



## **P.S. K811 CONNIE LEKAS SCHOOL**

### **2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: P.S. K811 CONNIE LEKAS SCHOOL**  
**ADDRESS: 2525 HARING STREET**  
**TELEPHONE: 718-769-6984**  
**FAX: 718-648-7816**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 307500013811      **SCHOOL NAME:** P.S. K811 Connie Lekas School

**SCHOOL ADDRESS:** 2525 HARING STREET, BROOKLYN, NY, 11235

**SCHOOL TELEPHONE:** 718-769-6984      **FAX:** 718-648-7816

**SCHOOL CONTACT PERSON:** ANTOINETTE ROSE      **EMAIL ADDRESS:** ARose3@schools.nyc.gov

**POSITION / TITLE**                      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gloria Smith

**PRINCIPAL:** ANTOINETTE ROSE

**UFT CHAPTER LEADER:** Ilyana Frias

**PARENTS' ASSOCIATION PRESIDENT:** Gloria Smith

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Simone Dublin

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** D-75 Schools

**NETWORK LEADER:** BARBARA JOSEPH

**SUPERINTENDENT:** Gary Hecht

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Antoinette Rose	Principal	
Claude Paulin	UFT Member	
Gloria Smith	PA/PTA President or Designated Co-President	
Sharon Williams	DC 37 Representative	
Barbara Deese	Parent	
Cynthia Blount	Parent	
Chalan Taylor	Parent	
Tynese Kirkland	Parent	
Ilyana Frias	UFT Chapter Leader	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

P. 811K provides services to students twelve to twenty-one years of age with multiple disabilities. The main site provides a program to address students with multiple disabilities from the ages of 14-21. The goal is to optimize their potential for post school outcomes. Our 12:1:1 students participate in functional academics from 14 to 18 years of age. At ages 18-21, they are assessed by level 1 interest interviews with parental input. We then match students to vocational sites. Our 12:1:4 students have significant global delays. The program addresses functional life skills and issues in the area of Activities for Daily Living (ADL). 8:1:1 and 6:1:1 classroom settings consist of students on the Autistic Spectrum. We provide services for students along the spectrum in Treatment and Education of Autistic and other related Communication handicapped Children (TEACCH) methodology and Applied Behavioral Analysis (ABA). In addition, we have two Junior and two High School off-site inclusion programs.

Our core mission is to provide an educational environment which will enable all students to develop to their fullest potential through high performance standards, with an emphasis on Activities for Daily Living with strong behavioral supports. Using a team approach, parents, students and staff share common goals and open communication enabling the school to maintain a program enhancing the lives of our students' and encouraging a welcoming, safe environment. Together We Make It Happen Through Data Driven Instruction!

P811K consists of a highly experienced office, custodial and cafeteria staff. A comprehensive group of dedicated faculty, including Special Education Teachers, Adaptive Physical Education Teachers, Paraprofessionals, Occupational Therapists, Physical Therapists, Speech-Language providers, Hearing Specialists, Counselors and our School Nurses work in tandem to meet the specific academic, social, communication and emotional needs of this distinct population of students. School Aides round out our program, filling positions in various capacities as needed. To ensure our school operates at its optimum capacity and that all departments are in communication, School Safety, the Pupil Personnel Team, Instructional Cabinet, Administrative Cabinet, Attendance Committee and Related Service Providers meet weekly.

Among our many exemplary programs are our Work-Study, Positive Behavior Support, Performing Arts and Technology Programs. The Work-Study Program emphasizes the integration of academic skills into real job opportunities in our community. We currently have partnerships with Menorah Nursing Home, 7Eleven, Shore View Nursing Home, Coney Island Hospital, Subway Brighton Beach, Shore Front YMCA, McDonalds, Loehmann's Department Store, Citywide Programs, Sunrise Senior Living, CHIPS, Life Spire, Toys R Us, Brooklyn Public Library, Party City, Visiting Nurse Center, CVS, and 811K main site. Our students gain experience and knowledge about the specific skills

needed in various fields of employment. The Positive Behavior Support Program uses data collection and a team approach to develop FBA's and behavior intervention plans, which increases pro-social behavior. Through the Performing Arts students are exposed to additional means of expression, while contributing to their acquisition of social skills. This program strengthens students reading and writing skills and also displays their creative talents. The Technology Program focuses on the use of technology/multimedia and telecommunications. This includes the use of assistive technology and augmentative devices, to provide students with an enhanced learning environment, increasing their communication and literacy skills. Our Universal Design for Learning Multimedia Center was the first of its kind in New York State, and was designed with features making it accessible to students with physical, sensory, and learning disabilities. It provides students with multiple disabilities access to technology that will enrich their quality of life, enhance their academic performance and help them to develop job skills. We also have placed SmartBoard (interactive white board) technology in every classroom to enhance student's educational experiences.

We recognize that parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Additionally, our mission will be accomplished by implementing ongoing staff development initiatives, establishing collaborative ventures with the community linkages, encouraging parental/family involvement, building transitional agency supports and using the District 75 resources.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. K811 Connie Lekas School								
<b>District:</b>	22	<b>DBN #:</b>	75K811	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		TBD	TBD	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		TBD	93.26	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	2	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	2	2	4		70.5	0	0		
Grade 8	3	3	2						
Grade 9	5	2	3	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	2	6	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	1	12	0		2	11	TBD		
Grade 12	4	148	1						
Ungraded	407	257	375	<b>Recent Immigrants - Total Number:</b>					
Total	426	430	387	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	2	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	426	430	387	Principal Suspensions	0	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	TBD		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		N/A	0	0		
# in Transitional Bilingual	16	1	33	Early College HS Participants					
					0	0	0		

Classes							
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# receiving ESL services only	25	9	26	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	20	21	93	Number of Teachers	69	72	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	133	129	TBD
				Number of Educational Paraprofessionals	58	47	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	55	65	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	82.6	72.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	44.9	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	89	TBD
American Indian or Alaska Native	0.5	0.7	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.5	100	TBD
Black or African American	57	56	55.8				
Hispanic or Latino	20.7	20.7	20.4				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	4.7	4.7				
White	17.1	17.9	18.3				
Multi-racial							
<b>Male</b>	61.5	60.2	58.1				
<b>Female</b>	38.5	39.8	41.9				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07		<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	
						<input type="checkbox"/> 2009-10	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09	Quality Review Results - 2008-09
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b> √
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data √
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals √
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals √
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals √
Additional Credit	Quality Statement 5: Monitor and Revise √

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

811K Major Accomplishments 2009-10

Technology

- Awarded the Resolution A (Reso A) Grant (\$150,000), which significantly increased and supported student interactive participation in instructional activities at all sites. We were able to upgrade and maintain the current technology as well as renovate our auditorium to improve accessibility for our students. Additional SmartBoard technology has aided teachers in using technology to increase student achievement levels in all academic areas; including the area of communication English Language Arts (ELA), basic competencies and skills related to career and work, which will provide individual student goals and objectives, and therefore the ability to differentiate instruction.

- Developed and implemented a 811K student binder to monitor data trends; review authentic student work; attendance; assessments; IEP goals / objectives and progress.

- Implementation of Weekly Reader AbleNet Editions and Units of Study for students which provides 3 levels (pre-emergent/emerging/grade level content with low vocabulary demands) of adapted literacy, math, science, social studies and health, communication, social interaction and home living skills content for the classroom. Each program offers pre / post assessments and differentiated lesson plans.

Professional Development

-HG Birch

- TEACCH 2 day core training was attended by all staff working in the designated structured teaching classes during 2009-2010.

-AbleNet Inc provided on site PD for staff for implementation of 'new' curriculums in designated classes:

- Weekly Reader Editions

\* Eden

\*Star Reported

- Scheduled webinars conducted by vendor

-Tecquipment Inc Provided on site PD's for staff for implementation of Smart Board instructional technologies

\*TCI training for staff

## Transition

- 811K had a 6 % increase in students participating in community work sites
- 48% increase in the number of students participating in the in-house work related programs
- All new admits to 811K received the vocational level I assessment
- 89% increase in the number of students travel trained during the 2009-10 school year

## Performance Trends

1. We have seen continued growth with our students in alternate assessment classes particularly in the area of communication (ELA) as measured by the Brigance Assessment Inventories. While growth is apparent, we will continue to work in this area because it is critical in developing greater student independence.

2. As a result of analyzing student performance data it became apparent that the school needed to organize our efforts to provide focus on differentiated instructional environments depending on the needs of the students. Based on age, levels of functioning, level of independence and job readiness, students were placed in a specific type of instructional environment. 811K staff identified their own particular professional development interests and needs. We developed a specific professional development plan for 2010-11 to target the needs of the staff serving each type of student in our instructional environment.

3. We are using vocational level I assessments to place students in school or community based job related experiences.

4. Over the past year we have seen a slight increase in the level of parental involvement.

A close review, of the subgroup of parents involved, indicated that parents tend to increase involvement as their children come close to transitioning out of school. It is critical that we increase parental involvement earlier in students' education in order to attain more positive outcomes for our students.

5. The Transition Coordinator, Job Developer, and Administrative Team determined after analyzing the transition process that there is a need for more systematic documentation of academic, social, and vocationally-related experiences including formal travel training at 811K.

The School Leadership Team, Administrative Cabinet and the UFT representative for 811K reviewed the SCEP goals and action plans set forth during the 2009-10 school year and reflected upon those that we felt to be further developed. In addition, we reviewed the results of the 2008-09 Quality Review, the Learning Surveys, grants received, the results of periodic assessments, Brigance Assessment Inventories administered Fall/Spring 2009 – 10, the results of the NYSAA for the students in alternate assessment classes, along with the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school. Therefore, based on the data reviewed, we decided to focus on the following areas:

- **Data Analysis:** The results of the Quality Review found that teachers at 811K need to be more involved in the analysis of data, the alignment of curriculum, differentiation of instruction and student performance.
- **Parent Engagement:** The results of the learning survey revealed that 22% of our parents wanted their children to have more preparation for life skills. The survey also indicated parent interest in more frequent communication with educational staff and opportunities to attend workshops, programs and performances at school.
- **Technology:** As recipients of the Reso A Grant for the 2009-10 school year, we decided to focus on infusing the use of technology throughout the curriculum by producing multimedia projects ( i.e., e-resumes; e- portfolios, I- movies).
- **Professional Development:** The results of the staff survey disseminated in May, 2010, indicated

staff interest in job coaching strategies; behavior management; structured teaching, technology and school based vocational training activities. Professional Development has been provided in these areas both in and out of the school setting. A Professional Development calendar has been published, and a formalized system established whereby staff provides feedback on training received and turnkeys the information they receive to colleagues in weekly cohort meetings or other in-school PD gatherings.

- Transition: To improve the transition process, the administrative team will finalize and implement a formal ‘transcript’ to summarize each student’s individualized educational path at 811K in a user-friendly format.

#### Aids

- RESO A Grant \$150,000 will provide the opportunity for all students to have availability to technology at school and for staff to implement its use as a tool for instruction and data collection.

#### Barriers

- Cuts in the Office of Pupil Transportation budget which limited the number of small busses assigned for students. This resulted in an increase in behavior problems on busses and widespread bussing problems, causing delays in arrival and departure.
- Inability to fully serve students in need of Physical Therapy and Occupational Therapy because of a shortage of DOE providers.
- Significant administrative changes
- Intermittent student attendance due to relocation, incarceration, hospitalization, physical injuries, and drug abuse
- Inaccurate and erroneous telephone numbers for students, parents, and guardians
- Staff members’ long term illness and absences
- Scheduling needs to promote the development of Professional Learning Communities to promote teamwork and collaborative inquiry Acronyms

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1) By June 2011, students will demonstrate increased independence through a 5% increase in participation in both in house work-study and community-based vocational programs	<input type="checkbox"/> We will increase 5% of in house work-study opportunities and increase 3% community based vocational opportunities.
<input type="checkbox"/> 2.1) By June 2011, there will be a 75 % increase in the numbers of teachers planning for individualized instruction as evidenced by a movement of one level using the PTS protocol.  2.2) By June 2011, there will be a 10% increase in the numbers of Paraprofessionals attending professional development sessions as evidence by Professional Development Action Plans that will be created.	<input type="checkbox"/> Pedagogical staff will improve their delivery of targeted instruction through best instruction practices, as evidenced by formal and informal teacher observations that are based on student communication and student engagement. Using the Professional Teaching Standards.  Paraprofessional staff will engage and implement instructional support strategies as evidenced by PD action plans.
<input type="checkbox"/> 3) By June 2011, there will be a 3% improvement in students’ attendance as evidenced by ATS reports and district attendance data.	<input type="checkbox"/> Improving attendance will ultimately improve LRE movement of students with improved attendance.
<input type="checkbox"/> 4) By June 2011, students participating in the Structured Methods in Language Education (SMILE) Reading Program will demonstrate an increase in student achievement in functional literacy; as evidenced by a 5% increase in sound and word acquisition and recognition	<input type="checkbox"/> By June 2011, P. 811K’s 12:1:4 and 6:1:1 students will demonstrate a 5% increase in reading skills as evidenced by baseline data through the use of the SMILE Reading Program.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**(where relevant) :**

**Improving transitional outcomes**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, students will demonstrate increased independence through a 5% increase in participation in both in house work-study and community-based vocational programs</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> ACTION / Strategies/ Activities: Identify Skills to successfully match identified interests from Vocational Assessment to possible employment opportunities, using the curriculum materials listed below:</p> <ol style="list-style-type: none"> <li>1. Administration will meet with Transition Linkage Coordinator/ Transition Team to share vision for transition by October 2010</li> <li>2. By October 2010, all parents will be sent a Level 1 Voc Assessment.</li> <li>3. Administration will share vision with teachers and related service staff (October 2010 Faculty Conference)</li> <li>4. By January 2011 all students will have a completed Level 1 Voc Assessment</li> <li>5. By November 2010, a new procedure where all teachers will meet with the Transition Linkage Coordinator in planning IEPs/ page 10s will be implemented.</li> <li>6. IEP coordinator will insure that all page 10s of student IEPs will reflect Student Level 1 Voc Assessment with regards to the students voice.</li> <li>7. Level 1 Voc Assessments will be part of each student’s portfolio.</li> <li>8. Integrate vocational assessment information into ongoing curriculum development (June 2011).</li> </ol> <p>Additional Supports: Brigance Inventories, Rubrics, Checklists, In house assessments., CDOS NYSAA ABLENET Training- Weekly Reader, Star Reporter FACES Syracuse Curriculum</p>

	<p>Target Population: All pedagogical staff, paraprofessionals  Responsible Staff Member :  Assistant Principals:  Shelia Cook-Bey AP  Barbara Tremblay, AP  Kathy Santana, AP  Transition Linkage Coordinator/Job Developer  IEP Teacher  Time Line : 2010-2011 School Year</p> <ul style="list-style-type: none"> <li>• Weekly monitoring of the binders by the classroom teachers will ensure all binders are up to date and in compliance</li> <li>• Weekly staff meetings with A.P. in charge to ensure compliance by teachers</li> <li>• Professional Developmental for Staff on how to complete the Level I Vocational Assessments will be conducted by Transition Linkage Coordinator</li> <li>• Monitoring of IEP by IEP Teacher to ensure page 10 Transition Plans are in place for annual reviews</li> <li>• Monitoring of IEP by School Based Support Team for Triennials to ensure page 10 Transition Plans are in place</li> <li>• For work-study students – monthly assessments by Job Coaches to help drive the Level I Vocational Assessments</li> <li>• Weekly visits for transitioning students, guardians and families to experience a variety of over 21 options for themselves and their children.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>  -Code 100 matching funds or student stipends.  -Code 100 funding for instructional supplies  -Code 100 travel training expenses</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>  - Cohort Meeting Agendas- submitted to Principal for follow up  - Use of Walk-through Rubrics  - Review of Formal/ Informal Observations  - All pedagogical staff are assigned to an Assistant Principal for cohort meetings  - Cohort agendas  - Assistant Principals do periodic job sites visits  - Review of data sheets</p>

	-On-going meetings with transition team and administration in regards to student job opportunities.
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**Subject Area  
(where relevant) :**

**Professional Development**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□By June 2011, there will be a 75 % increase in the numbers of teachers planning for individualized instruction as evidenced by a movement of one level using the PTS protocol.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• □By September 2010, 95% of all paraprofessionals will have submitted their Para Planning Survey and have reviewed the professional development offerings of District 75</li> <li>• By October 2010, administration will have reviewed all Para Planning survey's and will set up meetings to support the enrollment of paraprofessionals in District level or school level PD sessions</li> <li>• By October 2010, 811K administrative team will publish our school year professional development calendar that aligns with the School's instructional goals</li> <li>• By October 2010, Principal/Assistant Principals arranged/scheduled staff Intra-visitations to classes within our organization. The opportunity and scheduled intra-visitations will be afforded to all pedagogical staff</li> <li>• By February 2010, Principal/Assistant Principals arranged/scheduled inter-visitations to the following district 75 schools with similar student populations.</li> <li>• <b>-P53K</b> 12.1.4 classes Data specialist for methods of data collection Work sites</li> <li>• <b>-P721K</b> 12.1.1 classes Technology/data specialist for methods of data collection Work sites TEACCH classes (High School age students)</li> <li>• <b>-P811X</b> Technology/data specialist for methods of data collection</li> </ul>

### 6.1.1 Inclusion

Staff follow up from intra-visitations by submitting intra visitations log to the supervising AP that is orchestrating this initiative. The supervising AP of each program will receive a copy of the log, will set up a follow up session for staff to debrief and set in place an action plan with measurable benchmarks to see the impact of PD on student outcomes.

Ongoing highlights will be shared with the school community via ARIS, Principal's message and in the weekly AP Newsletters.

Scheduled cohort meetings are conducted by Principal and Assistant Principals at all sites weekly with specific topics related to Inquiry Team focus groups (ELA); NYSAA, TEACCH, Brigance, ELL/ MeVile, Everyday Math, Equals, Eden, Weekly Reader; Transition issues, IEP Compliance/Brigance, review of student work (using protocol)

September 2010, 811K Instructional Binder will be distributed to all teachers and related service providers at all sites to provide resources for teachers including but not limited to the following:

- New initiatives 2010-2011 Best practices (12.1.1, 12.1.4, 6.1.1, 8.1 and 8.1.1)
- Lesson Planning – Document of required elements
- Thematic Map for 2010-2011
- Brigance Administration – Link for Brigance Administration Guide, Consideration checklist and Priority Goals sheet
- IEP development – Resources list and Flow Chart
- NYSAA --- Support plan

September 2010 – Small learning communities will be set up to support the curriculums in all service categories and a schedule will be developed.

October 2010, implementation of second year roll out for our 12.1.4 monolingual classes and third year roll out for our 12.1.4 bilingual classes. Literacy programs for high school age students from Ablenet, MeVile to Weville which includes differentiated lessons and texts, professional development, at team meetings the review of student work.

October- December 2010, implementation of Core Curriculum will be supported by in house professional development and small learning communities working on supporting the curriculum for all students.

	<p>October 2010 – June 2011 inter-class visitations will be scheduled by administration for the purpose of sharing ‘best practices’ strategies and ideas across cohorts in order to discuss how the instructional strategies have impacted on the students’ educational goals. One intra-visitiation by a school team (teacher/SBC/Para/RS/AP) will take place for each population.</p> <p>Teachers will complete an inter/intra visitation log, which includes an action plan for implementation or instructional practice that he/she would like to work on within their classroom, into an action plan with measurable benchmarks to evaluate the effectiveness on student progress.</p> <p>Paraprofessionals that attended inter-intra visitation will also complete a visitation log and meet with supervising AP to discuss next steps and the development of a professional action plan with measurable benchmarks to evaluate the effectiveness on student progress.</p> <p>October 2010 – June 2011 intra-class visitations will be scheduled by administration for the purpose of sharing ‘best practices’ strategies and ideas across cohorts (each teacher will participate in 1-4 intra-visitiation sessions).</p> <p>October 2010 – June 2011 90% of pedagogical staff will participate in 1-2 learning walks, providing feedback to the school community and ensuring our educational facility is optimal for student learning.</p> <p>September 2010-2011 -90% of all pedagogical staff will sign up and attend 1-2 Professional Development sessions offered by District 75</p> <p>September 2010 for the fall and February 2011 for the spring the 811K teachers’ schedules will reflect common planning, small learning communities, weekly teacher cohort meetings for sharing of collegial ‘best practices’.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> OTPS tax levy funds for substitute teachers/paraprofessionals for inter-visitations and attendance at District 75- Professional Development sessions.</p> <p>-Code 100 Funding for instructional materials that will support best instructional practices.          -Per session funding to support instructional coherence and</p>

	inquiry team work.
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Para Planning Survey's 2010-2011</li> <li>• Development of a Teacher Data Binder</li> <li>• Development of a Paraprofessional Data Collection Process</li> <li>• Monthly feedback form or survey</li> <li>• 2010-2011 dedicated bulletin board for professional development feedback from staff at all sites by all who attended Professional Development or completed an inter-visitation to another District 75 school.</li> <li>• Information on professional development will be posted in the weekly AP newsletter</li> <li>• 2010-2011 Teacher Observations will reflect highlights of 'best practices' strategies, techniques and curriculum knowledge implemented in lessons and data to support improved student outcomes .</li> </ul>

**Subject Area**  
 (where relevant) :

Attendance

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, there will be a 3% improvement in students attendance as evidenced by ATS reports and district attendance data.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> <li>1. The Attendance Improvement Committee, consisting of an Administrator, Pupil Accounting Secretary, Attendance Teacher, and Parent Coordinator will:       <ul style="list-style-type: none"> <li>• Evaluate ATS data, including daily attendance rate (weekly/monthly)</li> <li>• Daily calls to parents of students who are absent by school using the Messenger Service            Messenger service will be monitored daily by Pupil Accounting Secretary</li> <li>• Evaluate/review RACLs weekly</li> <li>• Review attendance roster daily for accuracy (PAS)</li> </ul> </li> <li>2. Utilize Attendance Teacher to:       <ul style="list-style-type: none"> <li>• Close out existing SAR registers</li> </ul> </li> </ol>

	<p>*Close out all 407's</p> <ul style="list-style-type: none"> <li>• provide/maintain logs</li> <li>• conduct home visits as necessary</li> </ul> <p>3. Ongoing pro active involvement of parent coordinator (if one is hired) to analyze attendance trends and communicate with parents.</p> <p>4. Bi-yearly AP Student Attendance Awards Assemblies (Dec and June)</p> <p>Most improved attendance, 90%-95%, 96% - 99% and 100%</p> <p>5. Reviewing student improvement in attendance and then cross-referencing to support and identify LRE movements.</p> <p><b>Target Population:</b> 12:1:1, 6:1;1, 8:1:1, 8.1 (JHS/HS) and 12:1:4 students within the P811K organization</p> <p><b>Responsible Staff Members:</b></p> <ol style="list-style-type: none"> <li>1. Harold Weiner, Attendance Teacher</li> <li>2. Sandy Gallimore, Pupil Accounting Secretary</li> <li>3. Vacancy , Parent Coordinator</li> <li>4. Administrative Team Member</li> </ol> <p><b>Time Line:</b> Ongoing throughout 2010-2011 School Year Student attendance will be published in the weekly AP newsletters</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Code 400 funding will be used to support materials, food and transportation</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> <li>1. Weekly/ Monthly review of ATS attendance, Class RACLs</li> <li>2. Review Parent Coordinator (if hired) log of calls to parents of students who are absent via messenger service, attendance teacher and/or classroom teachers</li> <li>3. Review attendance data by site (PAS)</li> <li>4. Monthly celebration of 100% student attendance</li> </ol>

**Subject Area  
(where relevant) :**

**Curriculum and Instruction/ ELA**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, students participating in the Structured Methods in Language Education (SMILE) Reading Program will demonstrate an increase in student achievement in functional literacy; as evidenced by a 5% increase in sound and word acquisition and recognition</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> The target population is students with the most severe language-learning and literacy challenges.</p> <ul style="list-style-type: none"> <li>• Identify staff for SMILE Training (September 2010)</li> <li>• Identify students for participation (utilizing referrals for teachers)</li> <li>• Create schedule for delivery of service (October 2010)</li> <li>• Ensure SMILE Team meets on a bi-weekly basis to discuss student progress, challenges and work product(November 2010)</li> <li>• Ensure ongoing collaboration with District Literacy Department (R. Blau and Donna Laraia)</li> <li>• On-going review of student data by Principal, AP’s, SBC, and SMILE Teacher Team.</li> </ul> <p>Participation in Network Three’s SMILE training.</p> <p>Periodic review of SMILE progress aligns with the following school progress dates: 10/6/10, 10/20/10, 11/23/10, 12/21/10, 1/20/11, 3/15/11, 4/13/11, 5/17/11, 6/22/11. In addition, to these dates, staff participants report interim progress on a weekly basis at cohort meetings.</p> <p>Teachers will be supported by the SBC as well as a AP’s. SMILE Kits will be purchased Staff Professional Development will be held during weekend institutes.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Teachers will be supported by the SBC, as well as AP’s through the implementation process, as well as weekly support meetings. SMILE Kits will be purchased \$1000.00 Instructional Supplies \$1000.00 Teacher Training Funds/Paid Prep Periods Staff Professional Development will be held during weekend institutes (One Weekend Monthly).</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

□ Staff attendance to SMILE trainings  
Periodic review of SMILE progress aligns with the following school progress dates: 10/6/10, 10/20/10, 11/23/10, 12/21/10, 1/20/11, 3/15/11, 4/13/11, 5/17/11, 6/22/11. In addition, to these dates, staff participants report interim progress on a weekly basis at cohort meetings.

Staff Schedule

SMILE Team Meetings

SMILE Date Records

Interim Assessments indicating progress towards ELA/Functional Reading Goals on IEP's

Addition of SMILE Goal in IEP for all students participating in intervention program.

Pre and Post Assessments.

5% increase from baseline assessment data

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	10	10	10	5	3	2	N/A
7	3	3	3	3	2	1	0	N/A
8	3	3	3	3	0	2	1	N/A
9	12	12	12	12	6	4	2	N/A
10	8	8	8	8	2	4	1	N/A
11	12	12	12	12	6	4	0	N/A
12	15	15	15	15	7	4	3	N/A

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> Small group instruction 5x weekly during tutoring and advisory periods. Content comprehension strategies</p> <p>Adapted literacy, math, science and social studies instruction delivered in a small group setting during the school day.</p> <p>Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skills are targeted. Intervention delivered in a small group setting during the school day.</p> <p>Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners.</p> <p>Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments</p> <p>Test Prep Strategies for Regents exams and RCT exams</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> Small group instruction 5x weekly during tutoring and advisory periods. Content comprehension strategies</p> <p>Test Prep Strategies for Regents exams and RCT exams</p> <p>Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skill are targeted. Intervention delivered in a small group setting during the school day.</p> <p>Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners.</p> <p>Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments</p>

<p><b>Science:</b></p>	<p><input type="checkbox"/> Small group instruction 5x weekly during tutoring and advisory periods. Content comprehension strategies Test Prep Strategies for Regents exams and RCT exams</p> <p>Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skill are targeted. Intervention delivered in a small group setting during the school day.</p> <p>Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners.</p> <p>Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Small group instruction 5x weekly during tutoring and advisory periods. Content comprehension strategies</p> <p>Test Prep Strategies for Regents exams and RCT exams</p> <p>Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skill are targeted. Intervention delivered in a small group setting during the school day.</p> <p>Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners.</p> <p>Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> One-to-one/small group 1x weekly during the day</p> <p>Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them reach their academic goals and objectives.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>One-to-one/small group 1x weekly during the day</p> <p>Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them reach their academic goals and objectives.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>One-to-one/small group 1x weekly during the day</p> <p>Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them reach their academic goals and objectives.</p>

<b>At-risk Health-related Services:</b>	N/A
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## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below. Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**9-12 Alternate Assessment**

**Number of Students to be Served:**

**LEP 30**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) 6 Paraprofessionals, 1 administrator and 1 school secretary**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

#### **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

We have 104 students that are classified as English Language Learners, by home survey and/or their NYSESLAT scores. According to the NYSESLAT scores 12 of our students tested at the beginner level, 3 tested at the intermediate level, 89 of our ELL students tested were invalid due to their significant global delays that they were unable to complete all testing sub groups. Our program consists of five classroom ratios, 12.1.1 (students with moderate cognitive and possible physical delays), 12.1.4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6.1.1 and 8.1.1 (students that fall under the autistic spectrum, who have communication and social emotional delays), within our main site. At our inclusion off sites we have five classes of student recommended for 8.1 supports. Our parents feel welcomed at IEP meetings and at our PTA meetings, as we utilize both our own diverse staff and DOE staff to translate either in person or over the phone.

Our ELL program consists of 2 bilingual Spanish self-contained classes and two full time ESL teachers. Our program utilizes the following ESL methodologies: TPR (Total Physical Response), CALLA (**Cognitive Academic Language Learning Approach**, ) the Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each students learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies and serviced by an ESL teacher, and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speak Russian, Polish, Chinese, Haitian-Creole, Bengali, and Spanish.

Based upon the research of Terry Schmitz (2008), “The commission noted that the unemployment rate for working-age adults with disabilities is approximately 70 percent, while it is only 22 percent for non-disabled adults. The Commission determined the need to revise IDEA's transition provisions in order to provide a better understanding of what is needed to assist children with special needs to succeed in life and in the workplace. As a result, substantial changes were implemented in the new IDEA legislation in this area. This article reports some of these changes. The author also enumerates the seven steps to using age-appropriate transition assessments that will create measurable post-secondary goals for children with special needs”, Schmitz (2008). It is a legal obligation by the school to comply and provide our students with the appropriate transition planning. It is vital that our ELL students acquire the language skills needed to be afforded post-secondary options. Since our school services high school aged students, ages from 14-21, our overall focus is on preparing students and families for the next step; students’ post 21 options. We believe that all students must work towards reaching their full potential. Therefore, our Title III program will address supporting our students in the quest to prepare for, and find employment that meets their needs.

This school year Title III plan will provide our students an after school opportunity that will focus on pre-vocational skills and transition planning. The after school program instruction will be delivered in English, and is open to all students who receive ELL services by two (2) ESL or (2) bilingual teachers and six (6) paraprofessionals. In addition we will have a support technology special education teacher to assist in the development of digital portfolios. The technology special education teacher will be supporting the program one (1) day each week for nine (9) weeks. The goal is to provide an opportunity for 30 ELL students. The students are primarily from our 9<sup>th</sup> through 12<sup>th</sup> graders. The classes are comprised of students from our 12.1.4, 6.1.1 and 12.1.1 classes which are our largest population of ELL students. The program will use the Brigance Assessment, and the **Employability**

**Skills Inventory Tool**, to identify the strengths and areas of instruction that will be targeted during the program. The diagnostic tool is specific for secondary special education students and uses a variety of instructional materials, such as pre-vocational kits in order to teach such pre-vocational skills such as learning how to write or make a PowerPoint resume, complete a level 1 assessment, learn to use a time card, appropriate dress, overall presentation, grooming, how to enter a room and behaviors that are expected within a vocational setting, or other places of employment. We will provide multimedia software programs that will address the ELL students' needs with a focus on vocational preparation. Although our students are at various academic levels, our teachers will provide them with experiences that are based upon their IEP goals and results from the Brigance Assessment tool. Having an assessment tool will provide a framework for the overall goals which are set for our students in order to prepare a digital work portfolio in conjunction with these goals to increase options and opportunities after graduation.

The program is scheduled to begin March 3, 2011 through April 26, 2011. We plan on having three classes: one class for each classroom ratio as mandated by the student's IEP. The program will meet Tuesday and Thursday for eight (8) weeks. The program will run from 3:00PM to 5:00PM

### **Parent Involvement**

The research of Ann McGree Green (2008) entitled Parents Issues to consider as your child with special needs transitions to adulthood states, that parents of children with disabilities have many different concerns and needs as to planning of their children's future. Parents must deal with planning for life-time guardianship, finance, health care and living situations of their children. As our schools' focus is on transition, our PTA and PC support the transition initiative; their meetings revolve around transition planning and the post-secondary options. As a school with such a large population of ELLs we provide translation for any parent who requests it, we also have and will continue to use the translation over the phone service, from the DOE. This school year we have begun a Translation Team within our school (no funds are used for this team). The team is made up of 23 staff members who can provide written and oral translation in 10 different languages. Our school will utilize the translation team and the DOE translation department to ensure all documents and communication with parents are in their native language. We will increase our student participation in Title III after school program and ensure that parents are informed which will allow parents the option and their children the opportunity to participate. Parents will receive notices that describe our Title III program in their native language using the Title III Department of Education letter. In the letter we will inform parents of the orientation date, dates for the after school program and the dates of the Parent workshops. Parent workshops will be held on February 12 and 13, 2011 from 8:00 AM – 11:30 AM (parents may attend either session). Parents may participate on either day. Topics to be offered: How to support your student to prepare for the future and What are the next steps to increase their child's independence. Workshops will be facilitated by Denise Horsford, Parent Coordinator and Barbara Tremblay, AP. We will be holding a Title III ELL parent orientation on January 12, 2011 at 9:30 AM presented by Lucia Friscia, ESL teacher. The parent orientation will be at no cost to the Title III budget, as it is conducted at our PA meeting during the day. Following the distribution of the official Title III letter, we will have our ELL staff call, if needed, to describe to the parents that their child has an opportunity to participate in an after school program. We will inform parents of this opportunity in their native language and provide metro-cards for them to attend the sessions. The school should be seen as a resource for our parents, and it will also provide translation services by our bilingual paraprofessionals for parents who require them (Title III funds are not used for this purpose).

### **Title III Staff Professional Development**

Title III Staff Professional Development topics will include:

Technology (Microsoft software) and digital media  
ESL methodology, ESL State Standards  
Brigance Assessment, Employability Skills Inventory  
Software designed to address pre-vocational skills and designed for ELL population  
Pre-vocational Standards and materials for the program

We have planned three the professional development will be held on February 2, 9 and 16 2011 from 3:20 PM to 5:20 PM totaling 6 hours. Each of the topics above will be part and parcel of the Title III Professional Development Program in which teachers and paraprofessionals will take part. Each component is essential for pedagogues and paraprofessionals alike in assisting students to reach their full potential.

The above mentioned topics will be discussed, lead by facilitating team of ESL teachers and assistant principal. In concert the book “Learning to learn a second language” by: Pauline Gibbons will be used to support the professional development. Topics scaffold one upon the next, in order to, provide building blocks for staff to assist their young adult to access, acquire and utilize the life skills required to foster independence.

**Section III. Title III Budget School: PS K811**  
**BEDS Code: 307500013811**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	14,063.64	3 teachers X 2 hours X 2 days X 8 weeks X 49.89 per hour = \$4789.44 <hr/> 6 Paraprofessionals X 2 hours X 2 days X 8 weeks X 28.98 = \$5564.16 <hr/> 1 Administrator X 1 and 40 minutes X 2 days X 8 weeks X 52.21= \$1394.00 <hr/> 3 Teachers (PD) X 2 hours X 3 days X 49.89 = \$898.02 <hr/> 6 Paraprofessionals (PD) X 2 hours X 3 days X 28.98= \$1043.28 <hr/> 1 Administrator (PD) X 2 hours X 3 days X 52.21= \$313.26 <hr/> 1 Secretary X 2 hours X 1 day X 1 week X 30.74= \$61.48
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	919.00	<input type="checkbox"/> Materials to create a vocational library (district 75 books based on vocations and student interests) (30 students X 3 books each = 30 books at 7.80 per book = \$234.00) (materials 1“binders (30 x 2.59=\$77.70) , page protectors {5 packages of 100 page protectors @ 19.90 per box= 99.50} and paper {1 box @ 38.78} dividers 18 packages @ .99 = 17.82) <ul style="list-style-type: none"> <li>• Ink for communication bds, AAC &amp;books (325.00 black and individual colors)</li> <li>• Various items to mimic a shelter workshop (110.00).</li> <li>• 2- Flip camera for documentation (250.00)</li> <li>• laminating ( 5 pkgs of 100 @ \$10 = 50.00)</li> </ul>
<b>Educational Software (Object</b>	0	<input type="checkbox"/> N/A

<b>Code 199)</b>		
<b>Travel</b>	135.00	<input type="checkbox"/> Metro Cards (30 X 4.50) (15 per day for 2 sessions) for Parents Workshop
<b>Other</b>	162.36	<input type="checkbox"/> Refreshments for students (18 sessions) and parents (2 information sessions and 2 parental workshops)
<b>TOTAL</b>	<b>15280.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

There are 22 languages other than English spoken by students/ families at P811K. Three hundred and ninety three households speak one of the 22 other-than-English languages. Each fall, parents are given a language preference questionnaire at an ELL parent orientation meeting. In addition, parent language needs are solicited during annual review meetings and other IEP meetings, through letters to parents, and during parent activities at school. Parent responses during parent activities and on questionnaires, evaluations, surveys, invitations, and notices to questions concerning their preferred language of communication reveal that approximately 114 parents request written and oral communication in Spanish, five request translation and interpretation in each of the following languages: Arabic, Bengali, and Chinese; and one or two request communication in each of the following languages: Haitian-Creole, Hindi, Korean, Russian, and Urdu. These findings are shared with staff (e.g., teachers, parent coordinator, school psychologist, guidance counselors, transition linkage coordinator, paraprofessionals, and related service providers) during orientation and other staff meetings, when soliciting per session and/or volunteer interpreters and translators, and in preparation for IEP meetings and other activities that involve parents. Information is distributed to parents through newsletters and PTA meetings.

Documents are translated through translation services, when the language is available. All other documents are translated by staff members who speak the native language. Additionally, staff members provide translation for all school wide events, including parent teacher conferences, PPT meetings, IEP conferences and all parent workshops/ events such as P811K Transition Fair, ELL Parent Orientation/ Meet the Principal Conference. Our parent coordinator is actively engaged in getting parents into the school, and providing additional translation services for all oral and written communication.

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

Based on attendance at school wide events, such as Parent Teacher Conferences, Annual Transition Fair, ELL Parent Orientation, translation services are provided on an ongoing basis. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Korean, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body.

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

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

Our practice of translating all in-house parent notices by school staff members will continue. When we do not have bilingual presenters available for parent workshops, a translator will be provided.

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

Oral interpretation services for meetings and workshops will be done by in-house school staff. With respect to parent workshops we will try to obtain bilingual presenters whenever possible. We have been provided with funding for translation services. This money has been utilized when staff members are asked to translate documents into Spanish and Chinese.

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

All in house parent notifications are translated into the two languages stated above. In addition, in house staff will be utilized when translations are necessary. This will include translations for IEP meetings, conferences and outreach by the school.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
P 811K currently has 5 of the total population of 397 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**N/A: school does not receive any set-aside funds**

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**N/A: as a non-geographic, administrative district, students in District 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance and on-site tutoring. District 75 students are eligible to attend any programs ran through the STH units at the ISC.**

# **CEP RELATED ATTACHMENTS**

# **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

**File Name - 28\_75K811\_110110-161734.doc**

## **LANGUAGE ALLOCATION POLICY**

**School: P811K**

**District 75**

**Principal: Antoinette Rose**

**Date: October 14, 2009**

**Cohort Leader: Barbara Joseph**

### **Team Members:**

Antoinette Rose- Principal

Barbara Tremblay-Assistant Principal

Paul Muccigrosso- Bilingual School Based Psychologist

Linda Rasport- Social Worker

Victoria Ajayi-ESL Teacher

Ana Hernandez-Bilingual Teacher

Lucia Friscia- ESL Teacher

Carlos Vizuete – Bilingual Teacher

**P.811K is a District 75 school that has a large support staff that are themselves Bilingual. We have a bilingual social worker, school based psychologist, bilingual paraprofessionals, bilingual teachers (classroom, ESL, Music and APE), bilingual occupational and physical therapists that are able to work with students and their families in order to provide a school that is welcoming to all. Our ELL population at P 811K is quite diverse. There are presently 393 students in the program, 114 of them are English Language Learners making up 29% of the total student population.**

**P. 811K demographics data include the following ethnic % of enrollment:**

**White- 17.8 %**

**Black- 56.23%**

**Hispanic- 20.61 %**

**Asian 4.58 %**

**Native American .76 %**

**Currently at P 811K we have students and families from twenty-two (22) different countries who speak 13 different languages such as, Spanish, Haitian-Creole, Russian, Greek, Urdu, Bengali, Chinese, Cantonese, Chinese-Dialect, Mandarin, Arabic, Polish, French, Turkish, and French-Haitian. Our total enrollment is 393 special education students. Our student body is made up of 381 students that are alternate assessment and**

12 students that are standardized assessment. In P.811K we have 6 students in the 7<sup>th</sup> grade, 11 students in the 8<sup>th</sup> grade, 17 students in the 9<sup>th</sup> grade, 40 in the 10<sup>th</sup> grade, 76 in the 11<sup>th</sup> grade and 243 are in the 12<sup>th</sup> grade. Our ELL student population is made up of 114 students that are alternate assessment. We service students from grade 7 through 12<sup>th</sup> (up to the age of 21). We have two bilingual Spanish self-contained classes for students with a 12.1.4 mandate and English as a Second language program, which services students with various abilities. We have 114 students that are classified as English Language Learners, by home survey and/or their NYSESLAT scores. According to the NYSESLAT scores 18 of our students tested at the beginner level, 3 tested at the intermediate level, 95 of our ELL students tested were invalid due to their significant global delays that they were unable to complete all testing sub groups. Our program consists of four classroom ratios, 12.1.1 (students with moderate cognitive and possible physical delays), 12.1.4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6.1.1 and 8.1.1 (students that fall under the autistic spectrum, who have communication and social emotional delays), within our main site. Our parents feel welcomed at IEP meetings and at our PTA meetings, as we utilize both our own diverse staff and DOE staff to translate either in person or over the phone.

Our ELL program consists of 2 bilingual Spanish self-contained classes and two full time ESL teachers. Our program utilizes the following ESL methodologies: TPR (Total Physical Response), CALLA (*Cognitive Academic Language Learning Approach*, founded by Dr. Anna Uhl Chamot) the Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each students learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies and serviced by an ESL teacher, and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, Bengali, and Spanish. Alternate Grade Level Indicators from the NYSAA are the standards used by the teachers when planning for instruction. The level of instruction is based on functional living skills and vocational preparation. Literacy instruction emphasizes developing a sight word vocabulary, and incorporating the sight words into reading basic passages. Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. On-line libraries are utilized and the Start to Finish series, a computer based reading program, which can be read in native languages to increase comprehension. Math skills are community based, as shopping trips emphasize money handling, counting quantities, more/less. Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules. Our school allows access to communication devices for students, such as voice output, light source and hearing communication devices, computer programs in various languages and two bilingual libraries. We have a Universal Design for Learning Lab, which allows for assessments on computer access, such as STAGES. We also use in our classrooms trackballs, extended keyboards, touch screens, academic supports, such as Meville to Weville curriculum, Start

**to Finish literacy sets, and manipulatives to allow a multi-sensory approach to exposing and enhancing the educational experiences for all of our students.**

**The students who are receiving an extension of ESL services are provided with a pull out model of ESL service in accordance to their IEP mandate and level of NYSESLAT proficiency. Methodologies that are used to support those students who are on the extension of services list are Total Physical Response, Language Experience Approach, the use of graphic organizers, visual supports, Mayer Johnson symbols, real life pictures and voice output devices.**

**We service students in an authentic environment which includes: work study sites; community based instruction; instructional mealtime; adapted physical education and occupational; physical, speech, hearing and vision therapy.**

**Parents Community Involvement: Our school's Administration, Bilingual Support Staff, Parent Coordinator and Transitional Coordinator offers parents information in their home language and provides them with the opportunity to train themselves in aspects of their children's education and transition after graduation. We also have and will continue to use the translation over the phone service, from the NYC Department of Education. We have planned two Saturday Series sessions on March 13 and 24, 2010 for our ELL parents. The flyers and information will be sent to all ELL parents in their home language. If a parent requests translation services, we will have translators present in order to allow the parent full participation during the series. The Saturday Series topics that will be covered are: Technology (Microsoft software) and digital media; ESL methodology; ESL State Standards; Brigance Assessment, Employability Skills Inventory and software designed to address pre-vocational skills and designed for ELL population. The mentioned topics will be discussed, materials to parents distributed, and instruction 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 young adult to access acquire and utilize the life skills required to foster independence.**

**Implications for LAP: In analyzing the LAP procedures we were able to identify our program needs. Our staff, instructional materials, professional development, and programs are currently meeting our ELLs needs. Our ESL teachers provide both push in and pull out services as per the student's IEP and NYSESLAT scores. Our two Bilingual teachers provide self-contained instruction as per the student's IEP language mandates.**

**Implications for Instruction: The use of ESL strategies and methodologies, scaffolding, differentiation of instruction, on line libraries and Start to Finish computer based reading series, Meville to Weville curriculum and school wide curriculum planning are to be used in English or Spanish. Our two bilingual classroom libraries feature books in Spanish as well as English. Using ESL and Native Language Arts Standards are all an integral part of the instruction of our ELLs.**

**Bilingual Program:** The transitional Bilingual Program is comprised of 2 bilingual Spanish classes for ELLs of high school age who have severe to profound disabilities (12.1.4) and who participate in alternative assessment. ELLs are served in the bilingual (Spanish) classroom. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provide instruction in all subject areas.

**English as a Second Language:** All students in bilingual classes receive the number of units of ESL instruction required by Chancellors Regulation Part 154 and NYSESLAT scores mandate. To ensure that students realize positive performance outcomes, ESL instruction is guided by the NYS ELA Learning Standards using the Alternate Grade Level Indicators (AGLI) from the NYS ELA Learning Standards for students with severe disabilities. This incorporates ESL strategies such as Total Physical Response (TPR), the Language Experience Approach (LEP), Whole Language, graphic organizers, cooperative learning, and other scaffolding techniques utilized in a cooperative learning milieu that address the instructional needs of the disabled ELL in high school programs. Technology, multi-sensory, and multicultural ESL materials are used throughout all aspects of instruction to provide students with additional instructional support.

**Native Language Arts:** All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). Teachers receive training on the NYS Native Language Arts Learning Standards. Instruction is linked to these standards and their performance indicators. Alternate Performance Indicators (APIs) from the NYS Learning Standards for Students with Severe Disabilities are used to gauge progress, and as a base to develop appropriate tasks that address the NLA Standards. In addition, the program utilizes APIs from the NYS ELA learning Standards for students with severe disabilities in order to provide a bridge to the NLA Standards for these students. The instructional approaches emphasize the development of phonics and comprehension skills through literature-based materials and activities. These instructional approaches are modified and/or adapted for ELLs with severe disabilities and are linked to the APIs Literacy program, and are provided by a bilingual teacher who uses native language literacy material (e.g., classroom libraries, text books, computer programs, etc.). Bilingual software and digital multimedia are used to enhance and support the development of native language skills. NLA literacy activities are extended across the curriculum and subject areas by combining a Language Experience Approach, Whole Language, multi-sensory and cooperative Learning, and the infusion of the arts and technology; each classroom library contains books in the native language including those adapted by teachers to meet the needs of students with severe disabilities. Spanish picture books i.e. "Vieje en Tren" and "June Crebbin", multicultural books i.e. "Lion Dancer", and Oxford Picture Dictionary English/Spanish are used for content area instruction. Other books used for instruction are: "Family Pictures Cuadros de Familia" by Carmen Lomas Garza, "Salsa" by Lillian Colon-Vila, "Mis Primeras Letras," "Nuevo," "Siglo de Espana," "Santillana," "Contemos las Monedas" by Metropolitan Teaching and Learning Co., "Food Around the World" by Caroline Young, "Games Around the World"- UNICEF, "Super Book of Phonics Poems," "Step into Reading" Series by Lucille Recht Penner, "Step 1 and Step 2" Books, "Start to Finish" Reading Series by Don Johnston, "Statue of Liberty," and "Abe Lincoln's Hat".

**English Language Arts:** English Language Arts instruction for ELLs follows the NYS ELA Learning Standards and Alternate Performance Indicators for students with severe disabilities. Software and digital media are used to enhance and support the development of English literacy. Opportunities to improve ELA skills are provided via activities and strategies that incorporate interdisciplinary/thematic approaches (e.g., such as using Learning Experiences as the vehicle for planning and implementing instruction) with effective ESL methodologies such as Language Experience Approach, Whole Language, multi-sensory approaches (e.g., TPR), strategies for scaffolding instruction during cooperative learning activities, the infusion of the arts and technology. The classroom library contains books in English, including adapted books and Augmentative Alternative Communication devices (AAC), age-appropriate pictures, and symbols related to the books to meet the needs of students with severe disabilities.

**Content Area Instruction:** Our ELLs in grades 9-12 at the beginning and intermediate levels, instruction in NLA (Spanish 12.1.4) AND ESL strategies include: the Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers). Content area instruction follows the NYS Standards and Core Curricula for Content area teaching and is given to prepare students for competitive, supported, and sheltered employment. This is addressed through the NYS Career Development, and Occupational Studies (CDOS) learning standards, job-skills, functional and literacy skills development are infused throughout all aspects of instructions, as are technology, multi-sensory and multicultural material, all of which support the instruction of ELLs with severe disabilities.

**ESL Program:** English Language Learners with moderate to severe disabilities are served in either a pull out or push in model of the ESL program. This total number 28 includes students whose IEPs indicate ESL only and 13 students with Alternate placement. ESL is provided by 2 certified ESL teachers, through pull-out, and push-in models of instruction.

**ESL Instruction:** English Language Learners receive the number of units of ESL required by CR Part 154 and NYSESLAT scores. To assure that students meet the learning standards, ESL instruction follows the NYS ESL Standards and incorporates alternate performance indicators from the NYS ELA and Career Development and Occupational Studies (CDOS) learning standards, and utilize ESL strategies such as Total Physical Response (TPR), the Language Experience Approach, The Natural Approach, Whole Language, various strategies for scaffolding instruction during cooperative learning activities that have been adapted for use with ELLs who have severe disabilities. Technology is used and the classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. These include supplemental multi-sensory supports for students with severe disabilities.

**Content Area Instruction:** Content area instruction is provided as follows: all subject areas are taught in English through ESL methodology by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, the Language Experience Approach, the Natural Approach, Whole

Language, various strategies for scaffolding instruction during cooperative learning activities, the use of graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols for those ELLs with severe disabilities who require them. Students in Alternate Placement receive additional support in their native language and English from a paraprofessional who speaks the student's language as well as English. Content area instruction follows the NYS core curricula and addresses the NYS Learning Standards and Alternate Grade Level Indicators in each content area. Particular focus is given to preparing students for competitive, supported, and sheltered employment and this is addressed through the NYS Career Development and Occupational Studies (CDOS) learning standards. Job-skills, functional and literacy skills development are infused throughout all aspects of instruction, as are technology, multi-sensory and multicultural material, all of which support the instruction of ELLs with severe disabilities. Currently, we do not have ELLs Standardized students enrolled in our school, if we do get such students we will provide them with ESL units of instruction per week that will be indicated by their level from the result of their NYSESLAT exam.

**English Language Arts:** Literacy instruction for ELLS follows the NYS ELA learning standards and Alternate Grade Level Indicators, and is supported by multicultural library books, technology, and adapted literacy materials for students with severe disabilities. Learning Experiences and other student-focused, thematic approaches are used as the vehicle for learning and implementing instruction. Cooperative Learning, Whole Language, multi-sensory approaches, and other strategies for scaffolding instruction during cooperative learning activities, the arts and technology are incorporated into ELA instruction.

**Math:** In reviewing the NYSAA math scores from the school year 2008-2009, our ELL students' results are addressing the AGLI's and they are scoring at levels 2, 3 and 4.

**ELA:** In reviewing the NYSAA ELA scores from the school year 2008-2009, our ELL students' results are addressing the AGLI's and they are scoring at levels 2, 3 and 4.

**Plan for SIFE:** Should we receive any students that would fall under the SIFE category, we would evaluate and provide the student according to his/her IEP mandates. If needed, further evaluation will be requested in order to meet his/her needs at the time of registration

**Plan for New Comers:** The IEP's of all newly enrolled students at P 811K will be reviewed during the intake process. If the student is new to the United States we will check if the student's family was offered at the CSE level a home survey and if the LAB-R was administered. If found that student was not administered the LAB-R, the ESL department will request testing from a D75 test coordinator and administer the test within 10 school days. Once the test is administered and scored, the student will be provided with the ESL supports as needed. The student is new to our school and is identified as an ELL student, he/she will be administered the NYSESLAT exam.

**Content Area instruction:** This instruction is provided by Special Education teachers who have completed the mandated ten hours of Jose P. ESL training. Students in alternate placement receive additional support from a paraprofessional who speaks the student's native language and English. ESL instruction is done parallel to the literacy instruction imparted to monolingual classes.

**NYSAA:** These students receive multisensory instruction in their native language and ESL as well as content area subjects. As per Chancellor's Regulation, 154 students receive the mandated units of ESL in accordance to their proficiency level according to their score/level from their NYSESLAT exam.

**Long Term ELLs:** Long term ESL students will be served according to their IEP mandate and NYSESLAT scores. Students that require an alternate placement paraprofessional have their needs met by the school. The paraprofessional will service the student according to the IEP and follow the guidelines as would a related service provider. Students will also participate in the following instructional activities: integrated curriculum activities/lessons; instructional technology and extended day tutoring.

**Transition Plan:** When and if we have students who score proficient on the NYSESLAT, they will be monitored for any problems and will continue to receive support services in areas of need for up to 2 years.

**Alternative Placement Plan:** At the present time, we have 13 students in need of alternative placement paraprofessionals. The paraprofessionals will receive turn-key training from the ESL and Bilingual staff in ESL methodologies. Paraprofessionals will be supported to reach out and attend D75 workshops.

**Collaborative Teaching:** Monolingual teachers plan along with the ESL and Bilingual teachers on specific school projects and methods. All teachers at the main site follow a project based curriculum.

**Professional Development:** Bilingual and monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Bilingual and monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training (Mono-Teachers only-10 hours).

All P 811K staff are offered the following school based professional development opportunities for the school year 2009-2010 are:

- reading and writing the IEP (support services)
- instructional planning that is aligned to our school curriculum

- working as a team within the classroom, differentiated instruction
- augmentative devices, ie. Boardmaker for languages other than English
- NYSAA
- lesson planning for ELL students
- the role of the paraprofessional within an ELL classroom
- technology programs based upon ELL student needs and interests
- ELL software and web-based programs
- using access supports for students
- lifting and transferring
- feeding training
- how to administer and evaluate school based assessments
- building relationships
- professional development on ELL strategies such as Total Physical Response, CALLA and graphic organizers
- Autism
- Positive Behavior Support

Using the Professional Teaching Standards has allowed supervisory and pedagogical staff to identify the professional area/s they need professional development. The information from surveys and the Professional Teaching Standards has allowed a pedagogical staff to design a professional development plan.

**ESL and Bilingual teachers attended the following District sponsored Professional Development sessions.**

**Professional Development offerings from District 75 for school year 2009-2010**

- Cultivating Seed Ideas and Memoir Prompts in the Instruction of ELA and Social Studies for ELLs with Disabilities
- Empowering ELL Students with Disabilities to Create Memoirs Using Multiple Media
- First Annual ELL Multi-Media Memoir Showcase: Presentations and Awards
- Standards-based Content Area Instruction in ELA and Social Studies through the Lens of Memoir Writing for English Language Learners (ELLs) with Disabilities
- ELL Compliance: Administration of the NYSESLAT 2010
- BESIS Training: How to Complete the Bilingual Education Student Identification Survey (BESIS)
- LAB-R, Compliance Binder, Appendix 2 and 3 Documents
- Concrete Steps to Planning and Executing Standards-based Lesson Plans for ELLs with Disabilities
- Spiraling Curriculum Utilizing Thematic Units and Scaffolding

**Compliance:** Teacher schedules, Group Composition Lists, Student Profiles, Jose-P survey, ELL teacher Survey, NYSESLAT, Extension of Services and BESIS. In order to

**address and meet the ELL needs of our students, our teachers conduct/attend all students IEP and Tri-annual meetings in addition to our monthly ELL team meeting. Staff will also be given the opportunity to attend Professional Development in all areas of teaching and learning activities during the 2009-2010 school year.**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. K811 Connie Lekas School						
<b>District:</b>	75	<b>DBN:</b>	75K811	<b>School</b>		307500013811	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8		12	
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			93.3	92.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	5	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	2	4	1		70.5	0.0	NA
Grade 8	3	2	0				
Grade 9	2	3	4	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	6	2	4	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	12	0	3		2	11	10
Grade 12	148	1	0				
Ungraded	257	375	367	<b>Recent Immigrants - Total Number:</b>			
Total	430	387	384	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	430	387	0	Principal Suspensions	0	2	5
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	1
Number all others	0	0	382				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	1	33	TBD	Number of Teachers	69	72	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	133	129	0
# receiving ESL services only	9	26	TBD	Number of Educational Paraprofessionals	58	47	0
# ELLs with IEPs	21	93	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	55	65	115	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	82.6	72.2	0.0
				% more than 5 years teaching anywhere	44.9	50.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	0.0
American Indian or Alaska Native	0.7	0.8	0.8	% core classes taught by "highly qualified" teachers	87.5	100.0	0.0
Black or African American	56.0	55.8	52.1				
Hispanic or Latino	20.7	20.4	22.4				
Asian or Native Hawaiian/Other Pacific	4.7	4.7	6.0				
White	17.9	18.3	18.8				
<b>Male</b>	60.2	58.1	59.9				
<b>Female</b>	39.8	41.9	40.1				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>75</b>	School Number <b>811</b>	School Name <b>TheConnie Lekas Sch.</b>
Principal <b>Antoinette Rose</b>		Assistant Principal <b>Tremblay Barbara</b>	
Coach <b>K. Marshall</b>		Coach	
Teacher/Subject Area <b>Vizuite /Spanish Bilingual</b>		Guidance Counselor <b>Linda Rasport</b>	
Teacher/Subject Area <b>Hernandez/Spanish Bilingual</b>		Parent <b>Mrs. Chan</b>	
Teacher/Subject Area <b>L. Friscia/ESL</b>		Parent Coordinator <b>Denise Honsford</b>	
Related Service Provider <b>type here</b>		Other <b>Ajayi/ESL</b>	
Network Leader <b>Barbara Joseph</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>384</b>	Total Number of ELLs	<b>104</b>	ELLs as Share of Total Student Population (%)	<b>27.08%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Our ELL students at P811K are quite diverse. There are presently 384 students at our school, 104 of them are English Language Learners making up 27.08% of the student population. Our program consists of four classroom ratios, 12:1:1 (Students with moderate cognitive and possible physical delays), 12:1:4 (Students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6:1:1 and 8:1:1 (Students that fall under the Autistic spectrum, who have communication and social emotional delays), within our main site. We service students from grades 6 through 12. We have two Bilingual Spanish self-contained classes for students with a 12:1:4 mandate and a freestanding English as a Second Language (ESL) program, which services students with various abilities.

Within District 75, parents are not offered the parental option as they are in general education settings due to the fact that ELL identification and placement takes place primarily at the CSE level in conjunction with the parent. The majority of our ELL students at P811K were identified at the Committee on Special Education (CSE). The CSE is responsible for administering the Home Language Identification Survey (HLIS) including the informal interview and the Revised Language Assessment Battery (LAB-R) if it is deemed necessary to all first time entrants to our school system. At P811K, all parents of newly enrolled students are required to complete a HLIS if this did not occur during the initial intake at the CSE and this survey is interpreted by one of our licensed ESL teachers. This survey helps the school identify students who may have limited English language proficiency. Once ELLs are identified, they are administered the LAB-R within ten days of enrollment. The LAB-R results determine whether students are entitled to Bilingual/ESL programs and services. ELLs who transfer to 811K from other schools here in NYS will continue to receive bilingual services as per their IEP recommendation. Every spring ELL students are tested with the NYSESLAT to measure English Language Arts proficiency levels: Beginning, Intermediate, and Advanced. As per CR Part 154, proficiency levels on the NYSESLAT determine the appropriate ratio of English to native language use in educational Bilingual programs as well as the required instructional units of ESL.

According to spring 2010 NYSESLAT scores, twelve of our students tested at the beginner level, three tested at the intermediate level, and eighty-nine of our ELLs tested were scored as invalid due to their significant global delays, which impeded their ability to complete all testing subgroups. Our parents of ELLs feel welcomed at IEP meetings and at our PTA meetings, as we utilize our bilingual staff and DOE staff from the Translation and Interpretation Unit to translate either in person or over the phone and provide them with the most up to date information concerning their child's placement/status in either our Bilingual or ESL programs as well as available program choices.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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	104	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	104
SIFE	18	ELLs receiving service 4-6 years	82	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	4		4	4		4	4	4	4	12
Dual Language										0
ESL	6	3	6	82	11	82	4	4	4	92
<b>Total</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>86</b>	<b>11</b>	<b>86</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>104</b>

Number of ELLs in a TBE program who are in alternate placement: 12

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												2	22	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>24</b>										

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1		2	5	8
Chinese										2		1	4	7
Russian												2	1	3
Bengali														0
Urdu										1			1	2
Arabic												1	1	2
Haitian										1		2	4	7
French														0
Korean														0
Punjabi														0
Polish													2	2
Albanian														0
Other												1	7	8
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>9</b>	<b>25</b>	<b>39</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Our program consists of five classroom ratios, 12:1:1 (students with moderate cognitive and possible physical and social emotional delays) 6:1:1 and 8:1:1 students that fall under the autistic spectrum, which have communication and social emotional delays.

According to the 2010 NYSESLAT scores nine of students tested at the beginner level, two students tested at the Intermediate level, and ninety-five our ELL students tested were invalid due to their significant global delays that they were unable to complete all testing sub groups.

Our program utilizes the following ESL methodologies: TPR ( Total Physical Response ), CALLA (Cognitive Academic Language Learning Approach) , The Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each student's learning

style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies and serviced by ESL teachers and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, Bengali, Polish and Spanish. Alternate Grade Level Indicators from the NYSAA Standards are used by the teachers when planning for instruction.

The level of instruction is based on functional living skills and vocational preparation. Literacy instruction emphasizes developing a sight word vocabulary, and incorporating the sight words into reading basic passages.

Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. On-line libraries are utilized and the Start to Finish series, a computer based reading program, which can be read in native languages to increase comprehension. Math skills are community based, as shopping trips emphasize money handling, counting quantities, more/less. Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules.

We have a Universal Design for Learning Lab, which allows for assessments on computer access, such as STAGES. We also use in our classrooms, touch screens, and Smart-board, academic supports, such as Meville to Weville curriculum, Start to Finish sets, and manipulative to allow a multisensory approach to enhancing the educational experiences for all of our students.

**Plan for New Comers:**

The IEP's of all newly enrolled students at P811K will be reviewed during the intake process. If the student is new to the United States we will check if the student's family was offered at the CSE level a home survey and if the LAB-R was administered. If found that student was not administered the LAB-R, the ESL department will request testing from a D75 test coordinator and administer the test within 10 days. Once the test is administered and scored, the student will be provided with the ESL supports as needed. The student is new to our school and is identified as an ELL student, he/she will be administered the NYSESLAT exam.

**Plan for SIFE:**

Students with Interrupted Formal Education are evaluated and provided instruction according to his/her IEP mandates. SIFE students receive daily instruction in ESL, ELA, and NLA. Also, our school provides SIFE with extended instructional time, which is delivered through AIS, Title III, after-school programs and summer program. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards.

**Long Term ELLs:** Long term ESL students will be served according to their IEP mandate and NYSESLAT scores. Students that require an alternate placement paraprofessional have their needs met by the school. The paraprofessional will service the student according to the IEP and follow the guidelines as would a related service provider. Students will also participate in the following instructional activities: integrated curriculum activities/lessons; instructional technology and extended day tutoring.

**Transition Plan:** When and if we have students who score proficient on the NYSESLAT, they will be monitored for any problems and will continue to receive support services in areas of need for up to 2 years.

**Alternative Placement Plan:**

At the present time, we have 13 students in need of alternative placement paraprofessional. The paraprofessionals will receive turn-key training from the ESL and Bilingual staff in ESL methodologies. Paraprofessionals will be supported to reach out and attend D.75 workshops.

The students who are receiving an extension of ESL services are provided with a pull-out model of ESL service in accordance to their IEP mandate and level of NYSESLAT proficiency. Methodologies that are used to support our those students who are on the extension of services list are Total Physical Response, Language Experience Approach, the use of graphic organizers, visual supports, Mayer Johnson symbols, real life pictures and voice output devices.

Functional skill developments are integrated into academic content areas to increase usability and functionality. Our goal is to build competence in functional academics (e.g., reading, math, writing, problem solving) and transition (e.g., money management, personal-social, career awareness, self-advocacy, goal setting) skills; participation in a transition planning process that promotes self-determination and self-regulation.

**Implication for LAP:**

In analyzing the LAP procedure we were able to identify our program needs. Our staff, instructional materials, professional development, and programs are currently meeting our ELL needs. Our ESL teachers provide both push in and pull out services as per student's IEP and NYSESLAT scores. Our two Bilingual teachers provide self-contained instruction as per the student's IEP language mandates.

**Implication for Instruction:** The use of ESL methodologies and methodologies, scaffolding, differentiation of instruction, on line libraries and Start to Finish computer based reading series, Meville to Weville curriculum and school wide curriculum planning are to be used in English or Spanish. Our two bilingual classroom libraries feature books in Spanish as well as English. Using ESL and Native Language Arts Standards are all an integral part of the instruction of our ELLs. ESL, ELA, and NLA instruction includes literature and content-based

instruction which is aligned explicitly to New York State learning standards in ESL, ELA, NLA , and content areas . ESL, ELA, and NLA instruction comply with CR Part 154 regulations.

**Freestanding English as a Second Language Program:**

The program provides instruction in English with native language support by two NYS certified ESL teachers. English Language Learners with moderate to severe disabilities are served in either a pull –out or push-in model. ESL teachers work in collaboration with classroom teachers to provide language acquisition and vocabulary support. This total number 30 includes students whose IEPs indicate ESL only and 13 Alternate placement. English Language Learners receive the number of units of ESL required by CR Part 154 and NYSESLAT scores. To assure that students meet the learning standards, ESL instruction follows the NYS ESL Standards and incorporate s alternate performance indicators from the NYS ELA and Career Development and Occupational Studies (CDOS) learning standards, and utilize ESL strategies such as Total Physical Response (TPR), the language Experience Approach, the Natural Approach, Whole Language ,various strategies for scaffolding instruction during cooperative learning activities that have been adapted for use with ELLs who have severe disabilities. Technology is used and the classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. These include supplemental multi-sensory supports for students with severe disabilities.

**Bilingual Program:**

The Self-contained Bilingual program Is comprised of two Bilingual Spanish classes for ELLs of High School age who have severe to profound disabilities (12:1:4) and who participate in Alternate Assessment. The bilingual teachers assigned to these classes are NYS certified /NYC licensed and provide instruction in both languages in all subject areas. The classrooms contain instructional materials in both languages and are organized so that the language of instruction is clearly designated (e.g., color codes).

**Native Language Arts:**

All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). Teachers receive training on the NYS Native Language Arts Learning Standards. Instruction is linked to these standards and their performance indicators (APIs) from the NYS Learning Standards for Students with Severe Disabilities are used to gauge progress, and as a base to develop appropriate tasks that address the NLA Standards. In addition, the program utilizes APIs from the NYS ELA learning Standards for students with severe disabilities in order to provide a bridge to the NLA Standards for these students. The instructional approaches emphasize the development of phonics and comprehension skills through literature based materials and activities. These instructional approaches are modified and /or adapted for ELLs with severe disabilities and are linked to the APIs Literacy program, and are provided by the bilingual teachers who use language literacy material . Bilingual software and digital multimedia are used to enhance and support the development of native language skills. Native Language Arts literacy activities are extended across the curriculum and subject areas by combining a Language Experience Approach, Whole Language , multi-sensory and cooperative learning , and the infusion of the arts and technology; each classroom library contains books in the native language including those adapted by teachers to meet the needs of students with severe disabilities.

**English as a Second Language:**

All students in bilingual classes receive the number of units of ESL instruction required by Chancellors Regulation Part 154 and NYSESLAT scores mandate. To ensure that students realize positive performance outcomes, ESL instruction is guided by the NYS ESL and ELA Learning Standards using the Alternate Grade Level Indicators (AGLI) form the NYS ELA Standards for students with severe disabilities,. This incorporates ESL strategies such as Total Physical Response (TPR), the Language Experience Approach (LEP), Whole Language, graphic organizers, cooperative learning to meet the needs of the disabled ELL in high school program. Technology, multi-sensory , and multicultural ESL materials are used throughout all aspects of instruction to provide students with additional instructional support.

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

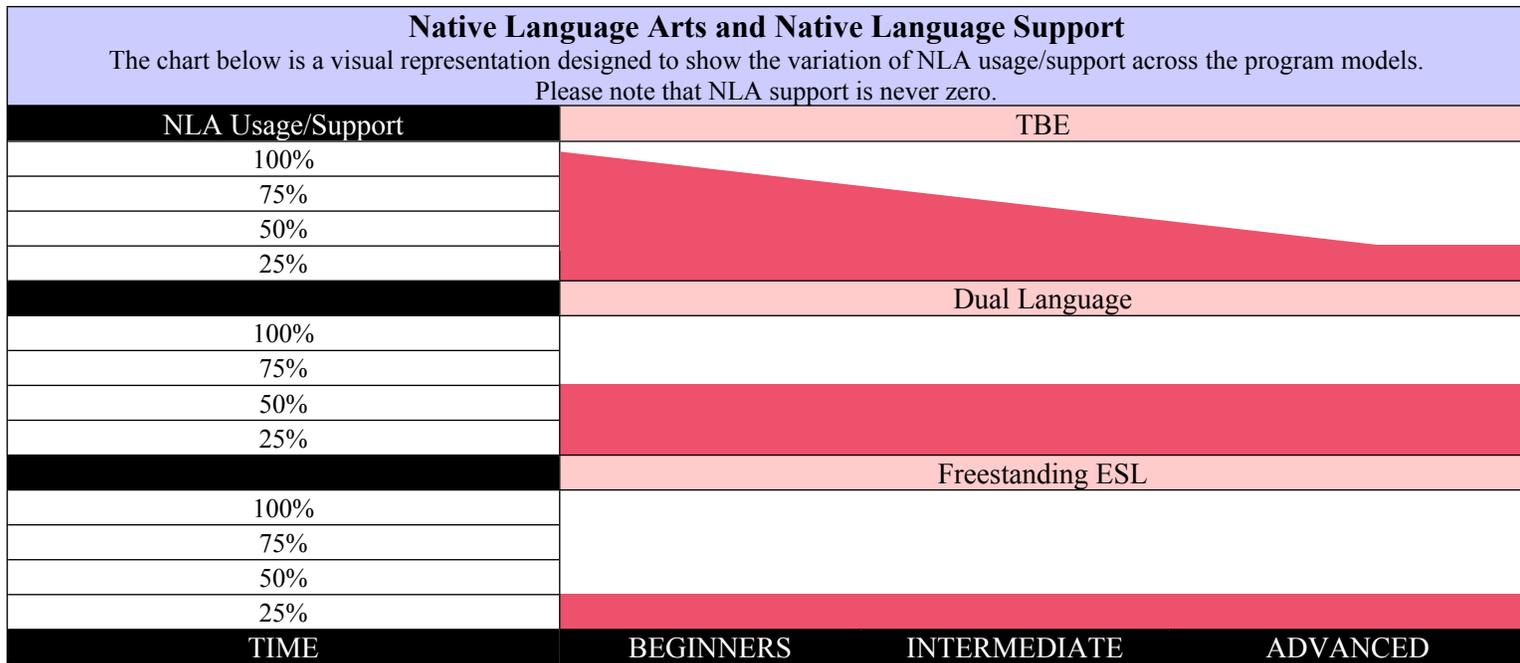
**Beginning**

**Intermediate**

**Advanced**

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

#### English Language Arts:

English Language Arts instruction for ELLs follows the NYS ELA Learning Standards and Alternate Performance Indicators for students with severe disabilities. Software and digital media are used to enhance and support the development of English literacy. Opportunities to improve ELA skills are provided via approaches using Learning Experiences as the vehicle for planning and implementing instruction. The classroom library contains books in English, including adapted books and Augmentative Alternative Communication devices (AAC), age appropriate pictures, and symbols related to the books to meet the needs of students with severe disabilities.

#### Content Area Instruction:

Our ELLs in grades 9-12 at the beginning and intermediate levels, follows the NYS Standards and Core Curricula for Content area t and is taught and is given to prepare students for competitive, supported, and sheltered employment. This is addressed through the NYS Career Development, and Occupational Studies (CDOS) learning standards, job-skills, functional and literacy skills development are infused throughout all aspects of instructions, as are technology, multi-sensory and multicultural material, all of which support the instruction of ELLs with severe disabilities.

Content area instruction is provided as follows: All subject areas are taught in English through ESL methodology by special education teachers who have completed the mandated ten hours of Jose P. ESL training. The ESL methodologies used include: TPR, the Language Experience Approach, the Natural Approach, Whole Language, Scaffolding instruction during cooperative learning activities, the use of graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols for those ELLs with severe disabilities who require them. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the student's language as well as English. ESL instruction is done parallel to the literacy instruction imparted to monolingual classes

**Math:** In reviewing the NYSAA math scores from the school year 2009-2010, our ELL students' results are addressing the AGLI's and they are scoring at levels 2, 3 and 4.

**ELA:** In reviewing the NYSAA ELA scores from the year 2009-2010, our ELL students' are addressing the AGLI's and they are scoring at levels 2, 3, and 4.

**NYSAA:** These students receive multisensory instruction in their native language and ESL as well as content area subjects. As per Chancellor's Regulation 154 students receive the mandated units of ESL in accordance to their proficiency level according to their score/level from their NYSESLAT exam.

This school year Title III plan will provide our students an after school opportunity that will focus on pre-vocational skills and transition planning. The after school program instruction will be delivered in English, and is open to all students who receive ELL services by two (2) ESL or (2) bilingual teachers and six (6) paraprofessionals. In addition we will have a support technology special education teacher to assist in the development of digital portfolios. The technology special education teacher will be supporting the program one (1) day each week for nine (9) weeks. The goal is to provide an opportunity for 30 ELL students. The students are primarily from our 9th through 12th graders. The classes are comprised of students from our 12.1.4, 6.1.1 and 12.1.1 classes which are our largest population of ELL students. The program will use the Brigance Assessment, and the Employability Skills Inventory Tool, to identify the strengths and areas of instruction that will be targeted during the program. The diagnostic tool is specific for secondary special education students and uses a variety of instructional materials, such as pre-vocational kits in order to teach such pre-vocational skills such as learning how to write or make a PowerPoint resume, complete a level 1 assessment, learn to use a time card, appropriate dress, overall presentation, grooming, how to enter a room and behaviors that are expected within a vocational setting, or other places of employment. We will provide multimedia software

programs that will address the ELL students' needs with a focus on vocational preparation. Although our students are at various academic levels, our teachers will provide them with experiences that are based upon their IEP goals and results from the Brigance Assessment tool. Having an assessment tool will provide a framework for the overall goals which are set for our students in order to prepare a digital work portfolio in conjunction with these goals to increase options and opportunities after graduation.

The program is scheduled to begin December 7, 2010 through February 3, 2011. The program will meet Tuesday and Thursday for eight (8) weeks. The program will run from 3:00 PM to 5:00 PM. (Pending district approval)

In setting our Title III plan of instruction we will be focused on the following NYS ESL standards.

Standard 1 - Students will listen, speak, read and write in English for information and understanding.

\* Alternate Grade Level Indicator will be addressed for students in alternate assessment.

Standard 3 - Students will listen, speak, read and write in English for Critical analysis and evaluation

\* Alternate Grade Level Indicator will be addressed for students in alternate assessment.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development plan for all ELL personnel at P.811K

Bilingual and monolingual teachers and paraprofessionals will be attending workshops which include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Bilingual and monolingual teachers and paraprofessionals will be offered workshops which include education of ELL strategies and materials, technology and content areas and Jose P.

ESL Training

Using the Professional Teaching Standards has allowed supervisory and pedagogical staff to identify the professional area/s they need professional development. The information from surveys and the Professional Teaching Standards has allowed a pedagogical staff to design professional development plan by the ELL

Department, Professional Development presented by ESL/Bilingual teachers.

ESL and Bilingual teachers attended the following District 75 professional Development sessions for the school year 2010-2011.

- ELL Compliance:
- Administration of the NYSESLAT 2011
- BESIS Training : How to complete the Bilingual Education Students Identification Survey (BESIS)
- LAB-R, Compliance Binder, Appendix 2 and 3 Documents
- Compliance: Teacher schedules, Group Composition Lists, Student Profiles, Jose-P survey, ELL teacher survey, NYSESLAT, Extension of Services and BESIS. In order to address and meet the ELL needs of our students, our teachers conduct/attend all students IEP meeting. Staff will also be given the opportunity to attend Professional Development in all areas of teaching and learning activities during the 2010-2011.

(Mono- Lingual teachers only 10 hours).

All P811K staff are offered the following school based professional development opportunities for school year 2010-2011

- Reading and writing the IEP
- Instructional planning that is aligned to our school curriculum
- Working as a team within the classroom , differentiated instruction
- Augmentative devices, ie. Board maker for other language than English
- NYSAA
- Lesson planning for ELL students
- The role of the paraprofessional within an ELL classroom
- Technology programs based upon ELL student needs and interests
- ELL software and web-based programs
- How to administer and evaluate school based assessments
- Professional development on ELL strategies such as Total Physical Response, CALLA and graphic organizers.
- Autism
- Positive Behavior Support

## E. Parental Involvement

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

Parental Involvement:

Our school 's Administration, Bilingual Support Staff, Parent Coordinator and Transitional Coordinator offer parents information in their home language and provides them with the opportunity to train themselves in aspects of their children's education and transition after graduation. We also have and will continue to use the translation over the phone service, from the NYC Department of Education Translation and Interpretation. All school information's will be sent to ELL parents in their home language.

Our school offers the following workshops to parents for the 2010-2011 year:

ESL methodology, ESL State Standards, Brigance Assessment, Employability Skills Inventory and software designed to address prevocational skills designed for ELL population. Technology (Microsoft software) and digital media

The mentioned topics will be discussed, materials to parents distributed, and instruction provided to allow to parents to apply 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 young adult to access acquire and utilize the life skills required to foster independence.

If a parent requests translation services, we will have translators present in order to allow the parent full participation in every meeting.

. Our school will utilize the translation team and the DOE translation department to ensure all documents and communication with parents are in their native language. We will increase our student participation in our Title III after school program and ensuring that parents are informed will allow parents the option and their children the opportunity to participate. We have planned three Tuesday Parent professional development sessions that are outlined below which includes Title III staff. Parents will receive notices that describe our Title III program in their native language using the Title III Department of Education letter. In the letter we will inform parent of the orientation date, dates for the after school and the dates of the Parent workshops on November 13 and 14, 2010. We will be holding a Title III ELL parent orientation on November 10, 2010 at 10 AM and November 11, 2010 at 5:00 PM presented by Barbara Tremblay, AP. The parent orientation will be at no cost to the Title III budget, as it is conducted at our PA meeting during the day and prior to our Parent Teacher Conference evening. Following the distribution of the official Title III letter, we will have our ELL staff call, if needed, to describe to the parents that their child has an opportunity to participate in an after school program. We will inform parents of this opportunity in their native language and provide metro-cards for them to attend the sessions. The school should be seen as a resource for our parents, and it will also provide translation services by our bilingual paraprofessionals for parents who require them (Title III funds are not used for this purpose). Our school is a community, and holding the parent and staff development sessions are truly a collaboration of families and school professionals working to improve student achievement and increasing their post-21 options. The professional development will be held on November 29, 30 and December 1, 2010.

The parent workshop facilitating team is comprised of assistant principals, teachers and paraprofessionals involved in the Title III program.

Parent and Title III Staff Professional Development topics will include:

- a. Technology (Microsoft software) and digital media
- b. ESL methodology, ESL State Standards
- c. Brigrance Assessment, Employability Skills Inventory
- d. Software designed to address pre-vocational skills and designed for ELL population
- e. Pre-vocational Standards and materials for the program

The Parent and Title III Staff Professional Development will be held

Each of the topics above will be part and parcel of the Title III Professional Development Program in which teachers and paraprofessionals will take part. Each component is essential for pedagogue and teaching assistant alike in assisting students and their parents in attaining the goal of independence, while at the same time offering assurance to parents and care-givers that their students are receiving appropriate training, guidance and support in order to live productive lives.

November 13 and 14, 2010 parents will be invited to participate in Parent Workshops. Parent may participate in either day. Topics to be offered: How to support your student to prepare for the future and What are the next steps to increase their child's independence. Each workshop will be 90 minutes in length. Workshops will be facilitated by Denise Horsford, Parent Coordinator and Barbara Tremblay, AP. The above mentioned topics will be discussed, lead by facilitating team (as mentioned above) materials will be distributed to parents and instruction 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 young adult to access, acquire and utilize the life skills required to foster independence.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2		1	13	4	17	64	101
Intermediate(I)													3	3
Advanced (A)														0
Total	0	0	0	0	0	0	2	0	1	13	4	17	67	104

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2		1	13	4	17	64
	I													3
	A													
	P													

READING/ WRITING	<b>B</b>							2		1	13	4	18	64
	<b>I</b>													3
	<b>A</b>													
	<b>P</b>													

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 Bilingual Spe Ed							5		5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							5		5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed							5		5

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed							5		5

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	18		18	
NYSAA Mathematics	18		18	
NYSAA Social Studies	18		18	
NYSAA Science	18		18	

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The ELLs in 811K receive multi sensory instruction in ESL and their native languages as well as in content area subjects. As per Chancellor's Regulation 154 students receive the mandated units of ESL in accordance to their proficiency level as determined by score from their NYSESLAT test. Eighteen ELLs from 811K participated in the 2009/2010 NYSAA and all of them scored in the top two grades, receiving 3s and 4s.

ELA: Two-thirds of the students scored in the 4s. Only one –third scored in the threes.

Math: Of the eighteen students sixteen scored in the 4s. Only two scored in the 3s.

Science: 94% scored in the 4s. Only two out of eighteen scored a three (3).

Social Studies: Two students scored 3s while sixteen scored in the 4s, bringing the percentage of top level grades in Social studies to 88%.

### Additional Information

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

Based upon the research of Terry Schmitz (2008), "The commission noted that the unemployment rate for working-age adults with disabilities is approximately 70 percent, while it is only 22 percent for non-disabled adults. The Commission determined the need to revise IDEA's transition provisions in order to provide a better understanding of what is needed to assist children with special needs to succeed in life and in the workplace. As a result, substantial changes were implemented in the new IDEA legislation in this area. This article reports some of these changes. The author also enumerates the seven steps to using age-appropriate transition assessments that will create measurable post-secondary goals for children with special needs", Schmitz (2008). It is a legal obligation by the school to comply and provide our students with the appropriate transition planning. It is vital that our ELL students acquire the language skills needed to be afforded post-secondary options. Since our school services high school aged students, ages from 14-21, our overall focus is on preparing students and families for the next step; students' post 21 options. We believe that all students must work towards reaching their full potential. Therefore, our school P811K will address supporting our students in the quest to prepare for, and find employment that meets their needs.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		