



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CONNIE LEKAS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K - 811

PRINCIPAL: ANTOINETTE ROSE

EMAIL: AROSE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Antoinette Rose	*Principal or Designee	
Ilyana Frias	*UFT Chapter Leader or Designee	
Gloria Smith	*PA/PTA President or Designated Co-President	
Sharon Williams	DC 37 Representative, if applicable	
Deark Ramsey Kindra Frank	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Barbara Deese	Member/Parent	
Cynthia Blount	Member/Parent	
Chalan Taylor	Member/Parent	
Vorentor Morris	Member/	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By August 2012, there will be increased placement in appropriate settings for students transitioning out of the Connie Lekas School, as evidenced by placement reports and a 5% increase in students able to participate in-house work-study opportunities and community based vocational programs.

Comprehensive needs assessment

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

The 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 2010-11 school year and reflected upon those that we felt to be further developed. In addition, we reviewed the results of the 2010-11 Quality Review, the Learning Surveys, grants received, the results of periodic assessments, Brigance Assessment Inventories administered Fall/Spring 2010 – 11, 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 this goal.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation
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- All new admits to 811K received the vocational Level I assessment.
 - Develop an in-house program that facilitates the learning of employment readiness skills.
 - Develop a messenger, shredding and filing program to increase the skills necessary for office employment.
 - The monthly review of student IEP's will insure that all Measurable Postsecondary Goals and Coordinated Set of Transition

Activities sections will reflect Student Level 1 Vocational Assessment with regards to the student voice.

- Administration will share vision with teachers and related service staff.
- Teachers will meet with Assistant Principals once monthly to discuss and support teacher lesson planning and development.
- Job Coaches will assess students on a weekly basis to progress monitor students skills as identified in students Level I Vocational Assessment.
- Job Coaches will meet weekly to discuss students progress and next steps with the Transition/Job Developer.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is Provided on pages 11 through 15 in this CEP .

- Parent Coordinator will work in conjunction with Transition/Job Coach to help families with Guardianship and Medicaid service coordination for student.
- Host two transition fairs to provide parents and students with networking opportunities for post school placement.
- Monthly parent meetings on various topics and agencies to inform parents/guardians of outreach service available to them.
- Educational staff will write to parents about their child's academic day. Progress will be monitored by the school to determine the level of parent engagement. Communication will also be via E-Mail as requested by the parent.
- Parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Parent members are included in every area of school planning and work closely with Administration .

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Attend Job Fairs, Postings, reviewing resumes, interviews.
- Schedule district based coach support for teachers.
- Conference with teachers during 4 week cycles on student's data and work samples: student's binder review.
- TCI training for staff.
- PD for staff with emphasis on implementation of 'new' curriculums in designated classes.
- PD's for staff implementation of Smart Board instructional technologies.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- VETA funding will support in-house work study and job skill development for students.
- 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. Our transition and vocational team has developed a web based solution to track these issues and their level of implementation. This ongoing data collection and analysis process has been highly useful in tailoring our program to meet the evolving needs of our students.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Code 100 matching funds or student stipends.
- Code 100 funding for instructional supplies
- Code 100 travel training expenses
- Code- 489 Parental involvement in the Transition Fair

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, students will demonstrate improved literacy skills in writing evidenced by successful completion of task aligned to an appropriate CCLS aligned task.

By June 2012, students will demonstrate mastery of mathematical skills as evidenced by completed student work products measured by analysis of formative assessments.

Comprehensive needs assessment

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

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 2011-12 to target the needs of the staff serving each type of student in our instructional environment.

The implementation of the New York State Common Core Standards in Literacy and Mathematics as per Chancellors Mandate created a need for teachers to receive support and training to help students with career readiness and post secondary outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- By September 2011, 95% of all paraprofessionals will have submitted their Para Planning Survey and have reviewed the professional development offerings of District 75
- By October 2011, 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
- By October 2011, 811K administrative team will publish our school year professional development calendar that aligns with the School's instructional goals
- By October 2011, 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

- By February 2012, Principal/Assistant Principals arranged/scheduled inter-visitations to the following district 75 schools with similar student populations.
- **-P53K**
12.1.4 classes
Data specialist for methods of data collection
Work sites
- **-P721K**
12.1.1 classes
Technology/data specialist for methods of data collection
Work sites
TEACCH classes (High School age students)
- **-P811X**
Technology/data specialist for methods of data collection
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, GTRL (Get Ready To Learn), SANDI (Student Annual Needs Determination Inventory ; Transition issues, IEP Compliance/Brigance, review of student work (using protocol)

September 2011, 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 2011-2012 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 2011-2012
- Brigance Administration – Link for Brigance Administration Guide, Consideration checklist and Priority Goals sheet
- IEP development – Resources list and Flow Chart
- NYSAA --- Support plan

September 2011 – Small learning communities will be set up to support the curriculums in all service categories and a schedule will be developed.

October 2011, 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 2011, implementation of Core Curriculum will be supported by in house professional development and small learning communities working on supporting the curriculum for all students.

October 2011 – June 2012 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.

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. Their logs will formulate an action plan with measurable benchmarks to evaluate the effectiveness on student progress.

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.

October 2011 – June 2012 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).

October 2011 – June 2012 90% of pedagogical staff will participate in 1-2 learning walks, providing feedback to the school community and ensuring our educational facility is optimum for student learning.

September 2011-June 2012 -90% of all pedagogical staff will sign up and attend 1-2 Professional Development sessions offered by District 75

September 2011 for the fall and February 2012 for the spring the 811K teachers’ schedules will reflect common planning, small learning communities, weekly teacher cohort meetings for sharing of collegial ‘best practices’.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- 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
- Holding a Title III ELL parent orientation hosted by the ELL teacher.
- Workshops will be held by the Parent Coordinator and the Parent Association.
- Parents will be informed of workshops in their native language and provided with metro-cards for them to attend the sessions.
- Parent meetings focused upon transition planning and post-secondary options.
- Parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Parent members are included in every area of school planning and work closely with Administration.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Attend Job Fairs, Postings, Resumes, Interviews.
- Collaborative team meetings will be scheduled weekly with a inquiry approach leading to revisions to plans and an expanded repertoire of instructional practices.
- Based on identified need, an intensive teacher professional development program focused on infusing student data to assist teachers on how to best integrate the data into daily literacy and math instruction will be created.
- Provide trainings for teacher teams focused on rubrics and functional use of rubrics.
- Staff intra-visitations to classes within our organization will be scheduled on a monthly basis.

Service and Program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e. violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

-Title III funding will assist with providing for an afterschool program for our ELL.

- Project Arts Funding is used to provide teachers with professional development in the Arts.

-General school funds will be used to implement and support the teired professional development system for teachers and paraprofessionals.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- OTPS tax levy funds for substitute teachers/paraprofessionals for inter-visitations and attendance at District 75- Professional Development sessions.
- Title III funding
- Code 100 Funding for instructional materials that will support best instructional practices.
- Per session funding to support instructional coherence and inquiry team work.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, there will improved home-school communication as evidenced by data collected on the success of the school-wide implementation of a daily communication system.

Comprehensive needs assessment

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

Based on the recommendation on our 2010 Quality Review, we have a need to provide consistent feedback to students and families with detailed accounts of student's success and next steps in order to help students reach their goals.

The results of the learning environment survey indicated parents interest in more frequent communication with educational staff and opportunities to attend workshops, programs and performances at school

After consulting with the SLT as well as parents via survey, it was determined that our students especially those who are non verbal are unable to report to their parents the daily activities, milestones and successes. Parents have also expressed concerns with being updated on student's progress more than the required four times via the IEP. We have a need to inform parents of student's day to day progress and interactions as well as moments of celebration on a consistent basis in a systemic way.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- e) strategies/activities that encompass the needs of identified student subgroups,
- f) staff and other resources used to implement these strategies/activities,
- g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- h) time line for implementation.

Building upon the six types of parent involvement identified by Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University, National PTA created program standards of excellence. Standard 1: of the National Standards for Parent\Family Involvement Programs, Communicating-Communication between home and school is regular, tow-way, and meaningful. We plan to design effective forms of school-to-home and home-to school communications about school programs and students progress.

- Conference with every parent at least once a year as mandated by students IEP's.
- Offer language translators to assist families as needed.
- Continue to communicate regular schedule of useful notices, memos, phone calls, newsletter and other communications.
- Conduct student and families Open House and new student orientations for incoming students in July and September
- Invite parents in to meet and greet the related service providers and other key staff in September.
- Provide parents with opportunities to participate in activities within the school community such as Family Arts Day, Family Movie Night, Multicultural Day etc.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Parent members are included in every area of school planning and work closely with Administration.
- Provide reading material to aid parents and guardians understand classroom curriculum and the school community
- Conduct parent workshops that will give parents insight into the evaluation of their child's education.
- Collaboration with the PA to support the needs of parents
- Provide parents with community based organization information to assist with identification of agencies for students who are transitioning.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Attend Job Fairs, Postings, Resumes, and Interviews.
- Collaborative team meetings will be scheduled weekly with an inquiry approach leading to revisions to plans and an expanded repertoire of instructional practices.
- Based on identified need, an intensive teacher professional development program focused on infusing student data to assist teachers on how to best integrate the data into daily literacy and math instruction will be created.
- Provide trainings for teacher teams focused on rubrics and functional use of rubrics.
- Staff intra-visitations to classes within our organization will be scheduled on a monthly basis.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Through community based partnerships as well as agency support in Medicaid Service Coordination we offer opportunities for families to prepare for optimal post secondary placements for their children.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Code 400 funding will be used to support materials, food and transportation.
- Code 100 Funding for instructional materials that will support best instructional practices.
- Per session funding to support family engagement.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

There will be an increase in positive student behaviors as evidenced by student ability to attend and focus on task, and self-regulation, measured by a 5% decrease in Level 4 and 5 occurrence infractions.

Comprehensive needs assessment

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

Based on the Online Occurrence Report Management system, 811K has experienced a slight increase in level 4 and level 5 infractions. We have also seen an increase in inappropriate pro-social behavior in the student cafeteria after review our SWIS data. In prior years, we have seen that PBIS has been an effective strategy for changing a schools climate and culture therefore we want to continue to improve our PBIS implementation.

PBIS is a team based, systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- All teachers will be re-introduced to Social Skills Curriculum during their instructional support team meetings (cohort meetings).
 - Lesson plans and strategies will be included in the curriculum map and distributed to teachers monthly.
 - Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals will be provided by District 75.
 - Completion of Functional Behavior Analysis/Behavior Intervention Plans for students in crisis to further scaffold student acquisition of social skills.
 -

- Continue to foster effective classroom environments rich in resources that provide students access to rigorous and self-managed Learning.
- Classroom staff appropriately and consistently utilizes all resources to support students' achievement academically, socially, emotionally and physically.
- Students will be given the opportunity to earn special activities/school cart, school clubs weekly as a motivational tool.
- All student literacy and math baseline data will be captured during the months of September and October (SANDI).
- Teachers will use online data collection as a tool to monitor student performance.
- Weekly cohort meetings will be held to review data, strategies and share experiences.
- Each AP will review monthly the data of the classes they directly supervise.
- Crisis Intervention Team referral sheets will be collected by the Dean and analyzed to monitor students' progress weekly.
- Bi-monthly Pupil Personnel Collaborative Inquiry Team meetings will be held to discuss with key school community leaders; (Guidance Counselors, Related Service providers, SBST Team, Attendance Teacher, Dean and Administration) and PBIS team (Administrator, teachers, paraprofessionals, Counselor, and parent).
- Incident reports will be reviewed by District support person and the schools administration to monitor discipline code infractions.
- Integrate Self Control-Take Responsibility-Positive Attitude-Respect Others-Be Safe (STARS) Matrix into the 811K culture. The STARS Matrix will encompass all students, staff members and families.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Parent members are included in every area of school planning and work closely with Administration.
- Communication between Parent, Administration and Crisis Intervention Team when problematic behavior develops and strategies to rectify student conduct.
- On-going dialogue between the Parent Coordinator, Guidance Counselor, and Parent(s)/Guardian(s).
- Extend services and programs that will assist families in crisis.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Attend Job Fairs, Postings, Resumes, and Interviews.
- Collaborative team meetings will be scheduled weekly with an inquiry approach leading to revisions to plans and an expanded repertoire of instructional practices.

- Based on identified need, an intensive teacher professional development program focused on infusing student data to assist teachers on how to best integrate the data into daily literacy and math instruction will be created.
- Provide trainings for teacher teams focused on rubrics and functional use of rubrics.
- Staff intra-visitations to classes within our organization will be scheduled on a monthly basis.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- SWIS data will be reviewed and monitored on a monthly basis with the Dean and Administration to identify and plan for behavioral intervention supports for students.
- PBIS has implemented the SOS (Social Skills in Our Schools) curriculum.
- Combining on-going instruction of expected positive behavior and SOS curriculum, a significant reduction in occurrences is expected as measured by SWIS reports.
- Data collection, individual FBA's and behavior intervention plans will help target students individual needs and increase pro-social behavior.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Code 400 funding will be used to support materials, food and transportation.
- Code 100 Funding for instructional materials that will support best instructional practices.
- Per session funding to support family engagement.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

- There will be improved targeted instructional strategies as evidenced by increased student engagement, measured by increased skill mastery on the Student Annual Needs Determination Inventory (SANDI).

Comprehensive needs assessment

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

- Based on the recommendation on our 2010-Quality Review, we have a need to unify the data collection systems relative to the progress of students in order to ensure the information is used effectively in collaborative inquiry.
- The use of the SANDI was strongly endorsed by the District Leadership and it was accepted by our school based leadership team that the implementation of the SANDI would provide students, teachers and parents with a summative assessment that is appropriate and meaningful for our students with Autism and students with multiple disabilities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Staff will be trained on the proper implementation of the SANDI assessment during the month of September, 2011.
- Teachers will assess students using the SANDI by November 22, 2011
- The assessment data will be reviewed by teachers to develop students IEP goals.
- Teachers will develop lessons based on the common core learning standards using the thematic map as a support to assist students in achieving mastery of IEP goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Parent members are included in every area of school planning and work closely with Administration.
- Communication between Parent, Administration and Crisis Intervention Team when problematic behavior develops and strategies to rectify student conduct.
- On-going dialogue between the Parent Coordinator, Guidance Counselor, and Parent(s)/Guardian(s).
- Extend services and programs that will assist families in crisis.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Attend Job Fairs, Postings, Resumes, Interviews.
- Collaborative team meetings will be scheduled weekly with an inquiry approach leading to revisions to plans and an expanded repertoire of instructional practices.
- Based on identified need, an intensive teacher professional development program focused on infusing student data to assist teachers on how to best integrate the data into daily literacy and math instruction will be created.
- Provide trainings for teacher teams focused on rubrics and functional use of rubrics.
- Staff intra-visitations to classes within our organization will be scheduled on a monthly basis.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Through the use of general school funds we have purchased this assessment system.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teachers will be supported by the District Based Coach, as well as AP's through the implementation process, as well as weekly support meetings.

-Code 100 instructional funding will be used to purchase the SANDI assessment for all 12:1:4 and 6:1:1-8:1:1 students

-Code 100 Instructional Supplies

-Per Session funding will be used for Teacher Training

-Staff Professional Development will be held during weekend institutes (One Weekend Monthly).

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>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: Power Point, SmartBoard, graphic organizers, planners.</p> <p>Activity: 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>
Mathematics	<p>Small group instruction 5X weekly during tutoring and advisory periods.</p> <p>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>
Science	<p>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>
Social Studies	<p>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>
At-risk Services provided by the Guidance Counselor	<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>

At-risk Services provided by the School Psychologist	<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>
At-risk Services provided by the Social Worker	<p>One-to-one/small group 1x weekly during the day. 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>
At-risk Health-related Services	<p>N /A</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Gary Hecht	District 75	Borough Brooklyn	School Number 811
School Name The Connie Lekas School			

B. Language Allocation Policy Team Composition

Principal Antoinette Rose	Assistant Principal Kathy Santana
Coach Kerry Marshall	Coach
ESL Teacher Lucia Friscia	Guidance Counselor Linda Rasport
Teacher/Subject Area Carlos Vizuite, TBE Spanish	Parent Ms. Chan
Teacher/Subject Area Margaret Zavaglia, TBE Spanish	Parent Coordinator Donna Donegan
Related Service Provider Catherine Gomez	Other Victoria Ajayi, ESL
Network Leader Stephanie McCaskill	Other

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	376	Total Number of ELLs	104	ELLs as share of total student population (%)	27.66%
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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. 

P811K, The Connie Lekas School is a school for students with multiple disabilities; we service students from grade 6 through 12th. Our school 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. There are presently 376 students in our school, 104 of them are English Language Learners making up 27.46% of the student population. Our English Language Learners (ELL) students at P811K are quite diverse. We have two Bilingual Spanish self-contained classes for students with a 12:1:4 mandate and a free standing English as a second language program which services students with various abilities (12:1:1, 12:1:4, 6:1:1 and 8:1:1).

Most of our ELL students at P811K are identified by the Committee on Special Education (CSE), as Bilingual or ESL students with IEP recommendations. The role of the CSE is to identify, test and recommend placement of Special education and ELL students. In D75 the CSE is responsible for the following: administering the Home Language Identification Survey to all families of new entrants to our school system in a language they understand, administering the Revised Language Assessment Battery (LAB-R)/Spanish LAB to eligible ELLs, administering the oral informal interview, explaining the three program choices (transitional bilingual, dual language, free standing ESL), distributing entitlement letters, parent survey and program selection form as well as the ultimate placement of ELLs in either a Bilingual classroom placement or an ESL placement. This process occurs in conjunction with the parents and is a key component of creating students' IEP's; every effort is made to provide translation services to the families of ELLs.

During the intake interview at the CSE, parents are asked to fill out the home language survey. This survey identifies the language spoken at home as well as the language that the student understands, speaks and is mostly spoken to. At the school, parents and student is interviewed in their native language

When the process of ELL identification is not completed at the CSE, P811K will complete the ELL identification process. Home Language Identification Survey (HLIS), if this was not done at the CSE. This survey helps the school identify students who may have limited English language proficiency. Once ELLs are identified, if needed, 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. Our fully certified ESL teachers, Lucia Friscia and Victoria Ajayi are responsible for administering the HLIS/LAB-R and the informal interview. The interview is conducted by the administrator and the ESL teacher. If parent does not understand English than a translator will be provided. If during interview we discover that a Home language Survey was not administered, school administrators will then administer the HLIS. During interview, available programs will be described to the parent. Our Spanish Bilingual teacher, Mr. Vizueté will administer the Spanish LAB to all Spanish speaking students who are unsuccessful on the LAB-R. Every Spring ELL students are tested with NYSESLAT to measure ESL proficiency levels: Beginning, Intermediate, and Advanced. Proficiency levels determine the appropriate ratio of English to native language used in Transitional Bilingual Education (TBE) programs as well as the required number of minutes for ESL instruction.

P811K administers the New York State English as a Second Language Achievement Test (NYSESLAT) each year to all eligible ELLs regardless of their disability classification. We use the following ATS reports to help gather data by cross-referencing the RLER-LAT with RLER-LAB. Prior to creating a NYSESLAT testing schedule, we also review our ELL compliance binder student information

sheets, the RADP-ATS report for new admits and the RLAT. The team responsible for gathering information pertaining to and subsequently administering the NYSESLAT are Kathy Santana, (A.P.), Lucia Friscia and Victoria Ajayi (ESL Teachers), and Carlos Vizuite and Margaret Zavaglia (Spanish Bilingual Teachers). According to spring 2011 NYSESLAT scores, 9 of our students tested at the beginner level, 5 tested at the Intermediate level, 90 of our ELL students tested were invalid. Due to their significant global delays, they were unable to complete all testing sub groups.

Our parents felt welcomed at IEP conferences and at our PTA meetings, as we utilized our bilingual staff and DOE staff to translate either in person or over the phone.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										2	2	1	19	24
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1		1	2	10	5	61	80
Total	0	0	0	0	0	0	1	0	1	4	12	6	80	104

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	104	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	104
SIFE	4	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	31

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	2	2	2	0	0	7	6
Dual Language										0
ESL	7	4	7	84	12	84	7	0	7	98
Total	11	4	11	86	14	86	7	0	14	104

Number of ELLs in a TBE program who are in alternate placement: 16

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	2	1	19	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	2	2	1	19	24								

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		1	2	4	3	26	37
Chinese											1		2	3
Russian											1		9	10
Bengali														0
Urdu											1	1	4	6
Arabic												1	2	3
Haitian											4		4	8
French													1	1
Korean														0
Punjabi														0
Polish													1	1
Albanian													1	1
Other									1	1	1		7	10
TOTAL	0	0	0	0	0	0	1	0	2	3	12	5	57	80

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Here at 811K we deliver instruction through Departmentalized, Push-in, Pull-out, Collaborative and a self-contained format. Our program consists of four 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 and 12:1:4 students with severe to profound multiple disabilities including cognitive and social emotional delays. ESL teachers push-in with the 12:1:4 students, and pull-out with the 12:1:1, 6:1:1 and the 8:1:1. 811K follows a heterogeneous model with all groupings. Students ages fall within a three year span in all classes here at 811K. All students that fall under the beginner level receive 540 minutes per week of service. This is broken down into three periods of 45 minute sessions per day, 5 days a week. Intermediate level students require 360 minutes per week. This means 2 periods a day for 4 days a week at 45 minutes a session. 811K does not have any advanced students. Bilingual Instruction is delivered to the 12:1:4 classes by two certified Bilingual Spanish teachers. Both classes are at the beginner level of proficiency. Native language is delivered one period per day. ELA is delivered two periods a day. ESL is delivered one period a day. Each period consist of 45 minutes.

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. They are also serviced by ESL teachers and supported by paraprofessionals who speak their native language.

Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, French, Polish, Albanian, Arabic, Urdu, Cantonese 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. The Start to Finish series, a computer based reading program, is used. It can be read in the students' native language in order to help increase comprehension. Math skills are community based as shopping trips emphasize money handling and 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.

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

A. Programming and Scheduling Information

mandate and level of NYSESLAT proficiency. Methodologies that are used to help support our 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 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. ESL, ELA, and NLA instruction includes literature and content-based instruction which is aligned explicitly to the 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 ESL NYS certified 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 80 includes students whose IEPs indicate ESL only and 16 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 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.

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 alternate performance indicators (APIs) from the NYS Learning Standards for Students with Severe Disabilities. They 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. Students are assessed informally with teacher observations and teacher-made tests using the rubrics based on the NYSNLA Standards.

ELL Students new to the system are given instruction through a variety of formats within the program modalities. Emphasis is put on the TPR modality for the new comers as this method has a stronger reach for these students. Students receiving services for 4 to 6 years are differentiated by implementing strategies to insure integration and socialization that will help further their understanding of the English

A. Programming and Scheduling Information

language. These students have taken part in school plays and integrated into the community via workstudy. The LTE students also take part in school activities as well as expand their vocational opportunities by going to a variety of workstudy sites.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

English Language Arts: Equals and Sandi

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 and is taught and 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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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

811K has seven ELL students in the inclusion program. These students are offered Spanish as a foreign language. Of the 7 students only one participates and is currently on level 1 of the Spanish curriculum.

811K has an Academic Intervention Services program that addresses the deficits in Math, Social Studies and Science. ELL students participating in this program are supported by an Alternate paraprofessional who can address their needs in their native language.

Math: In reviewing the NYSAA math scores from the school year 2010-2011, our ELL students' results are addressing the AGLI's and they are scoring at levels , 3 and 4.

ELA: In reviewing the NYSAA ELA scores from the year 2010-2011, our ELL students' are addressing the AGLI's and they are scoring at levels , 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.

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 language 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. If the student is new to our school and is identified as an ELL student, he/she will be administered the NYSESLAT exam.

English as a Second Language:

All students in bilingual classes receive the number of units of ESL instruction required by Chancelors Regulation Part 154 and

B. Programming and Scheduling Information--Continued

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English as a Second Language:

All students in bilingual classes receive the number of units of ESL instruction required by Chancelors Regulation Part 154 and NYSESLAT scores mandate. To ensure that students realize positive performance outcomes, ESL instruction is guided by the NYS ESL

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

Beginning

Intermediate

Advanced

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)?

811K is not a Dual Language School.

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

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 for all content areas. These professional development sessions will be supported by the 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

(Mono- Lingual teachers only 10 hours).

All P811K staff are offered the following school based professional development opportunities for school year 2011-2012 :

- 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 language 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
- 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
- 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 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 meetings. Staff will also be given the opportunity to attend Professional Development in all areas of teaching and learning activities during the 2011-2012 school year.

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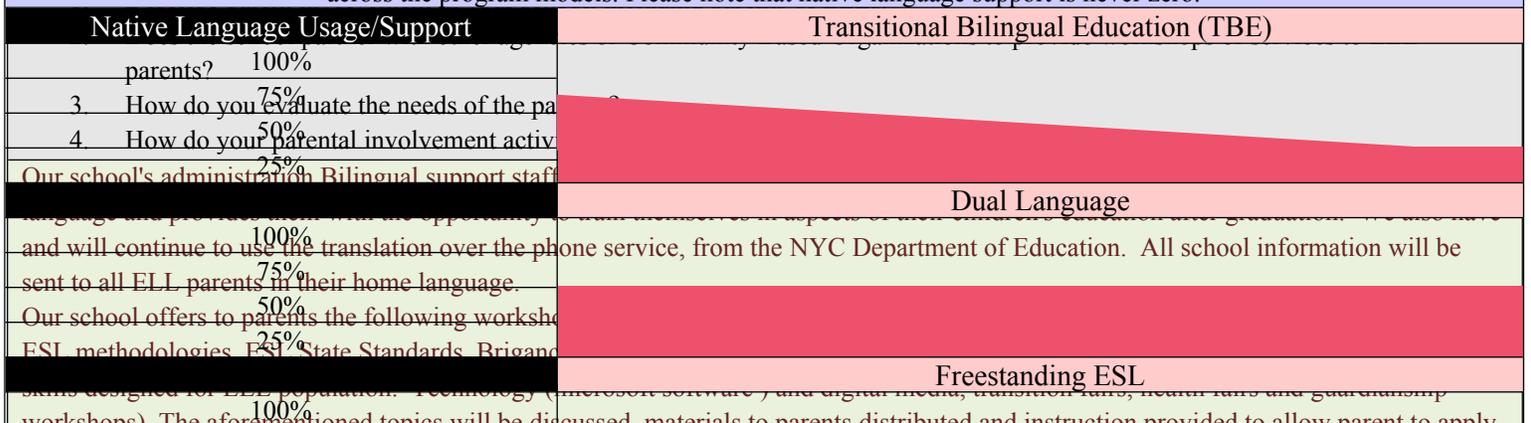
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Native Language Usage and Supports

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



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?

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 after graduation. We also have and will continue to use the translation over the phone service, from the NYC Department of Education. All school information will be sent to all ELL parents in their home language.

Our school offers to parents the following workshops:

ESL methodologies, ESL State Standards, Brigance Assessment, Employability Skills Inventory, and software to address pre-vocational skills designed for ELL population. Technology (microsoft software) and digital media, transition fairs, health fairs and guardianship workshops). The aforementioned topics will be discussed, materials to parents distributed and instruction provided to allow parent 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.

Parents are encouraged to participate in all school activities. A parent survey is conducted in September to access the needs of the parents. Surveys are translated by the Translation and interpretation unit in the nine languages (Spanish, Chinese, Urdu, Haitian Creole, French, Japanese, Russian, Arabic and English). Parents are sent surveys in their native language. The results of the survey create the monthly workshops given to parents by the parent coordinator. During the Every month P811K hosts a movie night for parents and students to relax and enjoy an evening of fun. Parents are encouraged to network with other families during our monthly breakfast club. The PTA/ELA meet and greet is scheduled two times a year so that parents can come and familiarize themselves with their child's teacher, see what their child is doing in school and give input in the educational process of their child. For other activities, parents will often attend meetings/activities with an English speaking friend or relative or P811K, as a mirror of the larger multicultural society, uses the language skills of its own staff.

P811K partners with many agencies which provide services for our students and their families. These agencies service the needs of all of our students, including ELL's.

Some agencies who have partnered with P811K include:

Elmy's Special Services

AHRC

HeartShare Human Services

YAI

Sinergia

Maidstone

Community Resources and Services for Children.

These agencies provide Medicaid Service Coordination which is the foundation of accessing services from OPWDD. Through MSC, parents are able to access camp, recreation/respite, Community habilitation and a wide range of Day Programs and Vocational Services.

The needs of parents are assessed a school survey distributed at the beginning of the school year, teacher /staff outreach.

The Parent Coordinator schedules monthly meetings to provide information on a variety of topics/services that help relieve the stress that often accompanies caring for a person with a developmental disability. If there is interest from parents on a particular service, P811K will work with parents to obtain the service(s). Always, parents are encouraged to obtain Medicaid Service Coordination.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)?

B. Programming and Scheduling Information--Continued

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

English Language Arts: Equals and Sandi

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 and is taught and 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

811K has seven ELL students in the inclusion program. These students are offered Spanish as a foreign language. Of the 7 students only one participates and is currently on level 1 of the Spanish curriculum.

811K has an Academic Intervention Services program that addresses the deficits in Math, Social Studies and Science. ELL students participating in this program are supported by an Alternate paraprofessional who can address their needs in their native language.

Math: In reviewing the NYSAA math scores from the school year 2010-2011, our ELL students' results are addressing the AGLI's and they are scoring at levels , 3 and 4.

ELA: In reviewing the NYSAA ELA scores from the year 2010-2011, our ELL students' are addressing the AGLI's and they are scoring at levels , 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.

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 language 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. If the student is new to our school and is identified as an ELL student, he/she will be administered the NYSESLAT exam.

English as a Second Language:

All students in bilingual classes receive the number of units of ESL instruction required by Chancelors Regulation Part 154 and

B. Programming and Scheduling Information--Continued

8. 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.
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English as a Second Language:

All students in bilingual classes receive the number of units of ESL instruction required by Chancelors Regulation Part 154 and NYSESLAT scores mandate. To ensure that students realize positive performance outcomes, ESL instruction is guided by the NYS ESL

Additional Information

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

Paste additional information here

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)?

811K is not a Dual Language School.

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 for all content areas. These professional development sessions will be supported by the 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

(Mono- Lingual teachers only 10 hours).

All P811K staff are offered the following school based professional development opportunities for school year 2011-2012 :

- 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 language 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
- 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
- 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 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)

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- 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 meetings. Staff will also be given the opportunity to attend Professional Development in all areas of teaching and learning activities during the 2011-2012 school year.

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?

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 after graduation. We also have and will continue to use the translation over the phone service, from the NYC Department of Education. All school information will be sent to all ELL parents in their home language.

Our school offers to parents the following workshops:

ESL methodologies, ESL State Standards, Brigance Assessment, Employability Skills Inventory, and software to address pre-vocational skills designed for ELL population. Technology (microsoft software) and digital media, transition fairs, health fairs and guardianship workshops). The aforementioned topics will be discussed, materials to parents distributed and instruction provided to allow parent to apply

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Parents are encouraged to participate in all school activities. A parent survey is conducted in September to access the needs of the parents. Surveys are translated by the Translation and interpretation unit in the nine languages (Spanish, Chinese, Urdu, Haitian Creole, French, Japanese, Russian, Arabic and English). Parents are sent surveys in their native language. The results of the survey create the monthly workshops given to parents by the parent coordinator. During the Every month P811K hosts a movie night for parents and students to relax and enjoy an evening of fun. Parents are encouraged to network with other families during our monthly breakfast club. The PTA/ELA meet and greet is scheduled two times a year so that parents can come and familiarize themselves with their child's teacher, see what their child is doing in school and give input in the educational process of their child. For other activities, parents will often attend meetings/activities with an English speaking friend or relative or P811K, as a mirror of the larger multicultural society, uses the language skills of its own staff.

P811K partners with many agencies which provide services for our students and their families. These agencies service the needs of all of our students, including ELL's.

Some agencies who have partnered with P811K include:

Elmy's Special Services

AHRC

HeartShare Human Services

YAI

Sinergia

Maidstone

Community Resources and Services for Children.

These agencies provide Medicaid Service Coordination which is the foundation of accessing services from OPWDD. Through MSC, parents are able to access camp, recreation/respite, Community habilitation and a wide range of Day Programs and Vocational Services.

The needs of parents are assessed a school survey distributed at the beginning of the school year, teacher /staff outreach.

The Parent Coordinator schedules monthly meetings to provide information on a variety of topics/services that help relieve the stress that often accompanies caring for a person with a developmental disability. If there is interest from parents on a particular service, P811K will work with parents to obtain the service(s). Always, parents are encouraged to obtain Medicaid Service Coordination.

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)													99	99
Intermediate(I)									1	2			2	5
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	1	2	0	0	101	104

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													99
	I									1	2			2
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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			1	5	6

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					1		5		6

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					1		5		6

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Connie Lekas School</u>		School DBN: <u>P811K</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Rose	Principal		10/14/11
Kathy Santana	Assistant Principal		10/14/11
Donna Donegan	Parent Coordinator		10/14/11
Lucia Friscia	ESL Teacher		10/14/11
Ms. Chan	Parent		10/14/11
Carlos Vizuete, Bilingual Sp	Teacher/Subject Area		10/14/11
Margaret Zavaglia, Bil. Sp	Teacher/Subject Area		10/14/11
Kerry Marshall	Coach		10/14/11
	Coach		
Linda Rasport	Guidance Counselor		10/14/11
Stephanie McCaskill	Network Leader		10/14/11
Victoria Ajayi	Other <u>ESL Teacher</u>		10/14/11
Catherine Gomez	Other <u>Rel. Serv. Provider</u>		10/14/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: P811K School Name: The Connie Lekas School

Cluster: _____ Network: 2

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

Part A: Needs Assessment Findings

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.

The primary language for the parent is determined by what language the parent wrote as their home language on their child's emergency card. Once the language is determined, the administration seeks within the school building a person that can interpret that language. If no interpreter is found then the Department of Translation and Interpretation is contacted and their services are requested. P811K has 104 set of parents and encompass 19 languages. The languages are, but are not limited to: Spanish, Arabic, Italian, Urdu, Russian, Chinese, Haitian-Creole, Bengali, Mandarin, Pashtu, Greek, Polish, Albanian and 7 others. Parents were informed of these services through the school telephone messenger service and in writing.

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

The school's translation and interpretation needs are addressed mainly by the staff. As the parents express their needs, the school addresses them on a case-by-case basis. When conferences are scheduled, parents are sent an invitation. The invitation is dated at least two weeks beforehand, that way if translation services are needed, the service can be obtained and provided at the time of the conference. P811K usually addresses all of its translation needs with the help of its diverse staff. For those languages that cannot be accommodated at the school level, the Dept. of Translation and Interpretation services are contacted.

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.

The school translates written documents with the help of our bilingual staff as well as the D.O.E. Department of Translation and Interpretation. The schools translation and interpretation needs are addressed mainly by the staff. As the parents express their needs, the school addresses them on a case by case basis. When conferences are scheduled parents are sent an invitation. The invitation is dated at least two weeks beforehand, that way if translation services are needed, the service can be obtained and provided at the time of the conference. P811K usually address all of it's translation needs with the help of it's diverse staff. For those languages that cannot be accomodated at the school level, the Dept. of Translation and Interpretation services are contacted.

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 interpretations are provided by school staff. P811K has a translation team that provides translations services to all of our parents that require it. Any translation needs that cannot be addressed by the P811 translation team is referred to the D.O.E.'s Translation and Interpretation Department.

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>.

811K will provide each parent whose primary language is a language other than English and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities>. P811K has 104 set of parents and encompass 19 languages. The languages are, but are not limited to: Spanish, Arabic, Italian, Urdu, Russian, Chinese, Haitian-Creole, Bengali, Mandarin, Pashtu, Greek, Polish, Albanian and 7 others. Parents were informed of these services through the school telephone messenger service and in writing. P811K's school safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative

offices solely due to language barriers. The school will provide translation services for every parent that needs it.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Connie Lekas School	DBN: 75K811
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P811K, The Connie Lekas School is a school for students with multiple disabilities; we service students from grade 6 through 12th. Our school 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. The classes are comprised of students from all four of our populations (12:1:4, 12:1:1, 6:1:1, 8:1:1).

Our ELL program consists of two fully certified Spanish bilingual teachers who work in self-contained classes and two fully certified ESL teachers who work in our freestanding ESL program. 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. With this in mind, and using a KWL chart staff will help students explore each others culture and identify what their favorite cultural food is. Students will research the recipe for their favorite meal. As a group, it will be decided which recipe will be cooked that week. The rest of the recipes will be included in the book. Students will then pick up flyers from Silverstar supermarket, located in the school community, and make a list of the items needed to prepare the meal. The students will use the flip camera to take pictures of the ingredients they will use to make their multicultural meal. The pictures will be downloaded from the flip cam and put into the computer. The pictures will be printed, then laminated and bounded into a book. 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 SANDI Assessment tool.

The structure of the Supplemental afterschool program will be as follows:

This school year, P811K plans to provide a supplemental Title III program, which will provide an after school opportunity that will focus on multicultural literacy and prevocational skills. The afterschool instruction will be delivered in English and is open to all students who receive ELL services. The instructors will be (2) two ESL certified teachers and (5) five paraprofessionals. The program will use the SANDI to assess the students' progress. The students who will participate in this program are at the beginner level of language proficiency as per NYSESLAT and come from a variety of cultural and linguistic

Part B: Direct Instruction Supplemental Program Information

backgrounds. 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 will be adapted with picture symbols incorporating native language labels for the picture/symbols when appropriate.

The Title III program will be held at our main site. We will meet every Tuesday and Thursday for (6) six weeks, from 3:00 PM to 5:00 PM. The program is scheduled to begin on January 10, 2012 and end on February 16, 2012 (pending approval).

There will be 18 students, who are classified at the beginning level of proficiency and whose NYSESLAT scores are invalid, participating in the afterschool program. The composition of these students are one (1) 12:1:4 class (from grades 9-12) and one (1) 6:1:1 class (from grades 9-11). These students will be supported by five (5) paraprofessionals who are bilingual and who speak the students' native language and are also able to support their needs using best practices and ESL methodologies. The instructional program will be scaffolded and differentiated by our ESL teachers in order to provide direct supplemental instruction to ELLs with disabilities. We will focus on the following themes: culinary education and local community resources. Students will be using cooking, literacy, and visual arts leading to an end product for each child, which is a multicultural cookbook.

Morrison, Ross, & Kemp (2007); Wehman (2006); and Owen (2001) suggested "a language learning experience is not a linear process, but a developmental learning sequence from the lowest level of functioning to a level of expertise and success." Therefore, success and achievement for individuals with disabilities in the process of learning a second language is directly based on the school's ability and availability, to provide a quality and equitable support that engages the school, home, and community. Baca & Cervantes (2004) stated "on-going research has proven that students' natural development of language skills is also connected to the learners' natural development of language, through a real communicative context that motivates students to follow complex demands from the instructor and understand the principles of language development: 1. Conscious knowledge of a second language acquisition, 2. Knowing the rules of a second language acquisition, 3. Awareness of the rules, 4. The ability to talk about how to apply the rules, and 5. The ability to learn how to monitor and edit their language expression input."

The Title III program and instructional planning will address the Common Core Learning Standards in Reading Informational Text for the 9-10 and 11-12 grades. All of the NYS ESL standards will be addressed with a particular emphasis on standard 5 (Students will demonstrate cross cultural knowledge and understanding) with regard to our two Title III themes (culinary education and community resources).

ESL STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

ESL STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

ESL STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and

Part B: Direct Instruction Supplemental Program Information

evaluation.

ESL STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

ESL STANDARD 5: Students will demonstrate cross-cultural knowledge and understanding.

Teachers and paras will also use the feedback data from the SANDI assessment to teach the ELL students. In addition, the educational outcome of this program requires the knowledge of how to operate the flip camera, the computer, and the manual comb binding machine for instructional purposes. These materials will be used to produce the final student product, a pictorial multicultural cookbook.

Through an inspiring and "hands on" approach to learning, students will be exposed to cooking and life skills integration through community fieldtrips, such as: visiting Silverstar Supermarket, our local market in order to purchase items that will be used in the Title III program, "Teaching ELLs through Culinary Education and Community Resources". As a part of our overall community theme and in order to foster real world interactions and independence, field visits to the post office and the library will also be a focus. Through this program students will become immersed in our local community, literature, history, culture, and technology. Students will be asked to demonstrate the cross-cultural knowledge and sensitivity needed in communicating with others of varied social, cultural, and linguistic backgrounds. Parents will be invited to work alongside their children for the six week duration of the Title III program.

Part C: Professional Development

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

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

Begin description here: Part C.

The staff will meet for Professional development three times. All sessions will be held on Wednesdays for two hour durations, from 3:45 - 5:45 p.m. The first PD will be on January 4th, 2012, the second PD will be held on January 25th, 2012, and the last PD will be held on February 15, 2012. The professional development topics for staff will consist of:

A. ESL Methodology and ESL state standards and SANDI Assessment

Part C: Professional Development

B. Technology and Digital Media

C. Technology and Digital Media

Two Teachers and six paraprofessionals will take part in the aforementioned trainings. Each component is essential for assuring a successful afterschool program. The PD's will be facilitated by Kathy Santana, AP, pending approval of the Title III program. In order to support the scope and development of our supplemental Title III program, teachers and paraprofessionals will be refreshed on the use of ESL methodologies in order to teach the ELL students. Teachers and paras will use the SANDI assessment data, the Common Core Learning Standards aligned with all of the NYS ESL Standards, particularly standard 5 (Students will demonstrate cross cultural knowledge and understanding) to teach the ELL students. In addition, the educational outcome of this program requires the knowledge of how to use the flip camera as well as the computer. These workshops will be designed to teach the staff how to use the equipment to produce the final product, a pictorial multicultural cookbook.

Part D: Parental Engagement Activities

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

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

Begin description here:

We will be holding a Title III ELL parent orientation on October 21, 2011 from 10:00 - 10:50 AM, during the common admin period of the ESL teachers and the Spanish Bilingual teachers. The meeting will be presented by Kathy Santana, AP. Parents were notified in a letter translated in their native language. The topics to be discussed are the following:

1. Introduction of the ESL (Lucia Friscia, Victoria Ajayi) and Bilingual Staff (Carlos Vizquete, Margaret Zavaglia), Parent Coordinator (Donna Donegan) and Assistant Principal (Kathy Santana).
2. The ESL classroom and the Spanish Bilingual program - What do they entail and how are they different?
3. The Title III program - The possibility of an afterschool program.
4. The request for parental input on future parent workshops.
5. Who should the parent contact at the school if there is a problem (distribution of phone numbers and email addresses).

The school will provide metro cards for Parents to attend the PD. The parent orientation will be at no cost to the Title III budget, as it is coordinated with our Parent Coordinators meeting during the day. There are two meetings held each month that will address the needs of the parents of all of our English Language Learners as well as the parents of all our entire student body.

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 languages.

Part D: Parental Engagement Activities

Our schools Parent Coordinator, Donna Donegan will conduct four Computer training workshops throughout the 2011-2012 school year for all of our ELL parents. The use of technology and Digital media will be part of the topics covered during these workshops. Parents will be taught how to manipulate a computer and a digital flip camera. The parents are always notified of the workshop by letter in their native languages.

The Parent Coordinator has found that the computer training was of high interest to our parents. Learning how to navigate the computer will help parents become a huge resource to their child for the purpose of this project. The computer training dates are as follows: November 3, 2011, January 27, 2012, March 20, 2012, and June 22, 2012; each session will be from 9 AM - 11 AM. These training sessions will encompass computer basics and downloads. Although, we will specifically target the parents of the students who will participate in the Title III program for these workshops, all parents of ELLs are welcomed should they choose to participate. We plan to provide (50) fifty metro-cards for parents to attend the Title III sessions on an as needed basis. We would like to encourage the parents to practice what they have learned at their training by collaborating with their child in the making of the cookbook. We have found that comfortability is evident for the students when in the presence of their parents. The school will provide translation services by our bilingual paraprofessionals for parents who require them (Title III funds are not used for this purpose).

Part E: Budget

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

Allocation Amount: \$11432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$2394.72	<u>Instructional Program</u> 2 Teachers X 2 hours X 2 days X 6 weeks X \$49.89 per hour = \$2394.72
<ul style="list-style-type: none"> • Per session • Per diem 	\$3477.60	5 Paraprofessionals X 2 hours X 2 days X 6 weeks X \$28.98 = \$3477.60
	\$1253.04	1 Administrator X 2 hours X 2 days X 6 weeks X \$52.21 = \$1253.04
	\$598.68	2 Teachers (PD) X2 hours X 3 days X \$49.89 = \$598.68
	\$869.40	5 Paraprofessionals (PD) X 2 hours X 3 days X \$28.98 = \$869.40
	\$313.26	1 Administrator (PD) X 2 hours X 3 days X \$52.21 = \$313.26
	\$61.48	1 Secretary X 2 hours X 1 day X 1 week X \$30.74 = \$61.48
	Subtotal - \$8968.18	
Purchased services		

Part E: Budget

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

Allocation Amount: \$11432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p>Subtotal - \$2012.60</p>	<p>Curriculum materials to create multicultural books on cooking and cultures. Various materials to mimic a shelter workshop such as:</p> <p>Laminating machine (2 x \$299.98) = \$599.96</p> <p>Laminating paper packs (4 x \$49.98) = \$199.92</p> <p>Color paper packs (2 x \$47.99) = \$95.98</p> <p>Ink for printer (\$255.99 x 2) = \$511.98</p> <p>Flip Cameras (4 x \$59.99) = \$239.96</p> <p>Color pencils packs (6 x \$9.49) = \$56.94</p> <p>Manual comb binding machine (1 x \$99.99) = \$99.99</p> <p>Binders (24 x \$3.29) = \$78.96</p> <p>Electric sharpeners (2 x \$34.99) = \$69.98</p> <p>Tape (6pack) 2 x \$13.99 = \$27.98</p> <p>Index cards (2 x \$1.99) = \$3.98</p> <p>Staplers (3 x \$8.99) = \$26.97</p>
<p>Educational Software (Object Code 199)</p>		

Part E: Budget

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

Allocation Amount: \$11432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$225.00	Metro Cards (50 X \$4.50) for parent workshops as needed
Other	\$226.22	Refreshments for (4) parent technology workshops and (1) parent orientation
TOTAL	\$11,432.00	