6	6	12	8	12	0	2
60 T - 75t-mod	12	4	0	4	12	8	8	3	7	5	15	14
75T & higher-severe	10	10	10	5	10	10	10	9	9	7	9	8

Xclass totals	Total		Social		Social		Social		Social		Autistic	
	T Scores		Awareness		Cognition		Communication		Motivation		Mannerism	
	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun	Sep	Jun
59T or less-mild	19	28	26	39	14	27	17	30	21	36	21	35
60 T - 75t-mod	26	27	34	30	31	32	25	28	29	27	29	26
75T or higher-severe	24	14	9	0	24	10	27	11	27	6	20	9

T scores of 59T or less indicate mild levels of deficiencies.

T scores of 60-75T indicate Moderate levels of deficiencies in reciprocal social behavior

T scores of 76T or higher indicate severe cases of Autism or PDD-NON

- In the V Classes (12:1:1 ratio) 8 students moved from the Moderate to mild level. In the X Classes (8:1:1 ratio) 10 students moved from the severe to moderate level and 9 students moved from the moderate to mild level.

- Gains were made in all 5 areas: Social Awareness, Social Cognition, Social Communication, Social Motivation and Autistic Mannerisms with students in the V Classes making the greatest gains in Social Communication and students in the X Classes, in Social Motivation.

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, students in alternate assessment, 6:1:1 ratio classes will show a 5% increase in social/emotional skills as measured by the appropriate summative assessment through teacher use of programs to include Social Express and Attainment data, with Principal led teams developing and implementing systems which contribute to the positive outcomes .

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) <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>1. Administration will plan, schedule and provide professional learning for staff on Positive Behavior Support Program and Social Skills Development utilizing in house school and District 75 Trainers and District 75 Workshops. Administration and teachers will participate in ongoing data analysis and review of school/class and individual student data and progress towards meeting behavioral/social skills goals</p>	<p>Administration, Lead Teachers, District 75 Trainers, School Psychologist</p>	<p>September 2015</p>	<p>Administration, School Psychologist</p>
<p>1. Professional learning will include training on the PS 176X Positive Behavior Support Program:</p> <ul style="list-style-type: none"> o Tier One - Classroom Management Strategies for all students: TEACCH, Schedules, Routines, Classroom rules, Proximity Control: groupings, paraprofessional assignments o Tier Two - Selected Strategies for Students at Risk: Behavior Plan Development and Implementation including Functional Behavioral Assessment (FBA), Motivational Assessment, Home/School connection. o Tier Three - Intensive Strategies – Crisis Intervention, Behavior Plan Modifications, Available Family Supports 	<p>Teachers of students in 6:1:1 classes, families of PS 176 students</p>	<p>October 2015 – May 2016</p>	<p>Administrators, School Psychologists</p>
<p>1. Teachers will assess students in the spring and fall using an age appropriate social/emotional scale and will implement an age appropriate social/emotional skill development program.</p>	<p>Teachers of students in 6:1:1, classes.</p>	<p>October 2015 – May 2015</p>	<p>Administrators,</p>
<p>1. The PS176X respect for all program entitled, “ROAR – Respect, Organize, Academics, Responsibility” continues to be refined by a team of teachers, psychologist and administrators. Activities which support respect for all, in the classroom are implemented throughout the school.</p>	<p>Administration, school psychologists, teachers of students in 6:1:1 classes</p>	<p>September 2015 – June 2016</p>	<p>Administrators, School Psychologists</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.

Administrators, district and school coaches, lead teachers, teacher teams, Literacy Consultant, District 75 Coaches

• **Programs include:**

o **TEACCH**

o **Social Skills in Our Schools (SOS)**

o **Social Stories**

• **Teacher access to Support Teachers, Administration and School Based and District 75 Workshops.**

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

Programmatic scheduling of behavior team meetings

• **School staff will provide parent training at PTA and SLT meetings on behavior and social skills strategies that help students self-regulate.**

• **Parent Coordinator and Family Worker will facilitate parents in coming to school for meetings and activities through reminder phone calls, fliers, newsletters, metro cards, refreshments.**

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

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. September 2015 – June 2016, Teachers engage in professional learning on strategies to promote positive behavior skills,

2. September 2015 – June 2016, classroom implementation of positive behavior support and social skill development activities;

3. September 2015 – June 2016, administration will monitor daily instruction through classroom observations including frequent walk through followed up by feedback to the teacher.
 4. Administrative review with teachers: “Knee to Knee”, Mid and End Year Conferences.
 5. Students will show a 2% increase on curriculum unit assessments that are aligned to the summative assessments of Sandi and Brigance.
 6. Monitoring of mid-year student progress in meeting IEP (Individualized Education Plan) goals.
 7. Collection of student data and assessments:
 - a. SANDI – 6:1:1 classes at Elementary, Middle and High School Units
 - i. Pre-test– October, November 2015
 - ii. Post-test - May 2016
 - b. Social Responsiveness Scale – 8:1:1, 12:1:1 classes at Elementary and Middle School Units
 - i. Pre-test– October, November 2015
 - ii. Post-test - May 2016
 - c. Brigance Transition Inventories Social Skills sub-test – 8:1:1, 12:1:1 classes at the High School Unit
 - i. Pre-test – October, November 2015
 - ii. Post-test – May 2016
 8. Development and Implementation of Behavior Plans in conjunction with IEP Goals and Objectives:
 - a. Identification of students in need of positive behavior supports – on-going
 - b. Development, implementation and re-evaluation of plans – on-going
 9. Inquiry Team:
 - a. Team Formation based upon cohorts of students: 6:1:1, 8:1:1 and 12:1:1 Classes. – September, October 2015
 - b. Team Task Identification November 2015
- Task Tracking: coordinated with report card distribution schedule – November 2015, March 2016, June 2016,**
- 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.

• **The 2013-2014 Quality Review findings rate PS176X as well developed overall. The school also received a rating of well- developed on:**

• **3.4 – Establish a culture of learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. The report cited the PS176X “Keep it Real” mantra, the constant communication with families and parent reports of the school open door program, the number of parent activities at the school and overall school responsiveness to their needs which “keeps the parents feeling good about the school.” This speaks to a high level of trust between the school and parents.**

• **The 2013-2014 NYC School Survey results indicate high levels of parent satisfaction on all areas:**

• **Instructional Core – 95%**

• **Systems for Improvement – 92%**

• **School Culture – 94%**

• **PS176X has an extensive calendar of parent workshops and activities as listed below:**

Parent Workshops & Activities	
9/16/14	• P.S.176X@178, 153, 498, 111 (850 Baychester Ave.) New Parents Meet and Greet (Meet the Principal, Assistant Principal, Unit Coordinator and Parent Coordinator). Day only
9/17/14	
10/1/14	• P.S.176X @ M.S.181& P.S.176X @ Truman HS (850 Baychester Ave.) New Parents Meet and Greet (Meet the Principal, Assistant Principals, Unit Coordinator and Parent Coordinator). Day only
10/29/14	
11/8/14	• Orientation . (Day and evening all parents)
11/17/14	• C elebrate P.S.176X Family at New Roc City. P .S.176X Family Day is an opportunity to form treasured memories, bond with the kids, teach friendly competition and socialize with other families. Bowling and the Funhouse. 10:00am to 12:00pm. P.S.176X staff will be available to provide support for families.
12/10/14	
1/21/15	• PTA/Workshop. Navigating The Constantly Changing . As the system goes through its transformation and as your child’s needs change what will those supports and services look like and how will you access them?
2/11/15	
3/25/15	

- 4/29/15** • **PTA/Workshop. “ Family Matters” Preparing You and Your Child with Autism for Holiday Celebrations with Family and Friends** . Get helpful strategies to lessen your child’s anxiety, maintain your sanity and increase your family’s enjoyment of the holiday season .
- 5/27/15**
- 6/6/15** • **Guardianship (parents of students 17 years and older) everyone is considered an adult capable of making decisions at age 18. Your right as a parent to make decisions for your child with a disability ends at age 18. In order to continue to make decisions for your child you must petition the court for legal guardianship of your (adult) child. We will have all the legal forms, and an attorney from AHRC Legal Services Unit will show you how to fill out all the forms line by line and answer all your questions.**
- **PTA/Workshop. 1 Mealtime Strategies for the picky eater. 2. Challenging Behaviors: Practical tools to understand and address challenging behaviors at home. 3. Core Vocabulary:** how parents can integrate the use of these words at home and tips that include activities to help introduce/reinforce the use of the word as well as, children’s literature to share with the student
- Common sense parenting: 2/25/15-4/1/15 (Wednesdays, 6 weeks)**
- **PTA/Workshop topics** . 1. Protecting your child with special needs legally and financially by planning for future . 2. Behavior Management: Functions of behavior and practical tools to address challenging behaviors at home,
- **PTA/Workshop** - Helping Parents and Caregivers Manage the Behavior of Children with Autism Spectrum Disorders: Giving Children a Sense of Control .
- **PTA/Workshop** – 1. The Birds and the Bees. 2.Understanding the IEP. 3.The HIV Curriculum .
- **PTA/Workshop** - P.S176X How computer programs and apps for children with autism can be used to effectively support the development of communication and social skills Technology
- **SIB 176X An event is just for brothers and sisters of children with special needs.** As our parent workshops for this school year begin, we hope to address issues relevant to you and your children. Knowledge is power. This school year before the main workshops we will have the Resource Club . From 9:15am to 10:00am and 5:45pm to 6:30pm, staff will be available to provide information, strategies and address individual questions and concerns on the following topics: Behavior, Communication, Transition, Academics and ABA.
- PTA Business will be held from 10:00am to 10:30am
- Workshops start at 10:30am.
- A new feature this year will be “The Principal’s Ear”. Either the Principal or an Assistant Principal will be available to address specific individual concerns.
- Parent support group and Father’s Club held monthly

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

We will continue to provide and expand parent activities in the 2015-2016 school year.

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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, school will monitor the number and type of parent outreach activities to analyze trends to evaluate effectiveness of current practices and various types of activities. This data will inform areas and activities to be developed. School will continue parent outreach programs including Parent Support Group, Father's Club and parent workshops in the day and evening, all on a quantitative, monthly basis. School will institute monthly parent/family activities on the weekend.

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>
<p>1. Communication to Parents</p> <p>a. Ongoing written communication by principal and parent coordinator to parents.</p> <p>b. As per SLT, parents are suggesting exploring more technology based outreach to parents.</p> <p>c. Weekly communication by teachers to parents.</p> <p>d. Ongoing communication by related service providers to parents.</p>	<p>Principal, Parent Coordinator, Related Service Providers, Teachers, Parents & or Guardians</p>	<p>September 2015 – October - 2016</p>	<p>Principal</p>

e. PS176X school web-site			
f. Parent Survey			
1. School Leadership Team – monthly meetings & PTA <ul style="list-style-type: none"> o Monthly Executive Board Meetings o Monthly Meetings and Workshops – day and evening 	Principal, SLT and PTA members	September 2015 – June 2016	Principal
1. Academic Activities <ul style="list-style-type: none"> o Daily Homework o At-home access to online instructional programs used by the school: <ul style="list-style-type: none"> ♣ Reading A-Z ♣ Brain Pop ♣ Classroom Dojo 	Teachers and students in 6:1:1, 8:1:1 and 12:1:1 classes	September 2015 – June 2016	Teachers
1. Special Activities to include <ul style="list-style-type: none"> o Sibling and Family Recreational Activities o Parent Luncheon o Camping o Picnic o Prom o Bowling o SibShop o Monthly Assemblies o Classroom based activities o EASE Program Parent Workshops o Cookshop Parent Workshop o Get Ready to Learn Parent Workshops 2. Family Support Activities	PS 176 Staff and Family Members	September 2015 – June 2016	Principal, Teachers, PTA

<ul style="list-style-type: none"> o Monthly Parent Support Group – daytime meeting o Monthly Father’s Group – evening meeting o Individual Parent Meetings o Linkages to Support Agencies ♣ Respite ♣ Crisis Intervention ♣ Family Services ♣ Recreational Programs ♣ Adult Supports 			
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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.											
1. Administrators, Teachers, Parent Coordinator, Family Worker, PS 176X Families											
2. Materials											
3. Grants: Ease Grant, Cookshop Grant, Disney Grant											
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	X	PTA Funded		In Kind	X	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. September 2015- November 2016 - Plan and scheduling of meetings: Administrators, Parent Coordinator, SLT, PTA Executive Board, PTA, Workshops, Support Groups
2. November 2015 – June 2016 meetings, workshops and activities - ongoing.
3. Mid-year monitoring of the number of meetings hold on schedule and the number of parents participating.
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)	By reviewing each child's progress in all ELA programs being implemented on a monthly basis, lack of adequate progress will be determined by teachers and administrators.	SMILE, ReadingA-Z, Razz Kids, TV Teacher, Edmark Reading, Unique Curriculum, Fontas & Pinnell, Running Record, Wilson, Attainment	One on one or Small Group Instruction	During the school day
Mathematics	By reviewing each child's progress in all math programs being implemented on a monthly basis, lack of adequate progress will be determined by teachers and administrators.	Equals Math, Unique Curriculum, Attainment	One on one or Small Group Instruction	During the school day
Science	By reviewing each child's progress in all science programs being implemented on a monthly basis, lack of adequate progress will be determined by teachers and administrators.	Unique Curriculum, Cook Shop, Lego Robotics, Bridge Curriculum	One on one or Small Group Instruction	During the school day
Social Studies	By reviewing each child's progress in all social studies programs being implemented on a monthly basis, lack of adequate progress will be determined by teachers and administrators.	Unique Curriculum, MTP-Model Transition Program	One on one or Small Group Instruction	During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>By reviewing each child's progress in all social skills programs being implemented on a monthly basis, lack of adequate progress will be determined by teachers and administrators. Additionally, our counselors spearhead our Crisis Response Team, and conduct trainings on functional behavior assessment and Behavior Intervention Plans. At risk students are identified and their progress is monitored monthly by counselors, administrators and teachers through the Crisis Response Team committee.</p>	<p>Through our data tracking system of monitoring student progress on a monthly basis, teachers and administrators are able too identify students who are making minimal or no gains in their academic and/or social programs. Through use of a school-wide, color-coded system, where student data is highlighted monthly, administrators can see, at a glance, which students are not progressing, making minimal progress, and those progressing well.</p>	<p>One on one or Small Group Instruction</p>	<p>During the school day</p>
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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>P.S 176X</u>	DBN: <u>75X176</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

-
• Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences to it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

-
•Reading Standard 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

-
-
Every session includes: Storytelling, Music/Dance/ Movement and Art and Literacy. According to Carolyn Phillips-the author of the Twelve Benefits of Music Education-, early musical training helps develop brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds. In addition, researchers have found that students of the arts learn to think creatively and to solve problems by imagining various solutions and are more successful on standardized tests such as the SAT. They also achieve higher grades in high school. All students participate in all three activities during each of the 8 sessions. Each session will be 2 hours in duration.

Part B: Direct Instruction Supplemental Program Information

- •Storytelling reinforces Standards 1, incorporating use of augmentative communication devices and Mayer Johnson picture symbols. Stories include poetry and folk tales of various U.S. cultures.
- •Music/Dance/Movement reinforces Standard 11 as students use music/dance/movement as a means of responding to the various stories they hear and read. Students demonstrate familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.
- •Literacy through Art activities reinforce Standards 1 and 11 as students use art as a means of responding to the various stories they hear and read. Students demonstrate familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.
- •Special activities will include performers. We will hire a professional dancer from the Young Audiences and we will have three sessions of dance lessons in each site.
- The enrichment skills provided by these activities reinforce daily instruction by increasing students' ability to attend to and participate in language activities and increase their skill in using alternate communication devices along with picture symbols. Due to their disability (Autism Spectrum Disorder,) the students require a high level of supervision.
-
-
-

Part C: Professional Development

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

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

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

_____ The content of the professional development sessions will address the Citywide Expectations, aligned to the Common Core Standards of reading for informational texts and writing an opinion. Session One will focus on strategies for teaching ELL students with the Unique curriculum and developing activities for students with Autism Spectrum Disorder. Session Two will focus on Literacy through Storytelling and the ELL student; including best practices for teaching basic listening, speaking, reading writing skills, incorporating use of augmentative communication devices, the Fitzgerald Key and Mayer Johnson picture symbols. Session Three will focus on Music/Movement and Art instruction and the ELL student; including best practices for using music/dance/movement and art as a means of responding to the various stories they hear and read along with helping students to develop familiarity with various U.S. cultural referents including holidays, symbols, traditions and customs as they participate in the various activities.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2046.19</u>	<u>Supplies</u> <u>Dry Erase Rolls</u> <u>Elmers Glue Sticks</u> <u>1 Gallon of Glue</u> <u>Trnsparent Tape</u> <u>Moving Tape</u> <u>Laminating Sheets</u> <u>Pop up Notes and Dispenser</u> <u>Multicultural Construction Paper</u> <u>Origami School PK</u> <u>Marbled Construction Paper</u> <u>Color Ink</u> <u>Blk Ink</u> <u>Avery Dividers</u> <u>Glue Gun</u> <u>Skin tone Faces Craft Sticks</u> <u>Binders</u> <u>Wite Out</u> <u>Black Gel Pens</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>Food Code (400)</u> <u>\$250.00</u>	<u>Refreshments</u> <u>\$250.00</u>
TOTAL	<u>\$11,200.00</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 176
School Name P176X		

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 Rima Ritholtz	Assistant Principal Elena Talamo
Coach Dan Capozzi	Coach type here
ENL (English as a New Language)/Bilingual Teacher Hae Ran Song/Carmen Andino	School Counselor type here
Teacher/Subject Area Vivian Lee/ENL	Parent Una Spivey
Teacher/Subject Area Karen Cullum/Science	Parent Coordinator Dawn Harney
Related-Service Provider	Borough Field Support Center Staff Member type here
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	3	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	1
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	843	Total number of ELLs	82	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
Dual Language														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	82	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	82
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	10

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	4	0	4	0	0		0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	38	0	36	30	0	30	10	0	10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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					1	1	1	1						0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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: _____
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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	7	4	3	1	1	5	19	4	4	7	3	4	10	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1					3	1	2				1	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)	7	4	2		1	4	15	3	2	3	3	2	7	0
Emerging (Low Intermediate)		1		1			4	1	1	2		2	2	0
Transitioning (High Intermediate)							2	1	1	2			1	0
Expanding (Advanced)	1		1			1	2		2				1	0
Commanding (Proficient)														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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA		1	27	16	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA			5		28		12		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)			2		13		3		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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	17		17	
NYSAA Mathematics	17		17	
NYSAA Social Studies	5		5	
NYSAA Science	17		17	

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								

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.
 The previous charts list the details by grade for this data. Many students at P.S. 176X were unable to complete the NYSESLAT exam with the following codes on the Exam History Report from ATS: "INV", "OTH", no code or no entry. This is due to the severity of their disability, autism, as well as co-morbidity issues, such as low cognitive ability. Many of these students are non-verbal with limited receptive and expressive language skills. All of our entitled ENL students are categorized Alternate Assessment. Sixteen of our students scored level "4"s on the NYSAA ELA and twenty-six scored level "3"s on the NYSAA ELA. P.S. 176X currently uses SANDI and FAST as our primary form of assessment. P176X also uses Fountas and Pinnell, EDMARK, NYC Performance Task, Attainment and Unique to assess the early literacy skills of ELLs. Data from the various assessments drives instruction for our ENL students. This data informs us of which areas (speaking, listening, reading, writing) to focus and plan for the school year. After analyzing the data from the assessments, reading and writing are the two areas of which students are in most need in ENL.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 P176X students whose home language is not English are given the NYSITELL to determine their eligibility for ENL instruction. For the school year 2015-2016, eight students (all at the kindergarten level) were administered the NYSITELL, seven of these students performed at the Entering Level and one student performed at the Expanding Level.
 All ENL students were assessed with the NYSESLAT during the Spring of 2015. The overall NYSESLAT Proficiency Results(*NYSITELL for New Admits) chart shows the majority of P176X students remain at the Entering Level over the course of their school years (kindergarten through High School). The results reveal that performance levels often do not advance for students with autism. Despite the disability there have been several advances. There are students who have scored Expanding on the NYSESLAT in Speaking, Listening, Reading, and Writing. At the present time, one elementary student, four middle school students and one high school student scored Expanding on the NYSESLAT.
 Picture communication and Total Physical Response (TPR) continue to be the methodologies employed with our cognitively challenged students. Picture symbols and PECS (Picture Exchange Communication System) are used in communication instruction. Picture symbols are labeled with the words in the appropriate language (the Native Language during Native Language Instruction and English during

English as a Second Language Instruction.) Balanced Literacy methodology is incorporated for these students, most of whom are on the Pre-Emergent and Emergent Reading Levels.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

It is our ultimate goal to increase the percentage of students making progress and to attain their English proficiency. The ENL teachers are working toward improving their students' ability to meet grade level academic achievement standards in English Language Arts and Mathematics. We continuously assess our students so they can achieve these goals.

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

We examined several sources that provided both quantitative and qualitative data gathered of students in our school. The assessment tools used to evaluate our students include SANDI (Student Annual Needs Determination Inventory), FAST (Formative Assessment of Standards Task), and NYSAA (New York State Alternate Assessment). Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards IEP (Individual Education Plan) goals.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The RTI (Response to Intervention) model at P.S. 176X is used to identify and diagnose skill deficits. Strategies are implemented to alleviate deficits. The RTI model applies to all students including ENLs who are assessed through standardized assessment or alternate assessment.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- The students' second language development is considered throughout all instructional decisions. ENL teachers, classroom teachers, cluster teachers and related service providers collaborate to assess students' language needs, strengths and effective strategies and activities to address them.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Our ELLs are evaluated through the annual NYSESLAT exam as well as teacher created materials and observations.

Part IV: ELL Identification Process

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

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 Committee on Special Education (CSE) opens all initial referrals and assigns a CSE case number for public school students, including ELLs. If the Home Language Identification Survey was not completed at the CSE meeting, P.S. 176X staff, with the help of the ENL teachers, assists parents in completing this survey. Upon completion of the survey, ENL teachers will conduct an informal interview with the parents. If the survey indicates that the student's home language is a language other than English, the NYSITELL will be administered by one or more of P.S. 176X's certified ENL teachers: Hae Ran Song, Darcy Spitzer, or Vivian Lee. The students eligible

for the NYSITELL with IEPs must be tested within the first 20 days of initial enrollment. If the NYSITELL results show that a child is an ENL and Spanish is used at home, he/she must take a Spanish LAB to determine language dominance. The test will be administered by Carmen Andino who is a certified bilingual teacher. The ENL teachers have the following certification: English to Speakers of Other Languages (K-12). For students who are already in the NYC Public School system, ATS reports (RLER; LAB-R, LAT) are also utilized to identify students who are eligible for NYSITELL testing and NYSESLAT testing.

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).

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Currently, P.S. 176X does not have any SIFE students.

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 newly enrolled, P176X students are administered the Home Language Survey by ENL teachers/school coach. Based on the informal interview and the Survey, if the student's home language is other than English, the language proficiency team (LPT) reviews evidence of the student's English language development. The LPT members are Rima Ritholtz (principal), Elena Talamo (assistant principal), Dan Capozzi (test coordinator), Hae Ran Song (ENL teacher), Darcy Spitzer (ENL teacher) and Vivian Lee (ENL teacher). If LPT recommends the student take the NYSITELL, the student takes the NYSITELL to determine ELL status. ELL identification procedures continue as with all students.

If LPT recommends the student NOT to take the NYSITELL, LPT's recommendation is sent to the principal for review. If principal determines the student should take the NYSITELL, the student will take the NYSITELL to determine ELL status. ELL identification procedures continue as with all students. If the 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 in the preferred language of communication (as indicated in home language survey). If requested in the home language survey, all communication will be translated in the dominant language spoken at home. If superintendent or designee determines the student should take the NYSITELL, the student takes the NYSITELL to determine ELL status. ELL identification procedures continue as with all students. If superintendent or designee determines the student should NOT take the NYSITELL, parent or guardian is notified and ELL identification procedures terminate.

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.

All ENL parents are notified on the ELL status at 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).

When a new student or potential SIFE student enrolls in DOE and his/her home language is other than English, LPT reviews the eligibility for NYSITELL. If the student is NOT eligible, parent or guardian is notified and informed that they may request re-identification within 45 days. If re-identification process determines that the student is NOT an ELL, the ELL re-identification procedures terminate. If the student is identified as an ELL during the re-identification procedure, the student may be reevaluated 6 to 12 months after first reevaluation.

If a new student enrolls in DOE and he/she came from a school within NY State, the receiving school must request ELL status information from the previous NYS school. If the student was identified as an ELL from the previous school, NYSITELL will not be administered. If the ELL status is not obtained from the previous school, ELL identification process continues. If the student is not an ELL, the parent is informed that they may request re-identification within 45 days. In the re-identification process, if the student is not identified an ELL, the ELL identification procedures terminate. If the student is an ELL, the student will be administered NYSITELL and will be placed to ENL program according to the student's proficiency level.

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.

Options for Special Education ELLs (ie: three program choices: Transitional Bilingual Education (TBE), Dual Language, Freestanding ENL; how placement decisions are made, etc.) are fully disclosed and discussed with parents during the educational planning conference at the CSE level.

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.

The Committee on Special Education (CSE) determines and places the students in our bilingual and ESL classes. This is done by the CSE before the student enters our school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Program is determined by CSE when the student enters district 75.

9. Describe how your school ensures that placement parent notification letters are distributed.
Parent or guardian is informed of the placement by CSE when the student enters District 75.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Students' HLIS and all ENL documents are stored in their cumulative folders in each unit office.
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.
Administration of the NYSESLAT runs from mid-April to mid-May. The NYSESLAT exam is administered by the three certified ENL teachers: Hae Ran Song, Darcy Spitzer, and Vivian Lee and the bilingual certified teacher; Carmen Andino. All sections are presented to all entitled ELL students. The first several weeks are devoted solely to administration of the speaking section. The speaking section is administered by two of the four NYSESLAT administering teachers in order to have one teacher ask questions and another record and score the responses. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. The listening, reading, and writing sections are administered in three sessions in small groups or individually depending on the severity of the student's learning disability. Students' IEPs state that the students who participate in the NYSESLAT exam have testing modifications to meet their needs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Initially, parents are notified at CSE and they will get continuous notifications in annual IEP meetings.
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).
The Committee on Special Education (CSE) determines and places the students in our bilingual and ENL classes. This is done by the CSE before the student enters our school. We do not view the Parent Survey and Program Selection Forms.

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.
ENL Program: ELLs are served in P176X's Freestanding ENL program as per their IEPs. ENL is provided by 3 ENL teachers through a combination of stand alone and integrated models of instruction. These ELLs are ungraded (special education) and heterogeneous. The ENL teachers have the following certifications: English to Speakers of Other Languages (K-12). Students are grouped based on their grade level and English proficiency level.

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

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

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

The bilingual teacher provides instruction in all subject areas.

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

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

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

through a TEACCH format (Treatment and Education of Autistic and Communicatively handicapped Children- University of North Carolina- Chapel Hill). To comply with the New York City's Literacy requirements, each classroom library contains books in both native language and English. This includes books adapted by teachers to meet the needs of students with severe disabilities, such as: La Casa Adormecida, Sheila la Brava, Cuentos De Otro Paises, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.

c. DL program. *If applicable.*

Currently, P.S176X doesn't have DL program.

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)?

ELLs receive the number of units of ENL required by CR Part 154. For Entering level K-8 ELLs, 360 minutes of ENL is provided in total with 180 minutes of ENL instruction and 180 minutes of Integrated ENL/ELA instruction per week. For Emerging level K-8 ELLs, 360 minutes of ENL is provided in total with 90 minutes of ENL instruction, 180 minutes of Integrated ENL/ELA and 90 minutes of either Stand Alone ENL or Integrated ENL/ELA per week. For Transitioning K-8 ELLs, 180 minutes of ENL is provided in total with 90 minutes of Integrated ENL/ELA and 90 minutes of either Stand Alone ENL or Integrated ENL/ELA per week. For Expanding K-8 ELLs, each week 180 minutes of ENL is provided in total and it is solely provided as Integrated ENL/ELA instruction per week. For Entering level 9-12 ELLs, each week 540 minutes of ENL is provided in total with 180 minutes of Stand Alone ENL, 180 minutes of Integrated ENL/ELA and 180 minutes of either Stand Alone ENL or Integrated ENL/ELA per week. For Emerging level 9-12 ELLs, each week 360 minutes of ENL is provided in total with 90 minutes of Stand Alone ENL and 180 minutes of Integrated ENL/ELA and 90 minutes of either Stand Alone ENL or Integrated ENL/ELA per week. For Transitioning level 9-12 ELLs, each week 180 minutes of ENL is provided in total with 90 minutes of Integrated ENL/ELA and 90 minutes of either Stand Alone ENL or Integrated ENL/ELA per week. For Expanding level 9-12 ELLs, each week 180 minutes of ENL is provided in total and it is provided only in Integrated ENL/ELA instruction per week.

P.S.176X does not offer Home Language Arts at this time.

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.

ELL students in ENL and TBE programs receive instructional minutes as per CR Part 154.

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

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

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

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

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

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

Social Studies: Social Studies instruction for ELLs follows the Common Core Learning Standards. The Social Skills in our Schools program, Meville to Weville, along with News2You and Weekly Reader for current events are the programs that are utilized for instruction. Social Studies is also instructed through the district curriculum(based on the Common Core Standards).

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are also assessed with Student Annual Needs Determination Inventory (SANDI) and the Formative Assessment of Standards Task (FAST). Students are also assessed through teacher observations. Assessments are conducted in both English and the students' native language. ELLs are evaluated through their native language with help from bilingual teachers and paraprofessionals who can help translate for our ENL students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year ELLs are evaluated by their ENL teachers on all four modalities of English (Speaking, Listening, Reading and Writing). Teachers use the assessments given by the school (SANDI and FAST) as well as the NYSESLAT to evaluate ELLs in the four modalities of English. Instruction is geared toward full language development in the four areas.
6. How do you differentiate instruction for 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

Students with Interrupted Formal Education (SIFE): At the present time P176X does not have any SIFE students. If any SIFE students attend P176X, they will receive the following services: Academic Intervention Services (AIS) in small groups and/or on a 1:1 basis, depending on individual needs. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a student with Inconsistent/Interrupted Formal Education is removed and the student will remain as ELL and will receive ENL instruction.

Service Provided to Newcomers (0-3):

The IEPs of newcomer ENL student are reviewed, appropriate placements are made and related and support services are provided.

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

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

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

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

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

Plan for Long-Term ELLs:

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

Former ELLs:

Former ELLs who exited from ELL status are receiving one half of one unit(90 minutes per week) of study of English as a new language and they are eligible for certain testing accommodations.

7. 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.

In order to ensure the student's academic progress has not been adversely affected by the re-identification process, the principal will consult with a qualified staff member, the parent/guardian, and the student. Based on the consultation, if the student's academic progress may have been adversely affected, the principal will provide additional support services to the student as defined in Part 154

2.3(j) and may reverse the determination within this same 6-to-12 month period.

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

P.S. 176X ENL teachers use instructional strategies and adapted grade-level materials that provide both access to academic content areas and accelerate English Language development. All subject areas are taught in English through ENL methodologies by the ENL teachers with Special Education training. The ENL methodologies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices, and picture symbols. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the

Chart New
 York State Standards and Alternate Grade Level Performance Indicators for students with severe disabilities (NYSAA-AGLIs). The use of technology is seamlessly incorporated into ESL and content area instruction to aid and support students in their learning. Brain Pop, Brain Pop Jr. , Brain Pop ENL, Tumble books, and Starfall, Internet based programs that reinforce content area subjects (language arts, mathematics, technology, health, science, social studies, music and art) are available to all students throughout instruction. Parents are encouraged to use these programs as a resource and home support. Multisensory and multicultural materials including intensive English Open Door series, Easy Visual for ENL students, writing journal entries and ENL Dictionary for Visual Learners are infused throughout all aspects of instruction as per the School Education Plan for Native Language Arts.

9. 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?
 P176X works together to develop curriculum that aligns to the common core standards for our English Language Learner Students with Disabilities. We use data gathered from the SANDI assessment and the FAST to determine instruction as well as IEP goals. ENL teachers work in conjunction with classroom teachers to help ELL students progress in their IEP goals. At the onset of the school year classroom teachers, ENL teachers, and related service professionals work collaboratively to create a flexible schedule that is beneficial for the ELL students. As often as possible ESL teachers try to push in to classrooms to keep students in their least restrictive environment and make instruction as meaningful as possible for all ELL students.

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 (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.

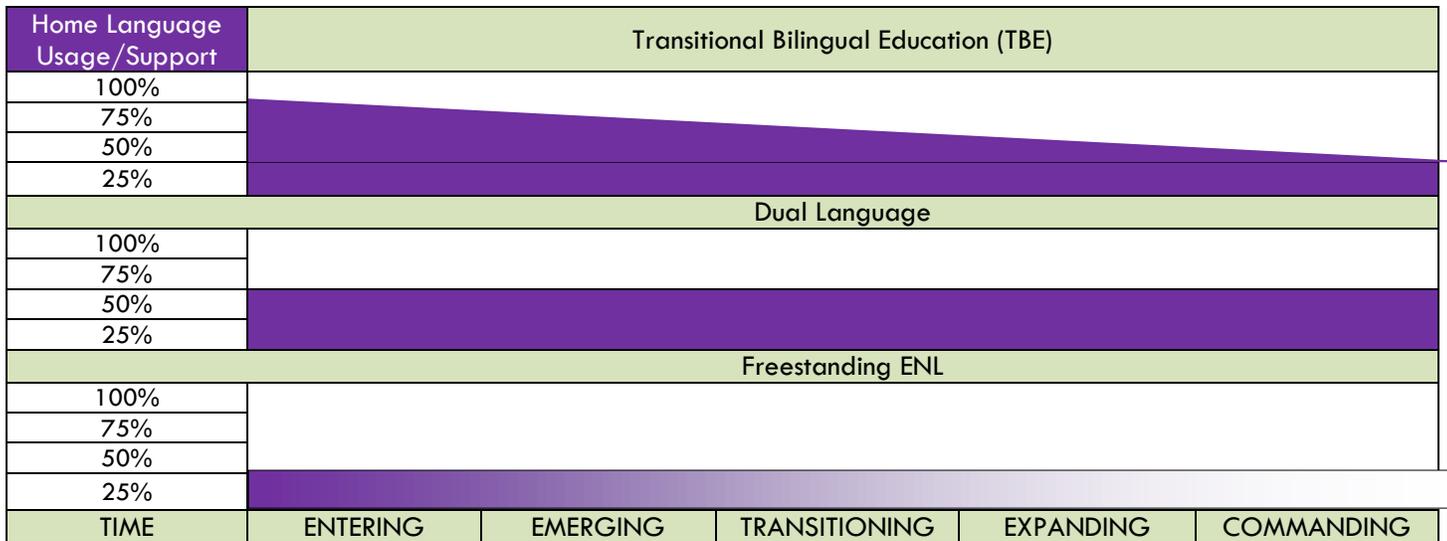


*Note: “other approved services” does not apply to New York City at this time.

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. ENL content area instruction is provided as follows: all subject areas are taught in English through ENL methodologies by ENL teachers with Special Education training. Targeted interventions for ELA include; research based programs such as Foundations (which provides research validated strategies that complement every day programs to serve the needs of our ELLs), Words Their Way (which provides specific guidance, strategies, and tools for helping struggling students catch up with their peers), EDMARK (which is developed for students with learning or developmental disabilities and for those who have not succeeded in other reading methods). District 75 Curriculum Maps (which align content area topics to the common core standards for students with disabilities), along with the Unique Learning System (developed for students with special needs to access the general curriculum) are used as interventions for ELA, Math, Science, and Social Studies.
- Language literacy materials used in the bilingual class include Scott ForesmanK: Carteles de rimas y canciones; McGraw Hill: Lectura 1st, Dias y dias de Poesias and the Department of Education classroom library. The use of bilingual software and multimedia enhances and supports the development of native language skills.
- ENL and classroom teachers use ENL methodologies to meet students individual and specific education needs. The LEA (Language Experience Approach), graphic organizers, communication devices, and picture symbols are used to support instruction. The use of technology is constantly incorporated to aid students in their learning. The SMART board interactive system, iPads, and software programs (ie: Jump Start, Star Fall, Brain Pop, PBS Kids) are used.
- All ENL students benefit from targeted AIS (Academic Intervention Services) that our school has set in place to supplement instruction to assist students in meeting the Common Core Learning Standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program has been effective in meeting the needs of our ELL students using the above-mentioned methodologies. Our three certified ESL instructors work collaboratively with the classroom teachers to provide effective and meaningful instruction for the entitled ELL students in both content area and language instruction. The ESL methodologies used to support language learning are: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches used in conjunction with augmentive communication devices, and picture symbols.
12. What new programs or improvements will be considered for the upcoming school year?
- We do not have any new programs this year for ELLs.
13. What programs/services for ELLs will be discontinued and why?
- We do not have any programs we are discontinuing for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school offerings just as their monolingual peers. Our supplemental programs such as EASE and Get Ready to Learn are available to all our students. ELL students are also afforded the opportunity to join our Title III program each year. Each of P.S. 176X's sites has an assistant principal and a curriculum support teacher, both with expertise in effective instructional practices for students with autism, who provide support to all students including LEP students.
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.
- As stated previously, ELLs at P.S. 176X are supported through the use of software and multimedia, which further enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory, cooperative learning, the infusion of the arts, and the use of technology. To comply with the New York City's Literacy requirements each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities such as: La Casa Adormecida, Sheila la Brava, Cuentos de Otro Paises, El Sancocho del Sabado, The Santillana Series, writing journals, and the Alma Flor de Ada series.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home language support is delivered in the TBE classroom with the curriculums and methodologies described in the answer to question 10. In the ENL classroom, native language is supported by the alternate placement paraprofessional assigned to the student.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All support and services provided to ELLs at P.S. 176X appropriately correspond to the ages and grade levels of the entitled ELL students. Materials are adapted to pertain to the particular ELL's learning disability. Every effort is made to ensure that all materials are appropriate for the child's chronological age and ability.

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).
- PS 176X is considered to have a 12 month school year. When a new ELL is enrolled and it is obvious that extra support services are required for the student and/or the family the Parent Coordinator, Bilingual Family Worker, and Counselors get involved as needed.
19. What language electives are offered to ELLs?
- P176X does not offer language electives.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
During the 2015-2016 school year, P.S. 176X's individual sites hold weekly professional development meetings for all staff members. During these meetings meaningful educational practices are discussed pertaining to ELLs and all students. Some topics during professional development sessions include Strategies and Materials for Native Language Arts instruction, best practices in ENL education, accessing the Common Core Learning standards, NYSAA extensions and assessment of ELLs. In addition to this professional development, all pedagogues are required by NY State to complete Jose P. training.
- 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?
Teachers of ELLs have the opportunity to attend Professional Development workshops about how to incorporate the Common Core Learning Standards through ESL modalities for Special Needs students. These PDs are offered by the District 75 ELL Office throughout the year and pertain to various academic topics.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. All staff at P176X (teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, family worker, and parent coordinator) who serve ELL students will also be supported through coaching services provided by the school's instructional coach and curriculum support teachers, which also focus on topics such as transitioning from elementary to middle and/or middle to high school. In addition, P.S. 176X encourages the aforementioned staff to attend district, city, and state wide conferences focusing on the education of ELLs. Furthermore, all teachers serving ELLs have a common professional development period. They meet in cohorts of 6:1:1, 8:1:1, 12:1:1 classes. One meeting a week is with the Assistant Principal to discuss curriculum. There is a weekly meeting with the behavior support teacher to address behavioral issues. The ESL teachers are available to meet weekly to support the teachers with ELL instructional support. Paraprofessionals providing support to students transitioning from ESL classrooms meet with the ESL teacher weekly to discuss and reinforce instructional strategies used with the ELLs.
- 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.
All classroom and content area teachers will receive the 15% of their required professional development hours by attending workshops, which will include education of ENL strategies and materials, technology, and content areas. All classroom teachers and content area teachers are offered support from the Jose P. ESL Training to help them provide more support to ELL students. The school payroll secretary keeps a list of teachers who attended the Jose P. training and the certificates are kept on file. This training is offered by the District 75 Office of ELLs throughout the year. For all bilingual and ENL teachers 50% of their required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Agendas of all professional development periods and attendance records are kept on file in the principal's 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?

P.S176X individually meets with the parents/guardians of ELLs once a year, in addition to parent-teacher conferences, initial parent orientations and IEP meetings, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent/guardian best understands.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent orientation sessions for newly enrolled students take place in the spring, prior to enrollment, and in the fall, and are open to all parents, including parents of newly enrolled ELL students. Various educational topics are discussed, materials are distributed to parents, and instruction is provided to allow parents to apply the materials received and the skills acquired in their home setting. Topics scaffold one upon the next in order to provide building blocks for parents to assist their child to access, acquire, and utilize the life skills required to foster independence. P.S. 176X also offers parents of ELLs this information in the home's dominant language. Also, parents are linked to private agencies to provide support as needed by the Parent Coordinator and the bilingual Family Worker.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are also invited to classroom-based activities such as Cook with a Book, Hundredth Day of School, Poem in Your Pocket Day, as well as multicultural celebrations such as Cinco de Mayo. With the help of school's Parent Coordinator, P.S. 176X offers parents of ELLs ongoing information in the home's dominant language and training on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Native language translators are available at all PTA and school leadership meetings. Newsletters and notices from the school to the home are translated to the family's native language. Linkages to outside agencies for medical, recreational, and/or case management are facilitated by the school through the Parent Coordinator, PTA, and Family Worker. Agencies include: AHRC, YAI, Bx. Lebanon Hospital, Rose Kennedy Center, YMCA, Ramapo for Children.
5. How do you evaluate the needs of the parents?
An annual Parent Survey is used to determine the needs of ELL students' parents. Monthly workshops, support group and classroom based activities provide parents with opportunities to ask questions and raise any concerns.
6. How do your parental involvement activities address the needs of the parents?
Parent activities and workshops are aligned with the needs parents express by analyzing the parents' answers to our annual survey. The workshops reflect how to help their students' meet the adapted common core standards.

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.

School Name: **P176X**

School DBN: **75X176**

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)
Rima Ritholtz	Principal		
Elena Talamo	Assistant Principal		
Dawn Harney	Parent Coordinator		
Hae Ran Song/Carmen Andino	ENL/Bilingual Teacher		
Una Spivey	Parent		
Vivian Lee/ENL	Teacher/Subject Area		
Karen Cullum/Science	Teacher/Subject Area		
Daniel Capozzi	Coach		
	Coach		1/1/01
	School Counselor		1/1/01
	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: **75X176** School Name: **PS176X**
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.learn DOE.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.

P176X determines our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. Data is gathered when parents complete the Home Language Identification Survey (HLIS), for all first time entrants to P176X and the New York City Public School System. Every September the Student Emergency Contact cards are sent home. These cards request parents/guardians to indicate their preferred language for both written and oral communication. We also survey our teachers, the parent coordinator and family worker(bilingual) to identify parents of students who are non-English speaking. We also use ATS reports(RPOB and RHLA) to assess language preference of the parents. We continuously review the students in the bilingual class and those receiving ESL services for translation and interpretation needs.

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.

Parents' preferred languages (other than English) for written and oral communication is as follows: Spanish (62), Bengali(1), French(1), Khmer(1), Philipino(1), Hindi(1), Farsi(1).

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.)

The following are documents P.S.176X typically disseminates: Ongoing correspondence from the Principal, monthly notices regarding PTA meetings, monthly newsletters from the Parent Coordinator, Parent-Teacher Conference announcements(Fall and Spring), notification of IEP conferences, monthly calendars that indicate daily activities, notifications of any extracurricular activities, etc.

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.

Formal face to face meetings at PS176X are as follows: orientation, which occurs in the Spring prior to enrollment and in September (for new students to the school); Parent-Teacher Conferences which take place in the Fall and Spring; various monthly classroom activities; monthly parent workshops/PTA meetings; monthly parent support group; monthly fathers support group; special workshops and activities for parents and families including siblings events, musical events; Family Worker interventions (phone calls and/or home visits).

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.

The Language Access Coordinator will review the school calendar one month in advance to determine which documents and notifications need to be translated. Sign language needs will also be determined at this time to schedule interpreters. Written translation services will be provided by the Translation & Interpretation Unit and by in-house school staff.

By reviewing the calendar one month in advance the school ensures a timely provision of all documents.

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.

Interpretation needs will be determined on case by case requirements. School staff can serve as interpreters, over-the-phone interpreters can be utilized, Sign language interpreters will also be scheduled as needed.

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.)

At the beginning of the school year and mid term staff will be given the staff letter regarding Language Access Services and the resources it provides.

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

Language Access Coordinator will make sure Welcome Poster is posted and the Language ID Guide is at the security desk at the main office. The Parents Bill of Rights and Parents Guide to Language Access will be distributed and explained,

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)

Language Access Coordinator and school staff will create and distribute a survey to gain feedback from parents. The survey will be distributed twice a year (midyear and end of year) to assess the quality and availability of translation services provided.