



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :** THE ACADEMY FOR CAREER AND LIVING SKILLS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75X811

**PRINCIPAL:** CARON MARTIN      **EMAIL:** CMARTIN30@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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Caron Martin	*Principal or Designee	
Sybil Smith	*UFT Chapter Leader	
Chandra Chayhan	*PA President	
Yvonne Ingram	DC 37 Representative, if applicable	
Liliane Edwards Brown	Parent Member	
Denise Gomez	Parent Member	
Angelita Jimenez	Parent Member	
Mary Greer	Parent Member	
Paula Lucas	UFT Member; Secretary	
Melissa Martinez	UFT Member; Paraprofessional	
Jovoda O. Gayle	UFT Member; Speech Teacher	
Latasha Ford	UFT Member; Teacher	

## **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

### **Annual Goal #1**

- By August 2012, there will be a 20% increase in parent attendance at Family Connection Nights thereby resulting in a 10% positive increase in the 2011-2012 School Learning Environment Survey responses addressing post secondary transition and learning outcomes.

### **Comprehensive needs assessment**

- Lack of parental involvement ~ 650(+) ~ while we have steadily increased our parent attendance and involvement at PA Meetings and Events, attendance at Parent/Teacher Conferences and IEP Meetings is still limited and does not reflect a large portion of the student population.
- 3% decrease in parent constituents stating dissatisfaction with the level of communication between school and home as reported in our 2010 – 2011 School Learning Environment Survey.
- Due to the large number of staff as well as multiple sites, protocols for an improved process of communication amongst school personnel as well as between school and home needs to be addressed to ensure information sharing on all levels. This was revealed in 2010 – 2011 School Learning Environment Survey Results specifically addressing student related communication between school and home as well as communication amongst school based staff.

### **Instructional strategies/activities**

**This goal is primarily targeted towards increasing parental involvement within the school community therefore classroom based instructional activities will consist of the following:**

- Event planning for Family Connection Nights,
- Project based learning experiences as outlined in our School Wide Curriculum which will be utilized in a “showcase” manner to draw parent/family interest to school wide special events
- Classroom based ELA and Mathematics Common Core Learning Standard Based work products to be highlighted in the parent newsletter and
- There will be a classroom rotation to assist in publishing and distributing the parent newsletter among the 811X Community.

### **Strategies to increase parental involvement**

- **Welcome Socials for Parents ~ (September 2011, December 2011, February 2012 and May 2012)**  
*In collaboration with the Parent Association, Family Connection Committee and SLT, parents will be invited to come to school three times a year for “socials” to speak freely with teachers, visit with one another, administration and tour the school. Parent’s will also be provided with time for conversations with administration in an open forum. Family Connection Committee will see feedback to enhance events and communication as well as inform planning for future events.*
- **Parent Handbook ~Distributed October 2011**  
*School Leadership Team will discuss and design a school based parent handbook addressing all relevant information that parents require to navigate school community and District 75.*
- **Parent Newsletter ~ Monthly distribution (December, January, March, April, May and June)**  
*Based upon feedback from Parent Needs Survey, monthly newsletters will be distributed to parents communicating updates regarding school events as well as relevant information about the school community and resources available for their families. The newsletters will also feature classroom events and highlight staff*

*accomplishments as well as parent contributions.*

- **Parent “Needs” Survey ~ Distributed December 2011, March 20112**

*School Leadership Team will discuss and design a parent needs survey to be distributed to the parent constituency in the months of December and March to gain parent insight regarding student progress, school communication and family needs.*

- **Family Connection Nights ~ (March, April, May and June)**

*811X Staff will design and present a variety of both formal and informal workshops and social events for parents and families of 811X focused on topics relevant to our 811X community. All Family Connection Nights will take place in the evenings and also provide a venue of participation for both parents and students/children of 811X.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- At 811X, we believe that a strong home/school connection creates successful learning opportunities in the classroom therefore such a positive and productive learning environment will both attract highly qualified teachers to become employed at our school but also continue our 95% retention rate of our current staff. At the present time we have approximately 88% of our pedagogical staff deemed Highly Qualified Teachers. In addition, our Parent Coordinator provides intensive, student specific support to all classroom teachers to ensure consistent, relevant and timely communication between home and school in a greater effort to increase our parental involvement.

**Service and program coordination**

***Featured programs and collaborations that either support this goal or are highlighted in our Family Connection Nights and other School Based Events:***

- PENCIL PARTNERSHIP: ESC Cabling
- Community Based Organizations (including but not limited to): AHRC, Banana Kelley, Hunts Point Market, New York State Office for People With Developmental Disabilities OPWDD, Office of the Bronx District Attorney, Advocates for Children
- District 75
- Emotional Literacy ~ R.U.L.E.R. Program

**Budget and resources alignment**

- Printing Costs
  - ☑ Handbook \$500.00
  - ☑ Parent Newsletter \$200.00
- General Supplies
  - ☑ \$500.00
- Per Session Planning and Participation in Family Connection Nights
  - ☑ \$5000.00
- Family Connection Nights and Welcome Social Events
  - ☑ \$2000.00

## ANNUAL GOAL #2 AND ACTION PLAN

### Annual Goal #2

- By August 2012, Students will increase their functional English Language Arts and Mathematics proficiency by 10% (per IEP Goals) by independently completing a functionally appropriate task aligned to Common Core Learning Standards.

### Comprehensive Needs Assessment

- There is a need to consistently improve systems for organizing, analyzing and recording data to ensure all sub groups are included.
- With a population that reaches both ends of the “disability spectrum”, ***having unified measures of student progress that will demonstrate internal coherence in all classrooms has been a challenge for the program.*** 811X serves three distinct populations with multiple characteristic similarities, therefore we require an overarching instructional approach that can be easily adapted and differentiated to all of our learners. We are addressing this challenge through the process of collaborative inquiry by implementing a rigorous literacy program inclusive of functional and adaptive elements aligned with the English Language Arts and Mathematics Common Core Learning Standards as well as our participation in the DOE Talent Management Pilot for the 2011 – 2012 SY.
- Identified need to provide effective rigorous academic instruction to our profoundly autistic population due to an increase in classroom based adverse behavioral incidents.

### Instructional strategies/activities

- **100% Implementation of 2011-2012 School Wide Balanced Literacy and Mathematics Curriculum ~ ( September 2011)**  
*Through collaboration amongst the Instructional Planning Committee, Instructional Cabinet and various classroom teachers, there will be 100% classroom implementation of the school wide balanced literacy and mathematics model. School Based Instructional Support Coordinators as well as the School Based Coach will assist in classroom support and implementation of this model.*
- **Implementation of Bi-monthly Assessment Days ~ (September, November, January, March, May, June\*)**  
*In an effort to provide teachers with an additional venue to gather, review, disaggregate and evaluate student progress, we will host “data days” twice per month where by classroom teachers will be provided two additional preps during the school day to work with their classroom data, determine the story told and plan/adjust instruction accordingly. Administration will adjust school wide schedule as needed with assistance from both cluster and SBO Out of Classroom Staff Members.*
- **CCLS Professional Development: Designing Performance Tasks ~ (December 2011 & February 2012)**  
*In an effort to fully support the implementation of the Talent Management Pilot as well as increase 811X Staff Assessment Literacy, Administration and Instructional Cabinet Team Members will design and facilitate professional development opportunities/sessions for teaching staff to assist in the design and implementation of Performance Tasks, based upon the metrics provided by the Talent Management Pilot (TMP) and in consultation with members of the Local Measures Team of the TMP. These venues will also facilitate a deeper understanding on the value and use of Formative Assessments that will be designed in alignment with the ELA and Mathematics Common Core Learning Standards.*

### Strategies to Increase Parental Involvement

**Parent Newsletter & Family Connection Nights ~ Classrooms will participate in the following activities on a rotating basis in an effort to support the increase of parental involvement for our school community:**

- Event planning for Family Connection Nights,
- Project based learning experiences as outlined in our School Wide Curriculum which will be utilized in a “showcase” manner to draw parent/family interest to school wide special events
- Classroom based ELA and Mathematics Common Core Learning Standard Based work products to be highlighted in the parent newsletter and
- Assist in publishing and distributing the parent newsletter among the 811X Community.

### Strategies for attracting Highly Qualified Teachers (HQT)

- We have designed, established and embedded practice that our teachers have the freedom and ability to identify their own area’s of professional growth and have multiple opportunities for professional development made available to them within the district as well as throughout the Department of Education. In addition, we provide personalized, small group, multiple cohort opportunities for collaborative inquiry work within in our school community and accommodate teachers desire/need for participation through flexible scheduling.
- We have staff committed to learning the most current information on how technology can be implemented in their classrooms and assist in student achievement. As staff learned we would be getting SMART BOARDS as a result of our latest grant, we had an overwhelming response from teachers expressing interest and commitment in using the tools in their classrooms; more responses than boards available.
- Through multiple venues of teacher collaboration such as Inquiry Teams, Instructional Cabinet and our Instructional Planning Committee all inclusive of varying teacher teams, we created a protocol to ensure all students are grouped for instruction. In addition, we are maximizing the pedagogy of all teachers by providing student profile surveys, staff interest surveys and a newly implemented balanced literacy and mathematics curriculum model encompassing the Common Core Learning Standards, the Principles of Universal Design for Learning and the methodology of Backward Design thereby providing our teachers with significant tools to deliver high quality, differentiated rigorous instruction to all students.
- Our intensive 1:1 and small group mentoring for our first and second year teachers increases our marketability to potential highly qualified candidates.

### Service and program coordination:

- Project Arts Partnership ~ DreamYard, Inc.
- Emotional Literacy, R.U.L.E.R Program
- District 75 Professional Development Sessions
- DOE Based External Professional Development Opportunities
- CHANNEL 13 Annual Celebration for Teaching and Learning
- DOE Talent Management Pilot Team Members
- Parent Association

### Budget and resources alignment

- Paid Preps (Four to Six (90) minute Professional Development sessions (October 2011 through June 2012)
  - \$500.00
- Per Session Planning Sessions for Professional Development
  - \$1000.00
- Refreshments for Professional Development
  - \$1000.00

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By August 2012, our school community will align the Social Emotional Learning Standards into daily practices resulting in a 10% decrease in Level 4 incidents (as compared to last year's January to August data) as students acquire skills to self-regulate and manage their feelings and behaviors.

#### **Comprehensive needs assessment**

- 2010 – 2011 School Learning Environment Survey Results revealed a 3% decrease in positive staff response when asked if they felt safe in the school while there was a 3% increase in positive responses by students stating they felt safe in the school when asked.
- While the entire school community received formal and informal training on the Emotional Literacy – R.U.L.E.R. Program and all accompanying components such as school and classroom charter, mood meter, blueprints and meta-moments approximately 30% of classrooms are not fully implementing the program.
- Level IV and Level V school wide incidents per the DOE Discipline Code and Online Occurrence Reporting System (OORS) have increased by 20% in September and October 2011 from September and October 2010.

#### **Instructional strategies/activities**

- **December 2011** ~ Staff will be introduced to the Social Emotional Learning Standards via Staff Conferences: David Adams ~ D75 Emotional Literacy Coach & Richard Llanos, 811X Assistant Principal, 811X Positive Behavior/Emotional Literacy Team
- **January 2012 through February 2012** ~ 811X will host Therapeutic Crisis Intervention (TCI) Training for approximately 25 additional staff members (current 80 staff members or 23% of our staff are certified in TCI Methodology) which will provide them with research based highly effective tools and strategies to address and serve students in crisis or high emotional need. \*\*\* *If budget allows.*
- **January 2012 through August 2012** ~ 811X Deans, Administration and the Behavior Specialist will receive continuous support in identifying recidivist students as revealed by OORS data for Level IV offenses and implement positive behavior supports to address student's social, emotional and behavioral needs: D75 Emotional Literacy Coach & Mary Mason Simpson, D75 Regional Safety Director.
- **February 2012 – March 2012** ~ Introduce the Emotional Literacy – R.U.L.E.R Program "Feeling Words Curriculum" to appropriate classes: David Adams ~ D75 Emotional Literacy Coach & Richard Llanos, 811X Assistant Principal, 811X Positive Behavior/Emotional Literacy Team.
- **January 2012 – August 2012** ~ Conduct monthly school walkthroughs to ensure implementation of Social Emotional Learning Standards and R.U.L.E.R. Program components.

#### **Strategies to increase parental involvement**

- **Family Connection Nights** ~ Utilize this venue of Family Connection Nights to introduce parents to the Social Emotional Learning Standards, reintroduce them to the R.U.L.E.R Program and benefits of school wide Emotional Literacy as well as the home extension.
- **Parent Newsletter** ~ Utilize this venue to provide parents with suggestions to support the family/home extension of the program assisting parents in addressing their child's social, emotional and behavioral needs in the home thereby developing programmatic consistency across environments.
- **Surveys, conferences, formal and informal meetings** ~ Create opportunities to gain greater parent/family input and feedback when developing and implementing positive behavior supports, functional behavior assessments and the effectiveness of behavior intervention plans when addressing the social, emotional and behavioral needs of the students.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- We have designed, established and embedded practice that our teachers have the freedom and ability to identify their own area's of professional growth and have multiple opportunities for staff/professional development made available to them within the district as well as throughout the Department of Education. In addition, we provide personalized, small group, multiple cohort opportunities for collaborative inquiry work within in our school community and accommodate teachers desire/need for participation through flexible scheduling.
- We have employed a Positive Behave Support Specialist that is primarily responsible for assisting teachers and classroom teams in identifying and managing adverse behaviors which impede the learning environment through 1:1 Professional Development, Team Support and assistance in developing and implementing positive behavior supports, functional behavior assessments and behavior intervention plans
- We provide teachers with multiple opportunities throughout the school year, both internally and externally to participate and facilitate their own professional learning experiences related to addressing the social, emotional and behavioral needs of their students. Opportunities include but are not limited to: Life Space Crisis Intervention (LSCI), Therapeutic Crisis Intervention (TCI), Emotional Literacy and Managing Anger Issues with the Intellectually Disabled population.
- Through multiple venues of teacher collaboration such as Critical Friends groups and Collaborative Inquiry for the 2011 – 2012 school year, teachers are provided multiple opportunities, embedded in the school schedule to share strategies and dialogue regarding challenges encountered in their classrooms as well as assist one another in overcoming such challenges, resulting in an increase of highly effective practice.

**Service and program coordination**

- Emotional Literacy, R.U.L.E.R Program Coach David Adams & D75 Regional Safety Director, Mary Mason Simpson
- District 75 Professional Development Sessions
- DOE Based External Professional Development Opportunities
- Parent Association
- New York City Department of Corrections ~ Mentoring Partnership
- PENCIL Partnership

**Budget and resources alignment**

- Paid Preps (Four to Six (90) minute Professional Development sessions (December 2011 through August 2012)  
 \$500.00
- Per Session Costs for Training 25 Staff Members (4) consecutive Saturday Sessions, 8 hours per session:  
 \$25, 000.00

**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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	2	3	15	0	N/A	N/A	N/A	N/A
8	2	3	20	0	N/A	N/A	N/A	N/A
9	6	4	30	15	N/A	N/A	N/A	N/A
10	5	4	30	10	N/A	N/A	N/A	N/A
11	5	6	30	15	N/A	N/A	N/A	N/A
12	4	6	25	10	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b> <b>SMILE</b></p>	<p>(Structured Methods in Language Education) SMILE is a multisensory program that teaches speech, reading and writing to children with severe language and communication delays. 5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment. SMILE uses expressive and receptive modalities to improve the reading skills of our target populations. (5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment. )</p> <p>5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment</p>
<p><b>Mathematics</b> Ablenet EQUALS</p>	<p>(Math pedagogy coupled with three levels of instructional strategies for students with disabilities.) Functional math program for 12:1:4 and 6:1:1 classes. Math pedagogy coupled with three levels of instructional strategies for students with disabilities. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities. Instruction is delivered in both one on one assessment sessions as well as whole group lessons.</p> <p>(5 days a week up to 2 periods per day in whole and small group instruction)</p>
<p><b>Science</b> GET READY TO LEARN</p>	<p>(A daily therapeutic classroom routine designed to address problems with self-regulation, motor planning, attention, auditory processing and motor performance.) 5 days a week up to 2 periods per day in whole and small group instruction.</p>
<p><b>Social Studies</b> Life Space Crisis Intervention</p>	<p>(Method of helping teach social behavior) 5 days a week up to 2 times per day (length TBD) in 1:1 instruction. The Life Space Crisis Intervention provides specific intervention procedures throughout the conflict cycle. Students are supported through the process in order to help them resolve or prevent conflict appropriately. The Life Space Crisis Intervention encourages appropriate decision making and to facilitate positive behavior school wide.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.</p>

<b>At-risk Services provided by the School Psychologist</b>	n/a
<b>At-risk Services provided by the Social Worker</b>	While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.
<b>At-risk Health-related Services</b>	While there is not formalized AIS specifically for this area, many of our students who are part of the targeted AIS as well as those that have a variety of related service mandates on their IEP's such as counseling have health alerts.

**THE PARENT INVOLVEMENT POLICY (PIP)**

**NOT APPLICABLE**

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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>GARY HECHT/KETLER LOUISSAINT</b>	District <b>75</b>	Borough <b>Bronx</b>	School Number <b>811</b>
School Name <b>811X</b>			

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

Principal <b>CARON MARTIN</b>	Assistant Principal <b>ELEYNA RIVAS</b>
Coach <b>CHELSEA ARBUTINA</b>	Coach
ESL Teacher <b>JESUS MUNOZ</b>	Guidance Counselor <b>ROBERT SANCHEZ</b>
Teacher/Subject Area <b>VIDALINA SOTO</b>	Parent
Teacher/Subject Area <b>MICHELE GENTILE</b>	Parent Coordinator <b>MIRIAM LUCIANO</b>
Related Service Provider <b>RUBY CASTANOS</b>	Other <b>EDGAR BAZURTO/BILINGUAL</b>
Network Leader <b>KETLER LOUISSAINT</b>	Other <b>ADELPHIS RIVERA/BILINGUAL</b>

### 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	<b>3</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>635</b>	Total Number of ELLs	<b>258</b>	ELLs as share of total student population (%)	<b>40.63%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

When entering District 75, parents of students who are new entrants to the NYCDOE must first meet with The Committee on Special Education (CSE) before being admitted to our school. Through administration of the Home Language Identification Survey and further interview with the parent and student, the CSE determines if a student could possibly be eligible for ELL services. At that point the CSE administers formal initial assessments (such as The Woodcock Johnson and The Vineland) LAB-R and if appropriate the Spanish LAB.

On the school level the ELL Liaison (Eleya Rivas) is contacted for all intakes of students who are new admits to the NYCDOE. Upon review of the student's records if the coordinator finds that a HLIS was not completed at the CSE level, licensed ESL staff that has been trained in the administration of the HILS is contacted to do so. (Jesus Munoz, Michelle Gentile or Nerlande Gilbert) If analysis of the survey shows that there is home language other than English then the licensed ESL or bilingual(Spanish) staff, administer LAB-R and Spanish LAB (if appropriate) within 10 days of their arrival if the CSE has not already done so.

The following are the steps taken at the school level to identify ELLs who are not new entrants to The NYCDOE.

1. In the beginning of the school year all students appearing on the Cross Reference List from ATS are checked to determine if students are currently mandated for or at any point in their DOE history were mandated for ELL services.
2. Supplemental ATS reports are then run to verify information found in step 1.
3. At this point all identified ELLs have their files reviewed for a current IEP and Home Language Survey.
4. The pupil accounting secretary and Parent Coordinator are then instructed to inform the ELL Liaison of any new intakes.
5. As a safeguard to this step the ELL Liaison reviews weekly admit reports from ATS to ensure all ELLs are identified.
6. Students are then placed as per the recommendation in their IEP. If a student is mandated for Bilingual Education but we do not have a spot available in our TBE programs a student is given ESL services and an Alternate Placement Para who supports the student in their native language. In the Spring the school administers the NYSESLAT. In order for the school to identify students who will take the NYSESLAT, we look at the REXH, RSMR and the RNMR reports to guide us with the process. The State gives the schools a time-line for administering the components of the assessment. We then schedule the ESL and Bilingual teachers to administer to group of students.

Parent choice/ program options and placement-

In District 75 parents are not given entitlement letters and instead are told at the CSE level that their child is entitled to ELL Services. Similarly parents of ELLs are notified by CSE of their child's placement in a bilingual or ESL program. District 75 does not currently offer a Dual Language program. Although this decision is made with parent involvement and discussion of program options and availability, District 75 does not give parents surveys or program selection forms. The CSE provides parents with information in the language which they prefer to ensure that have a through understanding of the decisions being made. Also, it is CSE's responsibility to inform parents about their rights and due process.

At the school level we then place students in the ELL program and class ratio determined by the CSE. When a new ELL student is

admitted to our school parents receive a tour and orientation about the programs their children have been placed in. In addition to that, the ESL teachers meet with the parents of ELLs to discuss their children's educational needs and strategies that could be implemented at school and at home. Classroom teachers also administer the Brigance assessment to new and current ELL students. This assessment allows us to gauge a student's present level of performance in English and their Native language.

Since District 75 does not employ the use of the Parent Survey or Program Selection forms we do not have that data to review. Similarly being at the High School level the majority of our students have been in ELL programs for many years before they come to our school. We have however noticed that the CSE in conjunction with the parents recommend a Bilingual program placement for all students who are newcomers. It seems the CSE feels this is the best program placement considering not only their needs as ELLs but as special education students, many of which have moderate to severe learning delays. Our philosophy at the school level aligns with this choice of program placement for newcomers who we feel benefit best from having the additional native language support that a TBE program offers.

We have 3 TBE classes in Spanish and a Freestanding ESL program run by 3 ESL teachers. Currently we have 44 students who are mandated for bilingual programs but instead receive ESL services and support from an Alternate Placement Para. These 44 students range widely in terms of mandated ratios, classifications and levels of delays. We closely monitor this group of students along with any new students who come in to see if a TBE class that not only meets students ELL mandates but their ratio and learning needs can be formed. We did this late last year when we formed a new 12:1:1 Spanish bilingual class.

#### Introduction and demographics-

The Academy for Career and Living Skills, HS 811x is the largest D75 program in all 5 boroughs, with over 60 classes of junior high and high school aged students. Our student population is very diverse in terms of disability diagnosis: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance, Multiple Disabled and Learning Disabled. Due to the nature of our student's disabilities all but 13 of them follow the alternate curriculum, fall under an un-graded system and do not participate in any standardized assessments. Any breakdown of information by grade is only in reference to the student's age and not the level of performance.

Our schools enrollment consists of 635 students. Of those 635 students 258 have been identified as ELLs. Of those 258, 70 are mandated for Bilingual services and 42 are mandated for ESL services. One hundred and forty two (142) of our ELLs are X-coded and served as per their IEP. They receive support in NYSESALT test preparation and are entitled to participate in our Title III program. X-coded students have been included in Part V: Assessment Analysis but not Part III, section B. ELL Years of Service and Programs since they are not mandated for either Bilingual or ESL programs and no longer accumulate years of service except for the first chart which only asks for All ELLs, SIFE, Special Education and YOS breakdown. In this chart we indicated the number of years the X-coded students had reached before receiving their X-Coded status. All other information in Part III, section B pertains only to our 112 ELL students who are mandated for either Bilingual or ESL Programs. Of our 258 ELLs, 250 speak and/or understand Spanish, 4 speak Bengali, 2 speak French, 1 speaks Arabic, 1 speaks Yoruba and 1 speaks Khmer.

## 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): Spanish
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										3	3	3	3	12
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>									1	1	1	1	1	5
<b>Push-In</b>									3	3	3	3	3	15
<b>Total</b>	0	0	0	0	0	0	0	0	4	7	7	7	7	32

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	258
SIFE	15	ELLs receiving service 4-6 years	63	Long-Term (completed 6 years)	113

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	15	6	15	13	3	13	42	5	42	70
Dual Language										0
ESL				4	2	4	23	0	23	27
<b>Total</b>	<b>15</b>	<b>6</b>	<b>15</b>	<b>17</b>	<b>5</b>	<b>17</b>	<b>65</b>	<b>5</b>	<b>65</b>	<b>97</b>

Number of ELLs in a TBE program who are in alternate placement: 39

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2	20	12	8	9	16	67
Chinese														0
Russian														0
Bengali											2		1	3
Urdu														0
Arabic														0
Haitian														0
French														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>20</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>17</b>	<b>70</b>						

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1	6	7	6	11	11	42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>11</b>	<b>42</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Paste response to questions 1-7 here

Instruction is delivered through the organizational models of 3 Spanish Transitional Bilingual Education programs all three of which serve grades 9-12 and Freestanding ESL Programs run by 3 ESL teachers who do both push-in and pull-out. As mentioned earlier our school is a self-contained special education program where all of our students participate in Alternate Assessment and are considered ungraded. Therefore classes are comprised of students from “grade levels” 9-12. This is why our ELL Program Breakdown chart seems to have

## A. Programming and Scheduling Information

information that is different than what we are stating in our narrative since technically all teachers serve all grades. Our TBE classes are organized by mandated class ratios and students level of functioning (both academic and social). The remaining bilingual students who are in alternate placements and students who are mandated for ESL services only are also placed in classes according to their classifications, mandated ratios, and level of functioning (both academic and social). We have classes where the ELL students are both heterogeneously and homogeneously grouped in reference to their English language proficiency level.

ALL 3 Spanish TBE programs have students who are all Beginners as per their NYSESLAT or LAB-R scores. We therefore give the maximum percentage of Native Language Support as outlined in the TBE chart. Students in our TBE program receive a minimum of 540 minutes of ESL instruction and 180 minutes of NLA as mandated by CR Part 154 for beginner ELLs. NLA instruction follows the tenets of Balanced Literacy and is parallel to the literacy instruction imparted in monolingual classes. The certified Bilingual teacher provides all mandated minutes outlined above including ELA. Bilingual teachers also teach all content areas: ELA, Math, Social Studies, and Science.

Our ESL program as stated earlier is run by 3 ESL teachers. ESL teachers select classes to work with, therefore maximizing group size and increasing the number of mandated minutes each student receives as per CR Part 154. ESL minutes are delivered using the push-in and pull-out model. Students are given native language support as needed in our ESL program from either our ESL teachers who are Spanish bilingual or Paraprofessionals who are bilingual in student's native language. ELA minutes are provided by ESL students' classroom teacher incorporating ESL methodologies under the guidance of the ESL providers.

### Delivery of instruction and content areas

In our TBE program model, content area instruction is given by the certified self-contained bilingual teacher. Teachers in our TBE program use elements of the SIOP model for planning and delivering instruction. When considering the SIOP model teachers first consider the approach which best fits the content being taught and the students' cognitive abilities. The approaches most commonly used in our TBE program are Whole Language Experience, Total Physical Response and Cooperative Learning. As per the SIOP model language objectives are outlined in conjunction with content objectives to ensure that language instruction is always at the forefront. Objectives are chosen based on students' needs, ESL standards and The New York State Alternate Assessment standards. Teachers also build background knowledge by linking objectives to students' everyday life and information they have already been taught or exposed. Our instructional approach also outlines that teachers introduce new concepts and vocabulary words. In our TBE program a minimum of one content area is taught in students' native language per day.

Our ESL program is similar to our TBE program in that ESL teachers use the same approaches for delivering instruction as outlined in our TBE program. (i.e. the use of the SIOP model, ESL strategies such as Whole Language Approach and Cooperative learning, the use of the Standards and building background knowledge) Content area instruction in our ESL program is determined and delivered with collaboration between the ESL teacher and the self-contained classroom teacher who is responsible for the majority of these students' instruction. Classroom teachers choose content goals based on students current needs and the school-wide curriculum map which is updated as needed. The classroom teacher then collaborates with the ESL teacher to create a Student Instructional Priority Plan which covers all content areas. The ESL teacher provided the classroom teacher with insight on incorporating language objectives into the plan and approaches he or she can use to help the gain the content area knowledge while moving along the English Language Proficiency continuum. The ESL provider will either push-in during class time to support with lessons the classroom teacher is engaging in or pull students out delivering instruction based on the student plan mentioned above and any additional language needs. Both the ESL provider and the classroom teacher collect data on progress towards these goals. ESL teachers then meet with classroom teachers approximately every six weeks to discuss progress made on Students Instructional Priority Plan. These common meeting times happen during the classrooms teachers prep or PDP. ESL teachers are given the flexibility to adjust their prep for the day to accommodate the need for these meetings. Classroom teachers are also given access to books in students' native language. Students in Alternate Placement receive additional support from a paraprofessional who speaks the students' native language. The schedule created for teachers allows for students to be fully served. ESL teachers push-in during instructional meal times as well as during instructional time.

Multi-sensory and multicultural materials are infused throughout all aspects of instruction in both our TBE and ESL programs. Both programs also use visual scaffolding, regalia, interactive read-aloud and graphic organizers during instruction as we find these meet their needs both as ELLs and special education student. Instructional emphasis for both programs is based on:

- School-wide curriculum created by 811X teachers and coaches
- Career skills and Work-study programming
- Instruction in the Activities of Daily Living
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts

## A. Programming and Scheduling Information

- ESL Standards, New York State Alternate Grade Level Indicators and Applied Learning Standards

In addition we provided support to our 142 ELLs who have been X-coded and are served as per their IEP. They participate in rich functional academics programs which afford them ample opportunity to maintain and build upon the English language proficiency they have already achieved. Some of these programs include full and part-time work classes, and cooking programs. These students are also provided support in preparation for the NYSESLAT exam as well.

### Differentiation & Intervention-

The nature of our program with low staff to student ratio and ample opportunities for 1:1 instruction provide SIFE students with the extra support they need to get re-acclimated to the school environment. Our teachers have extensive knowledge in differentiating and scaffolding instruction therefore providing SIFE students the support they need to access the school curriculum.

New comers also benefit from the low staff to student ratio and 1:1 instruction. As our teachers are highly qualified special education teachers they have the skills needed to differentiate instruction and materials in a way that makes the curriculum accessible to students who are new to the US. ESL and Special Education strategies are closely aligned, such as modeling, use of manipulatives and regalia. ESL staff also provides additional support to teachers of ELLs who are newcomers. As newcomers in our program follow an alternate curriculum they do not have to take the standardized ELA tests outlined by NLCB. Some of our newcomers may fall in the age ranges for partaking in the New York State Alternate Assessment. If this is the case classroom and ESL teachers provide the students with ample opportunities to master ELA Alternate Grade Level Indicators. The nature of the assessment also allows the use of pictures to help student who do not read English achieve proficient scores.

ELLs in receiving 4-6 years of service receive the same individualized and focused instruction as the rest of our students. Instruction is focused on development and support of access/foundation skills such as functional communication approaches for ELLs with severe communication disabilities including Mayer Johnson and Carol Goosens symbols, and emergent literacy strategies such as The Workshop Model, centers and word walls. Opportunities for skill acquisition included Balanced Literacy approaches, creation of bilingual communication boards and bilingual story boards, augmentative and alternative communication systems in the native language and in English, total communication approaches (transition boards, photographs, paraprofessional who speaks native language and English) and the use of the New York state Alternate Assessment standards which align to the New York State Standards.

Our school provides services for long term ELLs for as long as they need it and according to their IEPs. The majority of our Long Term

### 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%	As our school is entirely comprised of students with special education mandates all ELL students naturally receive accommodations for program needs for their disability diagnosis, mandated class size ratio as well as related services such as speech, counseling, physical therapy and occupational therapy. These ELLs students are placed with teachers who are highly qualified to meet their special needs.		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English

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

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

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If ELLs reach proficiency as per their NYSESLAT scores, we will continue to monitor their progress and provide transitional support through the following protocol, for a minimum of two years. Teachers with ELL students who have been deemed proficient will be asked to submit a report during our schools designated 6 marking periods. This report that will be requested will ask for the following information to be written in the form of a narrative.

1. How did the student perform in classroom assessments and assignments? (Please be specific and address all areas of Literacy (reading, writing, speaking, and listening).
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

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

Paste response to questions 1-3 here ALL staff for the Title III program will meet to create specific goals and assessments for the curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day on January 24th, 26th and 31st from 3pm-5pm.

- January 24th- How to adapt activities for students who are English language Learners and have various disabilities.
- January 26th- Focus on imbedding horticulture into the content areas
- January 31th- Review curriculum and student outcomes and make adjustments as needed.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students- Eleyna Rivas, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating horticulture into instructional practices for ELL students on February 14th, 15th and 16th as part of our Title III program. This group will then provide PD on information obtained for all ELL staff who do not participate in our Title III program.

As per Jose P. a minimum of 7.5 hours of Professional Development will be provided to all teachers as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2011-2012 school year.

- ESL Program Model VS Bilingual Program Model- Eleyna Rivas
  - o Presenters- Jose Munoz, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESLAT (2-60 minute sessions)
  - o Presenters- Eleyna Rivas Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
  - o Presenters- Vidalina Soto , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
  - o Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

Guidance Staff and Social Workers participate in Professional Development on a school level as well as external sessions provided by District 75 and the DOE to address the needs of English Language Learners. We presently have one Bilingual Guidance Counselor on staff.

**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)
parents? 100%	
75%	

## **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?

Parent involvement is an extremely important part of our program. Parents are invited to attend PTA meetings and support groups once a month. During these meetings our Parent Coordinator assesses the needs of our parents and offers workshops based on their requests. Workshop topics that we have given or that are being scheduled based on the evaluation of our parents needs included social security, guardianship, Medicaid services, health benefits, employment opportunities and programs for learning English. We partner with many agencies and community based organization that come visit our parents during these meetings or provided the workshops listed above. Some of these agencies include Life Adjustment Center, LIFESPRIE, Creative Lifestyles, AHRC, Banana Kelly Community Improvement, BOLD and YAI. All of these agencies provided information to parents about day programs that will be available to our ELL students once they transition out of High School. These agencies also provided students with after school and weekend programs as well. These activities address the needs of our parents as they prepare for the future. The PTA in our school also hosts various luncheons and arts and crafts days throughout the year to help create and welcoming environment so parents can feel a sense of belonging to community that cares about them and their children. Our school also hosts two major transition fairs a year. Staff coordinates to have the majority of the agencies we work with come in during our open school days and nights both in November and March. Parents are given valuable information on helping their children successfully transition to adult life and the services that are available to aid them in this difficult process. We also will be setting up a mini computer lab in our parent association room where parents can come in to access ARIS, receive instruction using computers, and use Rosetta Stone programs to increase their own English language proficiency.

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

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## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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- January 31th- Review curriculum and student outcomes and make adjustments as needed.

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As per Jose P. a minimum of 7.5 hours of Professional Development will be provided to all teachers as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2011-2012 school year.

- ESL Program Model VS Bilingual Program Model- Eleyna Rivas
- o Presenters- Jose Munoz, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESALT (2-60 minute sessions)
- o Presenters- Eleyna Rivas Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
- o Presenters- Vidalina Soto , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
- o Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

Guidance Staff and Social Workers particiapte in Professional Development on a school level as well as external sessions provided by

## 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.

Paste response to questions 1-3 here ALL staff for the Title III program will meet to r create specific goals and assessments for the curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day on January 24th, 26th and 31st from 3pm-5pm.

- January 24th- How to adapt activities for students who are English language Learners and have various disabilities.
- January 26th- Focus on imbedding horticulture into the content areas
- January 31th- Review curriculum and student outcomes and make adjustments as needed.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students- Eleyna Rivas, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating horticulture into instructional practices for ELL students on February 14th, 15thth and 16th as part of our Title III program. This group will then provide PD on information obtained for all ELL staff who do not participate in our Title III program.

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Guidance Staff and Social Workers particiapte in Professional Development on a school level as well as external sessions provided by District 75 and the DOE to address the needs of English Language Learners. We presently have one Bilingual Guidance Counselor on staff.

## 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?

Parent involvement is an extremely important part of our program. Parents are invited to attend PTA meetings and support groups once a month. During these meetings our Parent Coordinator assesses the needs of our parents and offers workshops based on their requests. Workshop topics that we have given or that are being scheduled based on the evaluation of our parents needs included social security, guardianship, Medicaid services, health benefits, employment opportunities and programs for learning English.

We partner with many agencies and community based organization that come visit our parents during these meetings or provided the workshops listed above. Some of these agencies include Life Adjustment Center, LIFESPRIE, Creative Lifestyles, AHRC, Banana Kelly Community Improvement, BOLD and YAI. All of these agencies provided information to parents about day programs that will be available to our ELL students once they transition out of High School. These agencies also provided students with after school and weekend programs as well. These activities address the needs of our parents as they prepare for the future.

The PTA in our school also hosts various luncheons and arts and crafts days throughout the year to help create and welcoming environment so parents can feel a sense of belonging to community that cares about them and their children.

Our school also hosts two major transition fairs a year. Staff coordinates to have the majority of the agencies we work with come in during

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Our school also hosts two major transition fairs a year. Staff coordinates to have the majority of the agencies we work with come in during our open school days and nights both in November and March. Parents are given valuable information on helping their children successfully transition to adult life and the services that are available to aid them in this difficult process.

We also will be setting up a mini computer lab in our parent association room where parents can come in to access ARIS, receive instruction using computers, and use Rosetta Stone programs to increase their own English language proficiency.

# 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)									5	33	48	22	130	238
Intermediate(I)											1	4	15	20
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	5	33	49	26	145	258

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										40	25	22	90
	I										6	3	13	16
	A										5	0	3	5
	P										1	1	2	3

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>									1	49	28	37	127
	<b>I</b>										3	1	3	13
	<b>A</b>													
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	2	3	13	33	51

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	7		4		18		23		52

**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	7		3		10		21		41

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	25	25	25	25
NYSAA Mathematics	25	25	25	25
NYSAA Social Studies	25	25	25	25
NYSAA Science	25	25	25	25

### 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.

Early literacy skills of our ELLs are assessed through the use of The Brigance Inventory of Skills. This assessment is a comprehensive tool which measures literacy skills from pre-primer through grade 9. This assessment is also available in Spanish which allows us to assess early literacy skills in our students’ native language. Student performance on this assessment helps inform program placement and instructional decisions. First, with use of the assessment in both languages we able to gauge whether a student has overall delays if their performance is well below age level expectation in their native language. Secondly, analysis of students’ performance gives us insight into

## 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: 811X**

**School DBN: 75X811**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caron Martin	Principal		11/30/11
Eleyna Rivas	Assistant Principal		11/30/01
Miriam Luciano	Parent Coordinator		1/30/01
Michelle Gentile	ESL Teacher		1/30/01
	Parent		1/30/01
	Teacher/Subject Area		1/30/01
	Teacher/Subject Area		1/30/01
Chelsea Arbutina	Coach		11/30/11
	Coach		1/1/01
Robert Sanchez	Guidance Counselor		11/30/11
Ketler Louissaint	Network Leader		11/30/11
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75X811      School Name: HS 811X

Cluster: Gary Hecht      Network: 5

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

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

---

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

The following methods have been used to assess the school's needs for translation and interpretation services.

- a. The Home Language report on ATS indicates that close to 40% of our student population has a home language other than English.
- b. Analysis of our Adult Preferred Language Report shows that almost 30% of our parents prefer to have communication, both written and spoken in a language other than English. Twenty Six percent of that group has indicated a preference of Spanish.
- c. Analysis of our LEP population shows that we have 70 students who are mandated for bilingual services, 26 who are mandated for ESL services and 142 students who are X-coded and served as per their IEP.
- d. The Ethnic Census report on ATS indicates that over 60% of our student population is of Hispanic origin.

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.

As demonstrated by our needs assessment a substantial portion of our parents require translation and interpretation of all correspondence, student information documents, notice of conferences, and referral services. Reports are shared with our parent coordinator and teachers so they are aware of the parents preferred language of communication.

## 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.

All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, the students Alternate Placement Para will translate for that particular parent. All Spanish translation is done on-site by one of our administrators or our parent coordinator both of which are proficient in Spanish. All materials sent home are translated into Spanish. We also have a teacher whose native language is Bengali who provides us with translations for our 3 LEPs who speak Bengali.

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

Oral interpretation services are provided by in-house school staff. The parent coordinator, bilingual administrators, therapists, teachers, Paraprofessionals, and guidance counselors communicate with parents of ELLs by providing bilingual interpretation support to relay school related activities, and information to parents. They are available during parent teacher conferences, IEP meetings, Parent Association meetings and any other special events our school is hosting.

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>.

- We have posted a large welcome poster which is translated in the 8 languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.
- A sign in the 8 covered languages has been posted in the main lobby near the welcome poster which lets that parents know that translation services are available.
- There are copies on file of the Parents Bill of Rights and the Family Guide in the 8 covered languages in the parent coordinators office.
- The phone number for Translation services has been distributed to all school personnel (718-752-7373)
- The school will ensure that written communication is translated in the parent's native language within a reasonable amount of time.

## 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: 811x	DBN: 75X811
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissaint
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: 30 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 type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

## 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: Our Title III program will serve 30 students allowing for one group with a mandated ratio of 12:1:1, one group with a mandated ratio of 12:1:4 and one group with a mandated ratio of 6:1:1. The grades served will range from 9-12. As we are an un-graded school, grade designation is based solely on age and not level of performance. Instruction will be given in both English and Spanish. As mentioned above 3 teachers will be running the program. All three teachers will be licensed ESL or Bilingual providers. Support staff will include 6 paraprofessionals who are bilingual in Spanish. Since this is an after school program one supervisor will be in attendance at all times as well. The program will run from February 02nd 2011 through May 24th 2012 on Tuesdays and Thursdays from 3:00-5:00 pm for a total of 29 sessions.

The purpose of the supplemental program is to create an after-school ELL program that will not only further support our students' movement towards English Language Proficiency but provide them with opportunities to understand their roles as citizens of the world, and express themselves through the arts. This purpose has also been aligned with the current school curriculum which is based on "Connecting for the future...School, Home, Community and Adult life" Our Title III program will entail the use of horticultural therapy as a component of the instructional program. The American Horticultural Therapy Association defines horticultural therapy as a process in which plants and gardening activities are used to improve the body, mind, and spirit (American Horticultural Therapy Association, 2005). Research done by the University of Ohio found that students who participated in this therapy increased their self-esteem, self-confidence and social participation.

This program will integrate the Standards from all four content areas, using Horticultural and the arts using a Balanced Literacy approach. "Many studies support a balanced literacy program as appropriate for students whose first language is not English. A balanced literacy program provides opportunities for both explicit instruction and student-directed activities." (Goldberg & Gallimore, 1991). We believe that through the content areas and the arts we will provide our students with teacher directed activities and explicit instruction in horticulture and drama. This program will provide "meaningful instructional contexts" (North Central Regional Educational Laboratory) to help students learn and which will enrich their lives and language development

Protecting our environment is fundamental to the life of our planet. We as concerned citizens have an obligation to take care of its resources. We face a challenge of preparing our ELL students to be future citizens of the world. There is no better way to prepare our ELL students than to teach English through the use of environmental issues making healthy choices and with the use of drama incorporating the horticulture topics and issues for them to become involved in the creative processes of drama while presenting real life world issues. The horticulture and drama therapies will allow for the incorporation of

## Part B: Direct Instruction Supplemental Program Information

“real life experiences” so that we can develop English language, literacy and functional skills.

Below is an outline of all objectives and activities the students will engage in which align with the standards, the horticulture component and the drama component of our program.

The program will address ELA Standards 1 to 4 (1—Students will read, write, listen and speak for information and understanding; 2—for literary response and expression; 3—for critical analysis and evaluation; 4—for social interaction); and, ESL Standards 4 & 5 (4—Students will listen, speak, read, and write in English for classroom and social interaction; 5—Students will demonstrate cross-cultural knowledge and understanding). ELLs students need to learn to attend to readings and/or documentaries or educational videos/DVDs so that they can collect ideas about a single topic. Students at the beginning level should be able to follow along in a book reading being read and gain information from books about real things. They should also be able to watch a video/DVD (not longer than 30 minutes) and also gain information about real things. The strategies used will include: labeling, picture identification, sorting, categorizing, sequencing, word list recognition, word walls, journals, read-aloud, matching, book/documentary talks and communication boards. The three teachers will engage students in activities such:

- Students will listen to the stories of the books and/or watch documentaries in connection to the horticulture and drama concepts.
- Students will use a combination of words, pictures and/or symbols to present and organize information.
- Students will use a variety of mediums (charts, graphic organizers, computer, writing materials, art materials) to present information.
- Students will create a web chart and/or use web organizers to display the main idea and of other relevant details such as characters, plot and setting.
- Students will learn how to follow directions.
- Students will sequence pictures based on the story.
- Students will participate through collaborate learning in creating a poster illustrating the story and/or adapting the book to meet different educational and expressive and receptive language needs.
- Students will create vocabulary list based on horticulture and drama concepts.
- Students will engage in discussions about their likes and dislikes of the story, documentary and or educational videos, and will be able to transfer that information into a journal using words, pictures and/or symbols.

In Science Standards 1 and 4 (1—Analysis, Inquiry and Design—Scientific Inquiry--Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions; 4—Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical

## Part B: Direct Instruction Supplemental Program Information

development of ideas in science—The Living Environment) will be addressed. Students will recognize what organisms need to live and maintain health such as food, water and sunlight. Students will use investigation to develop understanding of how plants grow. Students will understand that plants (and therefore the world) need them to grow healthy, thus students will make connections to the real world by understanding their impact on Earth. The strategies use in science will include demonstration and experimentation (observe, measure and record data). Sensory experiences will be possible through the use of soil, seeds and water when planting. Students will learn about the parts of the plant and that we humans eat all plant parts and can get these from the local supermarket—again, making real life connections. The three teachers will engage students in activities such:

- Students will recognize ways that humans actions effect the environment
- Students will discuss and recognize the impact humans have on the Earth’s resources
- Students will identify ways that we can minimize our impact on the environment and Earth’s resources.
- Students will read books and/or watch videos/DVDs about plants and seeds.
- Students will identify the needs of plants.
- Students will discuss and make a chart on how plants make their food.
- Students will study seeds and where they come from, dispersal, types of seeds, etc.
- Students will learn about different habitats and the plants that grow in specific habitats.
- Students will make observations and will record data about the growth of seeds—life cycle of a plant.
- Students will plant and care for seeds, transplant seedlings, repot plants.
- Students will make a chart of the stages of a plant using word, pictures and/or images.
- Students will be able to make a list of different ways of taking care of plants.
- Students will discuss which plants are good for our health and which ones they like or dislike.
- Students will be able to create and herb garden and/or experience different herbs (see, touch, smell) from the local market.
- Students will be able to create a simple dish (a salad) using all the parts of the plant: leaves stems, roots, and flower/fruit.
- Students will work on developing a book recipe based on their favorite plant foods or dishes in which they (their families) use herbs to flavor meats or grains.
- Students will create and follow a schedule to take care of the classroom and school’s (2nd floor

## Part B: Direct Instruction Supplemental Program Information

hallway) plants.

- Students will plant and care for seeds in the courtyard during the springtime.
- Students will learn about the impact of season changes on plants.
- Students will watch video recordings of their drama sessions and use language skills to describe activities they were engaging in.

Math Standards 3 will be addressed—students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry—emphasis will be on the alternate levels of Measurement and Patterns and Functions. In the study of plants, the math section of the curriculum will be to gather data and record it on a list or chart. Organize data and represent it by using a simple graph and students will learn to compare quantities, shapes and sizes. Students will be able to use math concepts during simple meal preparation (for example, one cup of diced tomatoes, 3 cups of lettuce, 1 tsp. oregano, etc.) The strategies used will include: classifying, categorizing, identifying, sorting and measuring. The three teachers will engage students in a number of learning activities such as:

- Make a graph about the materials needed for planting.
- Create an area for gardening.
- Sort different seeds into groups that look similar in size, color and shape.
- Count seeds for different reasons.
- Create a chart or graph of different plants and vegetables.
- Measure growth of plants each day.
- Compare growth of each plant.
- Classify and measure edible plant parts to create a dish (a simple salad).
- List the names of the different seeds, plants, herbs they know and/or learn about.

In Social Studies Standards 2 and 5 (2—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives; 5—Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation) will be addressed. Students will learn about different plants native to their country, and learn about different habitats. Through the drama piece students will learn to express their ideas and real life situations. Students will develop map skills, and follow verbal

## Part B: Direct Instruction Supplemental Program Information

directions. The strategies used will include the use of graphic organizers, demonstrations, presentations, observations, skill building in comparing and contrasting information. The three teachers will engage students in activities such as:

- Read and/or watch videos/DVDs on information about habitats.
- Use the information from the book or DVD to create a definition for the word habitat. Post the definition and indicate what best describe the habitat they live in.
- Identify and discuss the different plant life in their habitat and other habitats.
- Make a chart comparing and contrasting these different habitats.
- Create a chart of the seasonal products they find at the local supermarket.
- Create a chart of the herbs and spices their families use at home.
- Describe the habitat, plants (national tree, flower) and or produce of their native country.
- Locate their native country on a map as opposed to where they live presently.
- Create and present a short play on human impact on habitats, on how they can make positive changes and how they can “Make the World a Better Place.”

In The Arts Standards 1, 2 and 4 will be addressed. (Standard 1—Creating, Performing and Participating in the Arts—Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. Standard 2—Knowing and Using Arts—Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts—Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society). Using the horticulture and school themes for inspiration students will create and perform a theatre piece as well as improvisational drama. They will use the basic elements of theatre in their characterizations and improvisations. Students will engage in individual and group theatrical and theatre-related tasks. In addition, students will make works of art that explore different kinds of subject matter, topics, themes and metaphors of the specific themes to use as props for their play. Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums and techniques, and use appropriate technologies for creating and exhibiting visual arts works. The three teachers will engage the students in activities such as:

- Students will use creative drama to communicate ideas and feelings. They will work in groups to create a short play related to the themes.
- Students will imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling and role-playing. They will pantomime the action of a narrated story.

## Part B: Direct Instruction Supplemental Program Information

- Students will use language, voice, gestures, and/or movement to express or communicate the play they create.
- Students will create and use basic props, simple set pieces and costume pieces to establish place, time and character for the participants of the play.
- Students will use their individual and/or group experiences to creating and performing theater pieces and improvisational drama.
- Students will discuss the selection of music (English and Native Language) to enhance their plays.
- Students will learn to name visual elements (such as shapes, textures and colors) through multi-sensory experiences. They will work in groups to plan and produce a mural of good foods.
- Students will present their play to parents as part of the culminating event at the end of the program.

We will assess the students using the following methodologies:

- Teacher will create portfolios of each student to assess progress.
- Staff will keep data to identify levels of improvement.
- Teachers will use rubrics to identify skills mastered by students.
- Teacher observations and informal assessment (feedback, asking questions) as topics are presented.
- Monitoring and guidance during creation of play, props, costumes.

Math, Science and Technology Standard 2—Information Systems--Students will access, generate, process and transfer information using appropriate technologies will be addressed. Students will access, generate, process and transfer information using appropriate technologies. The key idea is that information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Students will use a variety of equipment and software packages (computer, smart board, radio, DVD players, and television) to create, display and communicate information in different forms using text, pictures, and sound. Students will access needed information from media, electronic data bases and community resources. The three teachers will involve students in activities such as:

- Students will use communication boards (smart board) to convey information and ideas. Students will engage in interactive learning activities using the smart board technology.
- Students will use touch pads, pointers or they keys of a computer to access and/or enter information by using a simple computer program such as word, excel or PowerPoint.
- Students will use a tape or CD player or computer to listen to music and/or to record/burn

### Part B: Direct Instruction Supplemental Program Information

music for educational projects.

- Students will be able to set up the television and video/DVD player to properly play documentaries and/or other educational programs.
- Students will use a computer to get information and/or pictures from the Internet or a CD Rom.
- Students will use a digital camera to take pictures and record videos of the different educational activities they participate in. They will be able to transfer these pictures into the computer to create albums or collages for display.
- Students will use augmentative communication devices if needed.

### 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:

- ALL staff for the Title III program will meet to create specific goals and assessments for the curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day on February 15th, March 21 and May 16th from 3pm-5pm.
- February 15th- How to adapt activities for students who are English language Learners and have various disabilities.
- March 21st- Focus on imbedding horticulture into the content areas
- May 16th- Review curriculum and student outcomes and make adjustments as needed.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students-

Eleyna Rivas, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating horticulture into instructional practices for ELL students on February 14th, March 15th and May17th as part of our Title III program. This group will then provide PD on information obtained for all ELL staff who do not participate in our Title III program.

### Part C: Professional Development

As per Jose P. a minimum of 10 hours of Professional Development will be provided to all teachers as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2011-2012 school year.

- ESL Program Model VS Bilingual Program Model- Eleyna Rivas
  - o Presenters- Jose Munoz, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESALT (2-60 minute sessions)
  - o Presenters- Eleyna Rivas Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
  - o Presenters- Vidalina Soto , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
  - o Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

### 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:

A flyer and a letter will be distributed to parents of the ELL population inviting them to a meeting regarding the supplemental program. (All information will be translated into students' native language).

Parents will have three Professional Development sessions to learn to use computer and Rosetta Stone:

1. February 10th from 3-5 p.m.- Basics of computer use- Eleyna Rivas
2. March 15th from 3-5p.m-How to set up Rosetta Stone and use it- Eleyna Rivas

**Part D: Parental Engagement Activities**

3. May 17th from 3-5 pm- Guided practice- Eleyna

At the end of the 14 week session, on May 25th there will also be a “meet and greet,” for parents to;

1. Look over student portfolios
2. A culminating performance from the students
3. Share in a multicultural experience where they will share fotos, projects etc.

**Part E: Budget**

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

Allocation Amount: \$

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	Instructional Program  -3 teachers x 2 hours per day x 29 days x \$49.89 per hour = \$8,680.86  -6 Paras x 2 hours per day x 29 days x \$28.98 per hour = \$10,085.04  -1 supervisor x 2 hours per day x 29 days x \$52.21 per hour = \$3,028.10  Subtotal= \$21,794  Professional Development I  -3 teachers x 2 hours per day x 3 days x \$22.72 per hour trainee rate = 408.96  -6 Paras x 2 hours per day x 3 days x \$28.98 per hour para bulk rate = 1,043.28  -1 supervisor x 2 hours per day x 3 days x \$52.21 per hour = 313.26	<ul style="list-style-type: none"> <li>• Teachers of the program will meet to lesson plan and create materials needed for the program.</li> <li>• Staff will provide supplemental services after school for 4 hours per week from 02/02/12 through 05/24/12 (on Tuesdays and Thursdays, 29 days in total)</li> <li>• Teachers, paraprofessionals and supervisor will receive 3 days of PD from IDEAS Consultants on January 18th, 20th and 25th for two hrs each day.</li> </ul>

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Subtotal = 1,765.50  Total= \$ 23,559.50	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	Horticulture Supplies <ul style="list-style-type: none"> <li>• Planters=\$200</li> <li>• Plants=\$300</li> <li>• Gardening Tools =\$200</li> <li>• Soil=\$400</li> </ul> Total=1100	Supplies will be used to for Horticulture lessons.
Educational Software (Object Code 199)	Ipads 6x\$580=3480  HP laptops 2X\$1000=2000  Rosetta Stone Progam(level 4 &5) 1X\$480.50=\$480.50  Total=\$5960.50	Use educational applications for ELL students  Parents and students will use Rosetta Stone program on Laptops
Travel		
Other	Refreshments for parents <ul style="list-style-type: none"> <li>• \$300</li> </ul>	

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Total=300	
<b>TOTAL</b>	30,920.00	