



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LEWIS AND CLARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X012

PRINCIPAL: KUVANA JONES-SANDERS **EMAIL:** KJONES7@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
Kuvana Jones-Sanders	*Principal or Designee	
Mauricio King	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tom Ruiz Adnor Vasquez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tricia Mariano	Member/	
Ljubisa Ristic	Member/	
Marshall Tuckman	Member/	
Christina Torres	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

- By June 2012, 100% of incoming 9th grade students will increase their scale scores by 5% in reading comprehension as measured by EdPerformance.

Comprehensive needs assessment

- There is a need to provide incoming 9th Grade students with experiences for academic success. Ongoing monitoring of student progress and support for the students are main components of this goal.

Instructional strategies/activities

- Progress monitoring of individual students with three times per quarter reports to parents on student progress.
- Inquiry team work on the impact of the 9th grade academy.
- Common planning time for staff.
- Staff development on differentiation of instruction and use of data to inform instruction by way of Strategic Learning Objectives (SLO) as provided by EdPerformance.
- Incoming freshmen will take American History thereby following the General Education course sequences to facilitate a smooth transition to General Education.
- Increased use of technology to support academic instruction via the 9th Grade iPad initiative.
- Implementation of Positive Behavior Support program that focuses on behavior, attendance and class participation.
- Monitoring of EdPerformance progress will be at three intervals (September, January and April).

Strategies to increase parental involvement

- The increase of parental involvement will come from increased parent incentives, parent mailings, parent workshops and newsletters sent to parents through the Parent Coordinator's Office.
- Establish Parent Association to work collaboratively with the SLT.
- Translate all critical school documents and provide interpretation during meetings and events as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- To attract highly qualified teachers and ensure current staff is highly qualified the school will work closely with the New Teacher Mentoring Project as evidenced by coaches for Teacher Effectiveness.

Service and program coordination

- Ongoing review of progress reports, such as SLO's from EdPerformance with students and English/reading teachers.
- Quarterly review of student performance.
- Review of STARS report cards and transcripts.
- Increased percentage of students who pass all their courses.

Budget and resources alignment

- Counselors will provide support by reviewing credit accumulation and meeting with students (Tax levy funds).
- Data inquiry team work that examines impact of 9th grade academy (Data inquiry funds).
- NYSTL software and hardware funds.
- Parent Coordinator provides ongoing or continuous outreach to parents (Parent Coordinator).

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

- By June 2012, there will be a 5 % increase in the number of 10th, 11th and 12th grade students who meet requirements for promotion and graduation as compared to the June 2011 school year based on comparative analyses of student transcripts.

Comprehensive needs assessment

- There is a need to ensure progression towards student graduation, an increase in student graduation rate and passing Regents and RCT's.

Instructional strategies/activities

- Restructure school year into twelve 3+ week terms empowering students to earn ½ credits in major subjects per semester.
- Schedule clinician meetings for review of individual student transcripts.
- Schedule academic support (i.e. reading intervention and tutoring) for students who are at-risk in the areas of reading, writing and mathematics.
- Provide additional professional development opportunities for effective instruction to include: best practice checklists, NYS Quality Indicators, common preps, departmental meetings and staff development and classroom walkthroughs.
- Focus on integration of Common Core State Standards with an emphasis on writing in the content areas.
- Provide student opportunities for college visitation through the Transition Office as incentive to meet graduation requirements and positive post-school outcomes.
- Increase parent/student awareness of promotion and graduation requirements by way of parent workshops, school-to-home mailings and school website.
- Increase opportunities for credit recovery and successful statewide assessment outcomes (ie. Regents & RCT's).
- Staff development on RCT/Regents assessments.
- Bi-monthly PLC meetings for teacher peer review of curriculum planning, instructional delivery & student outcomes.
- Extended day programming/tutoring to support credit recovery and skills remediation.
- School wide celebrations of students and academic success; letters sent home to parents recognizing student success in meeting graduation requirements
- Progress monitoring of instructional strategies and activities will be continuous through the 2011-2012 school year.

Strategies to increase parental involvement

- The increase of parental involvement will come from the increase parent incentives, parent mailings, parent workshops and newsletters sent to parents through the Parent Coordinator's Office.
- Establish Parent Association to work collaboratively with the SLT.
- Maintain a Parent Coordinator 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.

- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- To attract highly qualified teachers and ensure current staff is highly qualified the school will work closely with the New Teacher Mentoring Project as evidenced by coaches for Teacher Effectiveness.

Service and program coordination

- Review of student progress reports midterm.
- Review transcripts of students credits four times yearly.
- Aggregate comparative analysis of transcripts (2011-2012 compared to 2010-2011).
- Review of student report cards and attendance records.
- Review of RCT/Regent scores; comparative analysis of participation rate and passing RCT/Regents rate from 2011-2012 to 2010-2011.

Budget and resources alignment

- Programmer works with school administration to restructure school year into 4 10 week quarters and with counselors to plan individual courses of study (Tax levy)
- Counselors will provide support by reviewing credit accumulation and meeting with students (Tax levy funds)
- Data inquiry team work that examines impact of 9th grade academy (Data inquiry funds)
- NYSTL software and hardware funds
- Parent Coordinator provides outreach to parents (Parent Coordinator funds)
- Staff development on writing (PCEN funds)

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

- Decrease by 5% the number of violent incidents occurring on school grounds during 2011-2012 school year from 2010-2011 as evidenced by OORS data.

Comprehensive needs assessment

- Historically P12X has been on the Persistently Violent and Dangerous list.
- Perception among parents and community members is that the school is unsafe
- A change in the perception of the school will improve student conduct.

Instructional strategies/activities

- Train teachers in effective de-escalation of behaviors.
- Implement proactive interventions to mitigate potential incidents.
- Provide students with intensive peer mediation facilitated by clinicians.
- Train teachers in effective observation of gang activity once per semester.
- Staff development will be ongoing throughout the 2011-2012 as evidenced by afterschool meetings, common planning meetings, and Chancellor Professional Development days.

Strategies to increase parental involvement

- Outreach to parents when updating FBAs and BIPs.
- Establish Parent Association to work collaboratively with the SLT.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

Strategies for attracting Highly Qualified Teachers (HQT)

- To attract highly qualified teachers and ensure current staff is highly qualified the school will work closely with the New Teacher Mentoring Project as evidenced by coaches for Teacher Effectiveness.
- Provision of courses for staff to be trained in TCI.

Service and program coordination

- Decrease in the number of OORS incidents, with focus on decrease of Levels 4 and 5 incidents
- Analysis of FBAs and BIPs

Budget and resources alignment

- Administration, teachers and counselors meet and collaborate to reduce violent incidents (Tax levy funds)

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

- By June 2012, there will be a 5% increase in the attendance of students compared to the overall school Attendance rate from the previous year, as indicated by a comparative analysis of the schools Periodic Attendance Report (PAR) for current and previous school years.

Comprehensive needs assessment

- The school's average attendance decreased in 2010-2011. There is a need to continue intensive focus on increasing attendance. Strategies include incentives for students, effective and engaging instructional practices, programs that target different student subgroups and intense parent outreach

Instructional strategies/activities

- Bi-Weekly meetings of the Attendance Committee to review attendance records, SARs, 407s, CAASS reports, ILOGs
- Ongoing phone outreach to students (beginning at 8:00 am) with follow-up calls for late am/pm
- School Positive Behavior program will continue to tie into attendance; students are recognized by the token economy system for daily attendance, as well as attendance for a specified number of days
- An assigned District 75 attendance teacher will work with the school to support the school's attendance plan
- Counselors work with students to review attendance to support them in reaching higher levels of attendance. Counselors establish individual contracts with students to increase attendance.
- Parent information on attendance will be distributed October, January, March and May. Families will be recognized for positive student attendance.
- Public recognition of students for outstanding and/or improved behavior/attendance; assemblies, award ceremonies, attendance newsletter, positive recognition letters, calls home.
- Development and maintenance of programs (incentive programs, girls group, media arts, teen parent support group, cosmetology program, school store, worksite and job internships) that increase student engagement.
- School's graduation/senior committee will monitor attendance of 11th and 12th graders.
- School attendance committee and counselors will continue to identify over-age, under-credited students who may be truant. Through transition efforts, school will work with agencies to identify appropriate placements for students.
- Global Connect will be used as automated attendance system.
- Adopt-a-Teen program will be continued; teachers "adopt" students for whom they are responsible in monitoring their attendance and maintaining contact with them.
- Dean and teachers collaborate on "anti-bullying" efforts so that students feel safe in attending school.
- Progress monitoring of instructional strategies and activities will be continuous through the 2011-2012 school year.

Strategies to increase parental involvement

- Public recognition of students for outstanding and/or improved behavior/attendance; assemblies, award ceremonies, attendance newsletter, positive recognition letters, calls home.
- Parent information on attendance will be distributed October, January, March and May. Families will be recognized for positive student attendance.
- Establish Parent Association to work collaboratively with the SLT.
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- To attract highly qualified teachers and ensure current staff is highly qualified the school will work closely with the New Teacher Mentoring Project as evidenced by coaches for Teacher Effectiveness.

Service and program coordination

- Weekly attendance reports with site specific analysis and with analysis of relation of attendance to student involvement in incentive programs.
- Reviews of individual student attendance.
- Monthly analysis of the Positive Behavior Support System data collection that specifies target behavior of being in class.
- Comparative analysis of ATS attendance reports.
- Ongoing analysis of individual student attendance for increase/decreases.
- Review of ILOGs related to attendance.

Budget and resources alignment

- Designated Attendance Teacher (Tax levy).
- School administration, counselors and teachers collaborate to increase student attendance (Tax levy).
- OTPS funds will be used to support student incentives (Tax levy).

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

- By June 2012, at least 10 standardized students will have demonstrated completion of internships in school-based and/or community job sites.

Comprehensive needs assessment

- There is a need to increase the range of internships for students and to better prepare them for work experiences in the field.

Instructional strategies/activities

- All students, parents and teachers complete Level I Vocational Assessment survey.
- Students participating in work sites participate in Career Zone.
- School staff meets with Westchester Square Merchants Association to identify possible job sites/internship opportunities/competitive employment opportunities.
- 9th grade academy implement and maintain operation of small business developed in Chapter 683 Step Up Academy Program.
- Establish school-based Café run by students.
- School stores, in conjunction with Positive Behavior Support program, are maintained and operated by students.
- WAVE curriculum is implemented to prepare students with job-readiness skills.
- Teacher/Job developer goes into the community (where students live) to identify job sites; job sites will be evaluated to identify number of students who can work there and whether job site is fulltime/part-time.
- Evaluation of sites to consider their alignment with student's needs, the needs of program, and efficacy of real opportunities for competitive employment.
- Assistant Principal and Job Developer visit sites during the school day (Tax Levy).
- VTEA funds to support establishment of café, Mouse Squad, maintain operation of school stores and to support student stipends (VTEA).
- Progress monitoring of instructional strategies and activities will be continuous through the 2011-2012 school year.

Strategies to increase parental involvement

- Public recognition of students for outstanding and/or improved behavior while at their internships.
- Parental outreach regarding student internships and competitive employment.
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- To attract highly qualified teachers and ensure current staff is highly qualified the school will work closely with the New Teacher Mentoring Project as evidenced by coaches for Teacher Effectiveness.

Service and program coordination

- Twice monthly site visits by Job Developer and Assistant Principal to determine if placement of students is appropriate.
- Review of students in the sites by school staff.
- Site progress reports will be completed and reviewed twice annually.
- Student data will be reviewed February 2012 and June 2012 to determine reassignment.
- Review of student IEPs that reflect student participation in work programs and Transition Goals.

Budget and resources alignment

- Assistant Principal and Job Developer visit sites during the school day (Tax Levy).
- Per session pay for development of sites, coaching students and additional afterschool supervision of students as necessary after school (PCEN School Success).
- VTEA funds to support establishment of café and cosmetology program, maintain operation of school stores and to support student stipends (VTEA).

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								
7								
8								
9	55	75	20	65	80	45	10	
10	35	40	30	29	30	25	10	
11	18	15	8	15	15	4	3	
12	3	3	3	5	8	2	1	

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>Achieve 3000 Great Leaps: Fluency Lexia: Decoding Test Prep Strategies: Secondary Westsea Publishing, individual and small group, in school, extended time as possible Vocabulary Development Writing Support: Graphic Organizers</p>
Mathematics	<p>Virtual Math Manipulatives: On line differentiated support for students based on their functioning levels: individual, during the day Test Prep Strategies: Secondary Westsea Publishing: individual and small group, in school, extended time as possible</p>
Science	<p>Test Prep Strategies: Secondary Westsea Publishing: individual and small group, in school, extended time as possible Reading Strategies: Explicit support in reading in the content areas- pre-reading, during reading and post-reading strategies</p>
Social Studies	<p>Test Prep Strategies: Secondary Westsea Publishing: individual and small group, in school, extended time as possible Reading Strategies: Explicit support in reading in the content areas- pre-reading, during reading and post-reading strategies</p>
At-risk Services provided by the Guidance Counselor	<p>Intense Counseling and Guidance Attendance Outreach Analysis of academic credits Positive Behavior Supports: Analysis of student daily points/credits to review with the students Therapeutic Crisis Intervention (TCI): Students develop new coping skills and learn self-regulation techniques Girls Focus Groups: 1 x weekly for 45 minutes Graduation Committee: 1 x weekly meeting with follow up support with 11th and 12th grade students NOTE: PPT meetings help determine additional support for students based on academic needs and attendance</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>Intense Counseling and Guidance Attendance Outreach Analysis of academic credits Positive Behavior Supports: Analysis of student daily points/credits to review with students Graduation Committee: 1 x weekly meeting with follow up with 11th and 12th grade students NOTE: PPT meetings help determine additional support for students based on academic needs and attendance</p>
<p>At-risk Services provided by the Social Worker</p>	
<p>At-risk Health-related Services</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/Arthur Fusco	District 75	Borough Bronx	School Number 012
School Name Lewis and Clark School			

B. Language Allocation Policy Team Composition [?](#)

Principal Dr. Kuvana Jones	Assistant Principal Jennifer Wilkerson
Coach Ben Badurina	Coach type here
ESL Teacher Victor Abruzzese	Guidance Counselor Luis Ramos
Teacher/Subject Area Damarys Abreu/Nat. Lang. Arts	Parent type here
Teacher/Subject Area Mauricio King/Fine Arts	Parent Coordinator Charlyn Nater
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	0	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	285	Total Number of ELLs	54	ELLs as share of total student population (%)	18.95%
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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. 

At P12X, the process of identifying ELLs begins with printing out a number of reports from ATS. The ATS reports used to identify ELLs are the RDGS, RYOS, RPOB, RLER- English LAB-R/LAB for students eligible for LAB-R testing, and RLER-LAT for students eligible for NYSESLAT testing. We also print out the CAP Detail Placement Sheet and the IEP Student Profile. Additionally, when there is a new student intake, the parents are asked to fill out a Home Language Identification Survey (HLIS). If this survey is not completed at the CSE level, it is completed at the school level along with an informal oral interview by the certified ESL teacher named Victor Abruzzese who also speaks Spanish. Furthermore, if a student is identified as having just arrived from another country, the certified ESL teacher will give them the LAB-R, and if necessary the Spanish LAB for Spanish speaking students. The HLIS, LAB-R and/or Spanish LAB will be administered within 10 school days of admission. Our students are primarily Spanish speaking, therefore, during intake, we have a number of bilingual Spanish speaking staff that assist the parents, including paras, school aides, and family workers. In the case of a parent who speaks a language other than Spanish, we would contact the translation unit for assistance. Once the students are identified, the parents are contacted and informed of the ESL services the students need. The certified ESL teacher will also administer the NYSESLAT in the spring. The ESL teacher will create a schedule to maximize the administration of the test. Since our students have high rates of absenteeism, the students will be placed in cohorts that are based on their grade levels and also by attendance. This will allow the bulk of the students with good attendance to be tested first, and the remaining students to be tested in small groups as they come in. Parents are also informed in detail about the NYSESLAT test several weeks prior to the testing period. They are sent a letter that outlines the testing dates and that describes the test as a State test. The students are also informed of the testing dates and the types of test they will be taking, whether it be the reading, writing, listening or speaking test. We currently have two certified ESL teachers (Victor Abruzzese and Carlos Romero) and two certified bilingual teachers (Damarys Abreu and Mauricio King).

Parents are informed during intake about their child's status as an ELL and the program models available to them within District 75. Parents are also informed by the ESL teacher on an on-going basis by telephone contact, mailings or during the IEP meeting.

Students are assigned to our school according to their IEP recommendations.

At the beginning of the year, students are identified primarily according to the RDGS list in ATS as well as their CAP and IEP mandates. Once students are identified, the ESL teacher calls the parent and introduces himself, and then explains the schools program for ELLs. Students who are mandated to receive ESL are assigned a schedule with the mandated number of minutes according to CR Part 154. Students who are mandated to receive bilingual services will receive the required amount of ESL mandated services as stated in CR Part 154 from the ESL teacher, and will receive assistance in all other subject areas from a bilingual classroom para or alternate placement paraprofessional. Additionally, if there is a sufficient number of bilingual students, they will either receive Native Language Arts instruction by a certified bilingual teacher, or, if possible, a bilingual class will be created for them.

There are no trends in parent choice due to the fact that students are placed here according to their IEP recommendation.

Due to the fact that students are placed in the school according to their primary disability of Emotional Disturbance, they are placed in the program that the school provides, which is ESL. If the parent would like a different program, he or she is informed that he or she can request a reevaluation for the child to be placed in a different program. The school will also review the needs of the students on an on going basis to determine whether a bilingual program can be implemented as well.

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 checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4	7	1		12
Push-In							5	10	6	13	6	1	1	42
Total	0	0	0	0	0	0	5	10	6	17	13	2	1	54

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	54
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	19

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	17	18	0	18	19	0	19	54
Total	17	0	17	18	0	18	19	0	19	54

Number of ELLs in a TBE program who are in alternate placement: 10

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														0
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													

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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino:

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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							5	10	6	17	13	2	1	54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	10	6	17	13	2	1	54

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?

The instructional model used is a combination of self-contained ESL by a certified ESL teacher named Victor Abruzzese, along with a push-in or pull out model. In all classes, students are grouped by cohort to facilitate meeting the required number of minutes as per CR Part 154. In the group composition list which is sent to the district, the students are placed in groups that account for their grade levels and the number of minutes they require service as per their NYSESLAT scores. There is also additional support by a certified bilingual teacher, who teaches a self-contained class of bilingual and ESL students. Furthermore, instruction will occur in collaboration with content area teachers. The ESL teacher will meet formally during common preps and informally on a regular basis with content area teachers in order to align the ESL program with content area instruction, create content specific vocabulary lists, and identify topics related to content area classes. Additionally, the ESL teacher will provide academic vocabulary enrichment, consisting of Tier 2 and Tier 3 words (i.e. academic vocabulary and specialized content area vocabulary). Another component of the program is the use of extensive scaffolding, which consists of presenting the subject matter in many different ways and re-visiting the content over the entire school year. The ESL teacher will also focus on developing writing skills by emphasizing the idea of writing as a process which will allow the student to revise writing projects multiple times. The program will be aligned to the Common Core Standards and with New York State ESL, ELA and content area standards. The following books will be used for ESL instruction: "Vocabulary Power 1, 2, and 3", "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", as well as folk tales, fiction, and non-fiction. Technology will also be integrated to provide additional support using on-line reading programs and computer based journals. The activities that the ESL teacher will use include the use of learning experiences in the classroom, Language Experience, ESP (English for Specific Purpose) and cooperative learning to help develop the use of English in a social context. In order to facilitate the flow of comprehensible input and output, the ESL teacher will work with an ESL cohort in a push-in and pull-out capacity during various content area classes in collaboration with the content area teacher. Students, whose services have been extended because they are in their 4th and 5th year, will continue to receive AIS, until measurable progress is noted in the program. Furthermore, based on the data from all state assessments including the NYSESLAT, students in high school will receive extra content area assistance in the form of individual tutoring when available.

Academic language will be developed through content-area instruction with ESL methodologies. Additionally, students will use bilingual glossaries in the various content areas to create bilingual word walls. Students will be transitioned out of the program if they show proficiency in English on the NYSESLAT and once their IEP has been changed to show that the student is no longer in need of ESL services. During the transition period, they will be provided with 2 additional years of services. To ensure that students meet the standards and pass required state and local assessments, explicit ESL instruction follows the NYS ESL Standards and the Common Core Standards

A. Programming and Scheduling Information

and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, cooperative learning, and various forms of scaffolding such as schema building through pre-text discussions, modeling, text re-presentation, metacognitive development, contextualization, and bridging. Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English and the native language.

At the high school level, all students will receive standards-based content area instruction in English using ESL strategies and methodologies. Also, ELL students will be grouped as a cohort to maximize time and ensure that students receive their mandated minutes.

The model used is a combination of self-contained ESL, along with a push-in or pull out model. The ELLs are grouped as a cohort whenever possible to facilitate programming them and working with them as a small group within a class during the push-in periods. At the beginning of the year, at least 5 periods per week are automatically programmed for students in each of our two buildings (the Main and the North): we call these our self-contained classes and these classes account for 240 minutes of the schedule. The ESL students are programmed based on proficiency level and contiguous grades allowing the Beginner and Intermediate students to receive the bulk of their mandated number of minutes in these programmed classes. The remaining number of minutes are made up in the push-in or pull-out classes. Our Advanced students are also serviced using either the push-in or pull-out model since they require only 180 minutes of service.

The students receive content area support from licensed content area teachers in each subject area. The assignment of a bilingual para or a certified bilingual teacher is used whenever possible to assist students and give them additional support in their native language. The content area teachers will also be supplied with bilingual glossaries for the class.

We have 5 newcomers at this time. For these newcomers we will provide tutoring, buddy system and a nurturing environment to facilitate language production in addition to incorporating ESL strategies across the content areas. They will receive native language support under the ESL model of 75% ESL and 25% native language support. Presently we have no SIFE students. At such time that we do, we will provide the following: ESL instruction that follows the Common Core Standards as well as the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Cooperative Learning, and Graphic Organizers. ELA Standards will also be a part of ESL instruction. Long Term ELLs will receive tutoring from teachers, academic and emotional support from buddy students and paraprofessionals. The school will continue to provide services until the student scores proficient on the NYSESLAT and their IEP changes to reflect they are no longer in need of ESL support. Also, long term ELLs will receive more explicit instruction in standard English forms.

Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in Spanish and English, including those adapted by teachers to meet the needs of students with severe disabilities.

The primary instructional texts for the students at our school are Vocabulary Power 1, 2, and 3 by the publisher Pearson/Longman. Content area teachers are also provided with bilingual glossaries as well as supplementary instructional materials in the Native Language (eg. National Geographic and other magazines).

Students are serviced as per their IEP and their proficiency level on the NYSESLAT in order to ensure that they receive the correct services. ESL students are identified and programmed in order to accommodate the necessary number of minutes they require. When a student is identified as bilingual according to CAP and the IEP, that student is assigned a bilingual para. Also, our bilingual students are programmed with bilingual content area teachers and/or certified bilingual teachers whenever possible.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

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?

The primary program used for targeted intervention is the series Vocabulary Power: Practicing Essential Words by Pearson and Longman. This program offers a research based approach to teaching academic vocabulary. The series provides three texts, Vocabulary Power 1,2, and 3, that contain high frequency academic vocabulary words that are found in complex texts across all content area which are often referred to in the Common Core Standards. Additionally, bilingual glossaries will be provided to all content area teachers, including but not limited to Math, Social Studies, Science, American History, Global History, and Art.

With regard to students who test proficient on the NYSESLAT, they will continue to receive services in the form of tutoring by the ESL teacher to address specific individual needs and they will also be provided with testing accommodations as per their IEP.

A new program that is now starting is the use of iPads to create an online journal. The iPad will also be expanded to allow the students to use a website to access instructional materials provided by the teacher. Also, another program under consideration is the use of voice recorders and video equipment to record role plays in the English language. Additionally, we have an after school program that uses technology and incorporates the academic vocabulary they encounter in the regular program.

We also offer programs throughout the school year for our students, such as school holiday events, parent workshops, talent shows and essay contests. ELLs, and their parents if appropriate, are invited to these events through announcements in English and Spanish. Additionally, students are always invited to perform, write or speak in their native language when appropriate.

The use of the students native language is encouraged throughout the program where appropriate. Students are grouped in cohorts to facilitate the delivery of the mandated number of ESL minutes as per CR Part 154. This also allows for the students to move as a cohort to content area classes that are taught by bilingual teachers. They also travel as a cohort to receive foreign language instruction which in our school is Spanish. The cohort model also allows for the students to receive supports and services corresponding to their age level and grade level.

Our ESL teacher will use the following materials: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher will also use technology to give students additional instructional support: the iPads will be used to deliver videos on different topics to provide the students with context for their learning. Also, the ESL teacher will use excerpts from Shakespeare, Steinbeck, and other exemplary authors to provide a context for the vocabulary and sentence structures that the students learn.

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 models are used (include which model is used)?

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.

During the school year, P12X will hold professional development workshops that will teach ESL methodologies, strategies and approaches to all staff including paraprofessionals. These sessions will be conducted by the ESL teacher. The sessions will also include research in the field of ESL education. The school leadership will also refer teachers, guidance counselors, and the parent coordinator to appropriate staff development workshops conducted by BETAC or other outside agencies to further assist in their development and understanding of the ELL population. Teachers will also be required to attend Jose P. workshops if necessary as they become available by the district, or maintain a record of the Jose P. training they have attended in their files.

The ESL teacher is currently attending professional development workshops conducted by the Department of English Language Learners at our Central office and will be expected to attend sessions from other initiatives, e.g. the ELL Math Institute. Our teacher will also attend conferences focused on the education of ELLs provided by the New York State Department of Education, as well as District 75 Office of ELLs Professional Development workshops.

Also, workshops, such as QTEL (Quality Teaching for English Language Learners) which awards a certificate to the participants, will be available for teachers that work with ELLs. There will also be in-house staff development. Teachers will receive PD in the Achieve 3000 Literacy program. There will also be five workshops on content area instruction using ESL strategies: Read 180, The use of W I I as an Instructional tool in the classroom, Science with ESL strategies, Math with ESL strategies, and Social Studies with ESL strategies. These workshops will be held during the extended Monday PD time.

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?

Parents are invited to participate on the school leadership team. The common method of parental involvement is through individual meetings with teachers, counselors, and the SBST. Parent surveys are also done as well as mailings to all parents to inform them of new school initiatives. All informational materials are also translated into the native language. Additionally, an ELL parent workshop is scheduled by the first parent teacher conference night.

We also have a bilingual parent coordinator, Charlyn Nater, who is currently working with the Bronx District Attorney's office, the Social Security Administration, and Planned Parenthood, to schedule them to come in and give parent workshops. These workshops will support our Spanish speaking parents through notices sent out in English and Spanish as well as with the support of Spanish speaking staff during the workshops. Since we have a number of Spanish speaking staff, we usually do all of our translations in-house, as well as phone outreach in Spanish.

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)	0						5	2	6	5	12	2	1	33
Intermediate(I)							2	1	2	6	4			15
Advanced (A)									2	2	2			6
Total	0	0	0	0	0	0	7	3	10	13	18	2	1	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	2	1	12	1	0	0
	I							4	0	0	0	4	2	1
	A							0	1	0	3	5	0	0
	P							0	0	0	5	4	1	0
READING/ WRITING	B							10	2	1	14	8	2	0
	I							1	1	0	4	5	0	1
	A							0	0	0	2	1	1	0
	P							0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	0	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	1	0	0	0
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1	0	0	0
US History and Government	1	0	0	0
Foreign Language				
Other <u>Science</u>	1	0	0	0
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

The primary method we use for assessing our students is the NYSESLAT test. As you can see from the NYSESLAT Modality Analysis above, the majority of our ninth graders are scoring at the beginner level. You can also see that our tenth graders show improvement in listening and speaking but remain at the beginner level in reading and writing. The certified ESL teacher, Victor Abruzzese, uses this information to plan instruction. Consequently, the emphasis in the lessons is in reading comprehension and writing coherency. The assignments are structured to familiarize the students with the NYSESLAT test by including assignments which are similar to the reading comprehension exam and the writing exam. It is also clear from the NYSESLAT Modality Analysis above that none of our students are scoring proficient on the reading and writing portion of the exam thereby underscoring the need for intensive intervention in the area of building academic vocabulary and writing skills. Our school also uses Scantron and the results of these tests show that our students are reading below grade level and need more intervention in this area. In order to assess our ELL program, we look at the NYSESLAT test results over a three year period and see any trends. Overall, most of our ESL students who we retain for at least two years show improvement.

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>Lewis and Clark School</u>		School DBN: <u>75X012</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Kuvana Jones	Principal		10/27/11
Jennifer Wilkerson	Assistant Principal		10/27/11
Charlyn Nater	Parent Coordinator		10/27/11
Victor Abruzzese	ESL Teacher		10/27/11
	Parent		1/1/01
Damarys Abreu	Teacher/Subject Area		10/27/11
Mauricio King	Teacher/Subject Area		10/27/11
Ben Badurina	Coach		10/27/11
	Coach		1/1/01
Luis Ramos	Guidance Counselor		10/27/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75x012 **School Name:** Lewis and Clark School

Cluster: 754 **Network:** 4

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.

According to the demographics of the school in ATS, over 50% of the students come from households where the first language is not English, which means they potentially need translation and interpretation services. To accurately assess which families need translation and interpretation services, P12X will conduct a home language survey when new students enter the school to determine the parents' preferred language of communication.

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.

Currently, in-house staff have been able to provide translation and interpretation services. The parent coordinator reports these findings to the school community on a regular basis.

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.

In-house staff, as well as parent volunteers, will provide translation and interpretation services. A copy of all school documents that need to be distributed will go to assigned staff for immediate translation.

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.

An interpreter will be able to facilitate communication among clinicians, teachers, administrators, parents and their communities. In-house staff will provide oral interpretation; if necessary, the school will contact an outside agency.

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>.

The school will comply with Section VII of Chancellor's Regulation A-663 in the following ways:

1. After completing the home language survey, parents will be provided with written notification of their rights regarding translation and interpretation services along with instructions on how to obtain these services.
2. A sign will be placed at the school entrance of each site in each of the covered languages indicating where to pick up a copy of the parent notification letter regarding translation and interpretation services, also known as Attachment A to Chancellor's Regulation A-663.
3. A School Safety Team Meeting will be held to devise a plan for dealing with possible communication barriers to the school's administrative offices.
4. The school will provide information in a non-covered language if the need should arise and the school will be responsive to parent requests regarding interpretation and translation services.

5. A hardcopy of the information on the Department's website concerning the rights of parents to translation and interpretation services shall be made available in each of the covered languages at all sites.

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: P12X Lewis and Clark School	DBN: 75X012
Cluster Leader: Gary Hecht	Network Leader: Arthur Fusco
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: 10 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 checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # 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: Rational, Language of Instruction, # and Types of Certified Teachers:

In order to best service our ELL population, who are classified as having Emotional Disturbance, Mental Retardation, and various Learning Disabilities such as ADHD, we will provide a Title III after school program that will help our students continue to practice the material they have learned in class during the day. This supplemental after school program will be conducted in English by our certified ESL teacher named Victor Abruzzese and with support in the Spanish language by a bilingual para. Given the nature of the disabilities mentioned above, our students need constant repetition and reinforcement in order to retain information; therefore, our after school program will incorporate the use of the academic vocabulary used during the regular academic day. The Title III program will focus on using technology in order to initiate, conduct, and complete an online jobsearch. The students will use iPads to access a teacher made website that will allow them to complete tasks online that tie into, but supplement the lessons that occur during the regular school day. Some of these tasks will be: completing a survey by accessing a link, finding multimedia clips that relate to the lesson, or watching a video that relates to the lesson and then answering questions about it. Also, they will soon be transitioning out of high school and into various work programs, and some will also be transitioning into community colleges. In order to accomplish these goals, the students need to learn how to do the following tasks: fill out forms online; research the internet for job openings; send emails; keep information organized in files and folders; track data; manage their time by using a calendar that provides audible prompts; use technology to control other devices, such as projectors and monitors; keep audio and video records; print documents; upload and download information from the internet; install updates onto their computer; read, write and send emails; etc.

The program will cover the following standards:

Common Core Writing Standards for Grades 9, 10, and 11

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Part B: Direct Instruction Supplemental Program Information

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ESL Standard 1

1. Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)

2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

3. Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R,

Part B: Direct Instruction Supplemental Program Information

W)

4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)
5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)
6. Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)
7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)
8. Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Types of Materials:

The use of the iPads will also help integrate our students into the modern world of technology, a world they often don't have access to because of their socio-economic conditions. Our after school program will help prepare our students to transition into the world of work and commerce by teaching students the real world tasks of logging into a website, uploading and downloading documents, pictures and other files, and maintaining an online portfolio that they can access from anywhere. According to an article titled Why iPads Make Great Gifts for Kids with LD in the December 2010 LD OnLine Newsletter, "As technology improves, so do the educational options for students with disabilities. Parents and schools should consider investing in Smartphones and tablet computers to make learning accessible and fun." Furthermore, in an article published online on October 12, 2011 on the Education Week website www.edweek.org by Francesca Duffy, it states that finding the right technology to match a student's disability 'can be an ordeal', but that 'One key is to ensure you understand the student's challenges first, and then to match the right technology to his or her needs.' One of the major challenges for our students is their persistent lack of organizational skills, which has been influenced by the unstable environments they come from, such as incarceration, multiple foster home assignments, and long stays in residential treatment facilities. The use of iPads to access an online portfolio will ameliorate this problem for them by serving as a tool to help them manage and organize their academic work. Also, using Title III funds, we will purchase the Inspiration software, which is a graphic organizer that helps students with ADHD, autism, dyslexia and aphasia organize their writing.

Subgroups and Grade Levels to be Served:

Many of the students from last year's program have already expressed an interest in participating in the program again this year. These students, as well as the new attendees which we plan to invite, are

Part B: Direct Instruction Supplemental Program Information

scoring at the beginner, intermediate, and advanced levels on the NYSESLAT and are in high school (grades 9 to 11). Our Title III after school program will provide a supplemental technology based learning activity for 10 students from a 12:1:1 ratio.

Schedule and Duration

The sessions will be held on Tuesdays and Thursdays, and they will begin at 3:00 pm and end at 5:00 pm. The sessions will be conducted by a certified ESL teacher (Victor Abruzzese), and a paraprofessional. A supervisor will also be available and will be paid for one hour (from 4:00 pm to 5:00 pm) from Title III money. The program will start on Tuesday, January 10, 2012 and end on Tuesday, May 15, 2012. The exact dates can be seen below.

Tuesday	Thursday	Tuesday	Thursday
1/10/12	1/12/12	1/17/12	1/19/12
1/24/12	1/26/12	1/31/12	2/2/12
2/7/12	2/9/12	2/14/12	2/16/12
2/28/12	3/1/12	3/6/12	3/8/12
3/13/12	3/15/12	3/20/12	3/22/12
3/27/12	3/29/12	4/3/12	4/5/12
4/17/12	4/19/12	4/24/12	4/26/12
5/1/12	5/3/12	5/8/12	5/10/12
5/15/12			

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:

Our Title III program at P12X will also provide 7 sessions of professional development for 1 hour each, from 7:00 am to 8:00 am, and the dates are on December 14, January 4, January 25, February 29, March

Part C: Professional Development

28, April 25, and May 16. The sessions will be taught by the certified ESL teacher whose name is Victor Abruzzese. The PD sessions will be for 1 member of each of the departments of science, math, social studies, and ELA (4 total). The paraprofessional and a supervisor will also be included in these PDs. The supervisor will be paid from Title III funds from 7:00 am to 8:00 am for a total of 7 sessions. The topics will include the explicit teaching of academic vocabulary across the content areas during the regular school day. Teaching academic vocabulary in the content areas helps reinforce the retention of the academic vocabulary learned during the ESL classes.

The rationale for this program is that content area teachers currently teach content specific vocabulary, but they do not have a supplemental program that teaches high frequency academic vocabulary words that are often found in complex texts used across the curriculum and referred to in the Common Core Standards. The ESL teacher will be introducing the PD attendees to the high frequency academic vocabulary that is associated with the development of CALP (Cognitive Academic Language Proficiency), which our ELLs have trouble with. He will do this by providing them with lists of words from the series Vocabulary Power 1, 2, and 3 from Pearson/Longman. Since more than half of our school is made up of students who come from a home in which Spanish is the home language, many teachers have potential ELLs in their classrooms as well as students who are officially entitled to ESL services. These students, who are not officially identified as entitled, would therefore benefit from consistent exposure to academic vocabulary in all content areas and in all classes. Since the PD will be for the head of each department, it is our plan that these teachers would then turnkey the information to all content area teachers.

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:

Our Title III program at P12X will also involve parents by providing two workshops after school. The workshops will be held on January 18 and February 1. The workshops will be 2 hours long, beginning at 3:00 pm and ending at 5:00 pm. The workshops will be conducted by a certified ESL teacher (Victor Abruzzese), and 1 paraprofessional. Both the ESL teacher and the paraprofessional speak Spanish and will be able to provide additional support in the parents native language. A supervisor will also be present to answer any questions and provide additional support and will be paid from 4:00 pm until 5:00 pm. Refreshments and Metrocards will also be provided.

The parent component of our Title III program at P12X will also focus on skills for entering the workplace, but it will have more of a focus on effective communication skills and practical strategies for various professional situations, such as job interviews, court appearances, adult education classes, and medical visits. The workshops for the parents will address best practices in ESL as they are native Spanish speakers. The adult program will focus on using more traditional technology and the topics for

Part D: Parental Engagement Activities

the workshop will be the following: Microsoft Word, Internet Explorer, iCal, Microsoft Excel and iPhoto.

Parents will be notified of the Title III program in writing in December 2011. The information will also be translated into Spanish. Follow-up calls will be made as needed. In addition, all Title III parents will be invited to work alongside their children during our Tuesday/Thursday program, which will be at no cost to the Title III budget.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,482.07	Student Program 1 ESL teacher x 33 session x 2 hrs x \$49.89 = \$3,292.74 1 paraprofessional x 33 session x 2 hrs x \$28.98 = \$1,912.68 1 supervisor (AP) x 33 session x 1 hr (4:00 pm to 5:00 pm) x \$52.21 = \$1,722.93 Professional Development Program 1 ESL teacher x 7 sessions x 1 hr x \$49.89 = \$349.23 4 Content Area Teachers x 7 x 1hr x \$22.72 = \$636.16 1 paraprofessional x 7 sessions x 1 hr x \$28.98 = \$202.86 1 supervisor (AP) x 7 sessions x 1 hr (7:00 am to 8:00 am) x \$52.21 = \$365.47
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	0	0

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1,936.00	4 iPads at \$484.00 each = \$1,936.00
Educational Software (Object Code 199)	\$69.00	Inspiration (cost \$69): a graphic organizer
Travel	\$108.00	12 parents x 2 sessions x \$4.50 (roundtrip metrocards) = \$108.00
Other	\$185.03 \$419.90	Food for Parent Programs Professional salaries for Parent Pgm. 1 ESL teacher x 2 sessions x 2 hrs x \$49.89 = \$199.56 1 paraprofessional x 2 sessions x 2 hrs x \$28.98 = \$115.92 1 supervisor (AP) x 2 session x 1 hr (4:00 pm to 5:00 pm) x \$52.21= \$104.42
TOTAL	\$11,200.00	