



*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** CONNIE LEKAS SCHOOL

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

**PRINCIPAL:** ANTOINETTE ROSE

**EMAIL:** [AROSE3@SCHOOLS.NYC.GOV](mailto:AROSE3@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** GARY HECHT

08-22-2013

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

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

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, students in Alternate Assessment will demonstrate increased proficiency in ELA as evidenced by a 10% gain in skill mastery as measured by the SANDI (formative) Assessment aligned with the Common Core Curriculum.

### **Comprehensive needs assessment**

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

We have a high expectation for academic rigor in our school. In 2011-2012, we piloted the Lakeshore Model in our 12:1:4 cohorts for formative assessment and the measurement of student learning. The Lakeshore Model is a process of assessing the standards for students with severe disabilities. We have been using this new tool to help identify academic needs which will help us write individualized Specified Measurable Attainable Realistic Time-Bound I.E.P. goals for our students. We have had such great success with the Lakeshore (Student Assessment of Needs Determination Inventory (SANDI)) assessment, as well as positive feedback from our staff. We have implemented Lakeshore into all our classes. The SANDI quickly helps staff determine student needed areas and aligns needs to content standards, ensuring access to standards based curriculum. The SANDI assessment is aligned to the Common Core Learning Standards.

We are implementing a system to uniformly assess student progress across all sites. Teachers in our school have processes in place to create student data binders. A student data binder is a collection of assessments, information intended to capture information of student learning in a specific amount of time. By creating uniformity of assessments teachers and staff can communicate about and understand their students' performance more effectively. This also allows for inter-visitations among cohorts. Our 2011-2012 school year NYSAA data reflect that 85% out of 94 students scored level fours in ELA.

The results of our Quality Review 2010 -2011 found that our school leaders and faculty need to develop a cohesive student system to ensure that all teachers know students' strengths and areas of need in order to identify key areas of challenge and adjust curricular and instructional decisions. To meet this we meet regularly (at least monthly) to discuss, review and adjust the time frames to reach the goals of all students in all core subjects and functional life skills. Additionally, we meet regularly with students and their families at events such as Curriculum Night, to make sure there are clear expectations understanding and communications of the goals in all core subjects and functional life skills. We have set time frames to increase student achievements.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

- ❖ Baseline SANDI data completed by November 20,2012 and May, 2013 to be completed by the official teacher
  - Identify every student by name and need
  - Provides alignment of specific skill areas to the alternate standard blueprints
  - Administered prior to I.E.P.
  - Determine current levels of performance for the I.E.P.
  - Aligns student need areas to content standards
  - Ensures and directs writing of standards based I.E.P. goals
  - Tracks and demonstrated student progress over time
  - Provides legally defensive documentation of educational benefit
- ❖ Ongoing PD for school staff addressing CCLS (9/12 -6/13)
- ❖ Identification of Teacher Leads (9/12)
- ❖ Development of rubric to examine student work (11/12)
- ❖ Creating and using student daily schedules (9/12)
- ❖ Common planning time to review and analyze student work and develop action plans for next steps weekly (9/12-6/13)
- ❖ PD and implementation of SANDI assessment (9/12)
- ❖ Development of individualized goals related to CCLS ( 9/12-6/13)
- ❖ Rubric used to evaluate student work (11/12-6/13)
- ❖ Student Learning Portfolios maintained in a binder (11/12-6/13)
- ❖ Fall, 2012 through June, 2013, create teams to research, discuss and implement different strategies to increase independent reading skills.
- ❖ Fall, 2012 through June, 2013, analyze data to determine professional development (PD) needs of staff on a monthly basis.
- ❖ Fall, 2012 through June, 2013, focused collaborative walk-through by the administrative team.
- ❖ PD on Core Curriculum Standards (CCS) November, 2012.
- ❖ Fall, 2012 through June 2013, writing curriculum mapping and appropriate lesson plans.
- ❖ Ongoing starting in September, 2012, common planning time to review and assess data in order to develop action plans for next steps.

Responsible staff members: Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, UFT teacher trainer/multi-media teacher.

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents informed by them in planning and decision-making in support of the education of our children. Parents are

encouraged to actively participate on the School Leadership Team. The Parent Association are welcomed members of our school community. Our school will support parents and families of our students by providing opportunities for parents to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports). We will schedule our Parent Association meetings and parent workshops with flexible times and site locations, such as meeting in the morning and evening. We will share information about our schools educational program and other initiatives of the Chancellor and allow parents to provide suggestions. We maintain a parent coordinator to serve as a liaison between the school and families. The Parent Coordinator provides parent workshops based on a needs assessment of parents of children who attend our school. She works 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, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents' capacity to help children at home. Together, the Parent Coordinator and the Parent Association collaborate on workshops, upcoming events, and ways to increase parent involvement.

Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. We will have more parents, school trips, and infuse our curriculum to address all populations.

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) X Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The Get Ready to Learn program is sustained in all areas of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with

gross motor activities. Staff is available to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.

- Integrated Movement Therapy is program that incorporates the mind and body to increase self-esteem and well-being. It also creates positive feelings that encourage corporative learning activities. It also provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and school rules. This pilot program uses multiple related service disciplines with the classroom content to build effective communication and self-calming skills
- Recipient of several grants. Such grants included RESO A Grant Technology: As recipients of a RESO A, a grant for the 2008 – 2013 school years, intend to continue to build on our technological expertise through increase in staff technology-based training and instruction. Upon delivery and installation of hardware, we will have Smartboards, ibooks, and laptops in all classrooms at all of our sites.
- Training by our school's internal P.B.I.S. coach, Linda Rasport is provided on an on-going basis. The P.B.I.S coach assesses teachers' functionally through discussion of data with classroom staff being trained in Therapeutic Crisis Intervention on an ongoing basis. The P.B.I.S. system has been a great success. This year, we will be rolling out to the 12:1:1 cohort on Social Streaming Curriculum.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By June 2013, students in Alternate Assessment will demonstrate increased proficiency in Math as evidenced by a 10% gain in skill mastery as measured by the SANDI (formative) Assessment aligned with the Common Core Curriculum.

### **Comprehensive needs assessment**

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

We have a high expectation for academic rigor in our school. In 2011-2012, we piloted the Lakeshore Model in our 12:1:4 cohorts for formative assessment and the measurement of student learning. The Lakeshore Model is a process of assessing the standards for students with severe disabilities. We have been using this new tool to help identify academic needs which will help us write individualized S.M.A.R.T. I.E.P. goals for our students. We have had such great success with the Lakeshore (Student Assessment of Needs Determination Inventory (SANDI)) assessment, as well as positive feedback from our staff. We have implemented Lakeshore into all our classes. The SANDI quickly helps staff determine student needed areas and aligns needs to content standards, ensuring assess to standards based curriculum. The SANDI assessment is aligned to the Common Core Learning Standards.

We are implementing a system to uniformly assess student progress across all sites. Teachers in our school have processes in place to create student data binders. A student data binder is a collection of assessments, information intended to capture information of student learning in a specific amount of time. By creating uniformity of assessments teachers and staff can communicate about and understand their students' performance more effectively. This also allows for inter-visitations among cohorts. Our 2011-2012 school year NYSAA data reflects that 62% out of 94 students scored level fours in Math.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- ❖ . Baseline SANDI data completed by November 20,2012 and May, 2013 to be completed by the official teacher
  - Identify every student by name and need
  - Provides alignment of specific skill areas to the alternate standard blueprints
  - Administered prior to I.E.P.

- Determine current levels of performance for the I.E.P.
  - Aligns student need areas to content standards
  - Ensures and directs writing of standards based I.E.P. goals
  - Tracks and demonstrated student progress over time
  - Provides legally defensive documentation of educational benefit
- ❖ Ongoing PD for school staff addressing CCLS (9/12 -6/13)
  - ❖ Identification of Teacher Leads (9/12)
  - ❖ Development of rubric to examine student work (11/12)
  - ❖ Creating and using student daily schedules (9/12)
  - ❖ Common planning time to review and analyze student work and develop action plans for next steps weekly (9/12-6/13)
  - ❖ PD and implementation of SANDI assessment (9/12)
  - ❖ Development of individualized goals related to CCLS ( 9/12-6/13)
  - ❖ Rubric used to evaluate student work (11/12-6/13)
  - ❖ Student Learning Portfolios maintained in a binder (11/12-6/13)
  - ❖ Fall, 2012 through June, 2013, create teams to research, discuss and implement different strategies to increase independent reading skills.
  - ❖ Fall, 2012 through June, 2013, analyze data to determine professional development (PD) needs of staff on a monthly basis.
  - ❖ Fall, 2012 through June, 2013, focused collaborative walk-through by the administrative team.
  - ❖ PD on Core Curriculum Standards (CCS) November, 2012.
  - ❖ Fall, 2012 through June 2013, writing curriculum mapping and appropriate lesson plans.
  - ❖ Ongoing starting in September, 2012, common planning time to review and assess data in order to develop action plans for next steps.

Responsible staff members: Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, UFT teacher trainer/multi-media teacher.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents informed by them in planning and decision-making in support of the education of our children. Parents are encouraged to actively participate on the School Leadership Team. The Parent Association are welcomed members of our school community. Our school will support parents and families of our students by providing opportunities for parents to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports). We will schedule our Parent Association meetings and parent workshops with flexible times and site locations, such as meeting in the morning and evening. We will share information about our schools educational program and other initiatives of the Chancellor and allow parents to provide suggestions. We maintain a parent coordinator to serve as a liaison between the school and families. The Parent Coordinator provides parent workshops based on a needs assessment of parents of children who attend our school. She works 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, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents' capacity to help children at home. Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. We will have more parents, school trips, and infuse our curriculum to address all populations.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- The Get Ready to Learn program is sustained in all areas of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is available to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and school rules. This pilot program uses multiple related service disciplines with the classroom content to build effective communication and self-calming skills
- Recipient of several grants. Such grants included RESO A Grant Technology: As recipients of a RESO A, a grant for the 2008 – 2013 school years, intend to continue to build on our technological expertise through increase in staff technology-based training and instruction. Upon delivery and installation of hardware, we will have Smartboards, ibooks, and laptops in all classrooms at all of our sites.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

By June 2013, there will be an improvement in the effective delivery of targeted instructional strategies as evidenced by low-inference observations.

#### **Comprehensive needs assessment**

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

There has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have three school based mentors, an increase of two from previous years, who are involved with 5 new teachers across our sites. We shaped our organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities.

We need to provide measurable feedback to our teachers and communicate with them more often in order to improve their practice. We need to provide measurable feedback to our teachers and communicate with them more in order to improve their practice. We feel that with increased observations, the administrative team is able to engage teachers in authentic dialogue about instruction and provide teachers with objective/fair assessments of their current effectiveness. Our school's administrative team will provide feedback, support and professional development to our teaching staff based on "Charlotte Danielson's Framework for Teaching".

After assessment and review of teacher techniques, current infrastructures, classroom observations, and a variety of modalities that promote best teacher practices, we have identified a need to engage teachers in informal and formal cycles of observation for a minimum of 6 documented class visits using The Danielson Model. Heightened professional practices lead by the Chancellors Citywide Expectations and The Common Core Learning Standards will be used to meet individual student needs and create a strategic outline for teacher instruction. These observations will be supported by peer coaching, assessments, teacher data, classroom feedback, formal and informal observations, and detailed lesson planning.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- ❖ Provide teachers with professional development on the Danielson rubric. Highlighting the four domains three of which were highlighted by the Chancellors Citywide Expectations and one identified at the school level. (8/12)

- ❖ Support the development of teacher’s pedagogical practice based on Danielson’s Framework. (9/12 -6/13)
- ❖ Create a calendar for timely formal observations as well as frequent informal observations with specific, actionable feedback. (9/12)
- ❖ Align professional development including teacher groups, inter-visitations, coaching and peer coaching.(9/12-10/12)
- ❖ Refine the current system for consistent and frequent review of data trends school-wide, by site, by cohort and by classroom for groups as well as individual students leading to cohesive monitoring and timely adjustments to all plans. (9/12 -6/13)
- ❖ Engage teachers in 6 week cycles of informal and formal observations. (9/12 -6/13)
- ❖ Provide feedback to teachers within 24 hours of informal walkthroughs. (9/12 -6/13)
- ❖ Monitor teacher effectiveness in adapting Common Core Learning Standards to meet individual student needs. (9/12 -6/13)
- ❖ Provide ongoing feedback on lesson plans and alignment of curriculum. (9/12 -6/13)
- ❖ Review student data to determine progress. (9/12 -6/13)

**Strategies to increase parental involvement**

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Educational research shows a positive correlation between effective parental involvement and student achievement. Our school’s policy is designed to keep parents informed by them in planning and decision-making in support of the education of our children. Parents are encouraged to actively participate on the School Leadership Team. The Parent Association is welcomed members of our school community. Our school will support parents and families of our students by providing opportunities for parents to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports). We will schedule our Parent Association meetings and parent workshops with flexible times and site locations, such as meeting in the morning and evening. We will share information about our schools educational program and other initiatives of the Chancellor and allow parents to provide suggestions. We maintain a parent coordinator to serve as a liaison between the school and families. The Parent Coordinator provides parent workshops based on a needs assessment of parents of children who attend our school. She works 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, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents’ capacity to help children at home. Research supports that when schools support students’ culture as an integral part of the school experience, the students will be motivated to do better. We will have more parents, school trips, and infuse our curriculum to address all populations.

- Provide reading material to aid parents and guardians understanding classroom curriculum and the school community.
- Collaboration with PA to support the needs of parents
- Conduct parent workshops that will give parents insight into the evaluation of their child’s education and teacher timelines.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and school rules. This pilot program uses multiple related service disciplines with the classroom content to build effective communication and self-calming skills
- Recipient of several grants. Such grants included RESO A Grant Technology: As recipients of a RESO A, a grant for the 2008 – 2013 school years, intend to continue to build on our technological expertise through increase in staff technology-based training and instruction. Upon delivery and installation of hardware, we will have Smartboards, ibooks, and laptops in all classrooms at all of our sites.
- Training by our school's internal P.B.I.S. coach is provided on an on-going basis. The P.B.I.S coach assesses teachers' facility through discussion of data with classroom staff being trained in Therapeutic Crisis Intervention on an ongoing basis. The P.B.I.S. system has been a great success. This year, we will be rolling out the 12:1:1 cohort and Social Streaming.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Content comprehension strategies.</p> <p>Strategies include Powerpoint, SmartBoard, graphic organizers, and planners.</p> <p>Test prep strategies for Regents exam and RCT exams</p>	Small group instruction 5X weekly during tutoring and advisory periods.	Service is provided during the day.
Mathematics	<p>Content comprehension strategies.</p> <p>Test prep strategies for Regents exam and RCT exams</p>	<p>Small group instruction</p> <p>5X weekly during tutoring and advisory periods.</p>	Service is provided during the day.
Science	<p>Content comprehension strategies.</p> <p>Test prep strategies for Regents exam and RCT exams</p>	Small group instruction 5X weekly during tutoring and advisory periods.	Service is provided during the day.
Social Studies	<p>Content comprehension strategies.</p> <p>Test prep strategies for Regents exam and RCT exams</p>	Small group instruction 5X weekly during tutoring and advisory periods.	Service is provided during the day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them reach their academic goals and objectives.	<p>Service is provided during the day.</p> <p>I</p> <p>Before school</p> <p>As needed.</p>



### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The No Child Left Behind Act of 2001 (NCLB) emphasizes teacher quality in improving student achievement. We establish incentives to attract support and retain highly qualified and effective teachers. We support programs within our district by identifying mentors for classroom – based support programs to increase teacher retention, supporting outstanding paraprofessionals to become certified teachers and teachers who exhibits strong leadership skills to become school building leaders/school district leaders. We work closely with local educational universities (i.e., New York City Teaching Fellows, Pace University, Brooklyn College, and Bank Street College. To further support our teachers, the school partners with agencies with cultural organizations such as American Museum of Natural History, UFT, Special Olympics, AHRC, and various sponsors.

- Attend Job Fairs, Postings, reviewing resumes, interviews.
- Schedule district based coach support for teachers.
- Conference with teachers during 4 week cycles on student’s data and work samples: student’s binder review.
- TCI training for staff
- PD for staff with emphasis on implementation of “new” curriculums in designated classes.
- PD’s for staff implementation of Smart Board instructional technologies.
- Collaborative team meetings will be schedules weekly with an inquiry approach leading to revisions to plans and an expanded repertoire of instructional practices.
- Based on identified need, an intensive teacher professional development program focused on infusing student data

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>811</b>
School Name <b>The Connie Lekas School</b>			

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

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

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</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>0</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>376</b>	Total Number of ELLs	<b>104</b>	ELLs as share of total student population (%)	<b>27.66%</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. 

P811K, The Connie Lekas School is a school for students with multiple disabilities; we service students from grade 6 through 12th. Our school program consists of four classroom ratios, 12:1:1 (students with moderate cognitive and possible physical delays), 12:1:4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6:1:1 and 8:1:1 (students that fall under the Autistic spectrum, who have communication and social emotional delays), within our main site. There are presently 376 students in our school, 104 of them are English Language Learners making up 27.46% of the student population. Our English Language Learners (ELL) students at P811K are quite diverse. We have two Bilingual Spanish self-contained classes for students with a 12:1:4 mandate and a free standing English as a second language program which services students with various abilities (12:1:1, 12:1:4, 6:1:1 and 8:1:1).

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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%)										2	2	1	19	24
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1		1	2	10	5	61	80
<b>Total</b>	0	0	0	0	0	0	1	0	1	4	12	6	80	104

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	4		4	2	2	2	0	0	7	6
Dual Language										0
ESL	7	4	7	84	12	84	7	0	7	98
Total	11	4	11	86	14	86	7	0	14	104

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Our program utilizes the following ESL methodologies: TPR ( Total Physical Response ), CALLA (cognitive Academic Language Learning Approach) , The Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each student's learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies. They are also serviced by ESL teachers and supported by paraprofessionals who speak their native language.

Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, French, Polish, Albanian, Arabic, Urdu, Cantonese and Spanish. Alternate Grade Level Indicators from the NYSAA Standards are used by the teachers when planning for instruction. The level of instruction is based on functional living skills and vocational preparation. Literacy instruction emphasizes developing a sight word vocabulary, and incorporating the sight words into reading basic passages.

Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. On-line libraries are utilized. The Start to Finish series, a computer based reading program, is used. It can be read in the students' native language in order to help increase comprehension. Math skills are community based as shopping trips emphasize money handling and counting quantities (more/less). Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules. We have a Universal Design for Learning Lab, which allows for assessments on computer access, such as STAGES. We also use in our classrooms, touch screens, and Smart-board, academic supports, such as Meville to Weville curriculum, Start to Finish sets , and manipulative to allow a multisensory approach to enhancing the educational experiences for all of our students.

The students who are receiving an extension of ESL services are provided with a pull-out model of ESL service in accordance to their IEP

## A. Programming and Scheduling Information

mandate and level of NYSESLAT proficiency. Methodologies that are used to help support our students who are on the extension of services list are Total Physical Response, Language Experience Approach, the use of graphic organizers, visual supports, Mayer Johnson symbols, real life pictures and voice output devices.

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

Implication for LAP:

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

Implication for Instruction: The use of ESL strategies and methodologies, scaffolding, differentiation of instruction, on line libraries and Start to Finish computer based reading series, Meville to Weville curriculum and school wide curriculum planning are to be used in English or Spanish. Our two bilingual classroom libraries feature books in Spanish as well as English. Using ESL and Native Language Arts Standards are all an integral part of the instruction of our ELLs. ESL, ELA, and NLA instruction includes literature and content-based instruction which is aligned explicitly to the New York State learning standards in ESL, ELA, NLA, and content areas. ESL, ELA, and NLA instruction comply with CR Part 154 regulations.

Freestanding English as a Second Language Program: The program provides instruction in English with native language support by two ESL NYS certified teachers. English Language Learners with moderate to severe disabilities are served in either a pull –out or push-in model. ESL teachers work in collaboration with classroom teachers to provide language acquisition and vocabulary support.

This total number 80 includes students whose IEPs indicate ESL only and 16 Alternate placement. English Language Learners receive the number of units of ESL required by CR Part 154 and NYSESLAT scores. To assure that students meet the learning standards, ESL instruction follows the NYS ESL Standards and incorporates alternate performance indicators from the NYS ELA and Career Development and Occupational Studies (CDOS) learning standards, and utilize ESL strategies such as Total Physical Response (TPR), the language Experience Approach, the Natural Approach, Whole Language, various strategies for scaffolding instruction during cooperative learning activities that have been adapted for use with ELLs who have severe disabilities. Technology is used and the classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. These include supplemental multi-sensory supports for students with severe disabilities.

Bilingual Program:

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

Native Language Arts:

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

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

## A. Programming and Scheduling Information

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

ELL SWD's receive their mandated services as indicated on their IEP's. All 12:1:4 Students with a Bilingual Spanish mandate are placed in Spanish TB classrooms with certified bilingual teachers. Those who do not fit in those classes are placed in Monolingual special education classrooms and receive ESL instruction under certified ESL teachers with the assistance of Alt placement paraprofessionals.

ELL students in LRE are scheduled to partake in inclusive instruction throughout the day. ELL students in the inclusion program enjoy the flexibility of following the regular high school curriculum modified by the special education teacher. Students in LRE have the opportunity to study Spanish as a subject like their peers.

### Courses Taught in Languages Other than English ⓘ

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

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

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

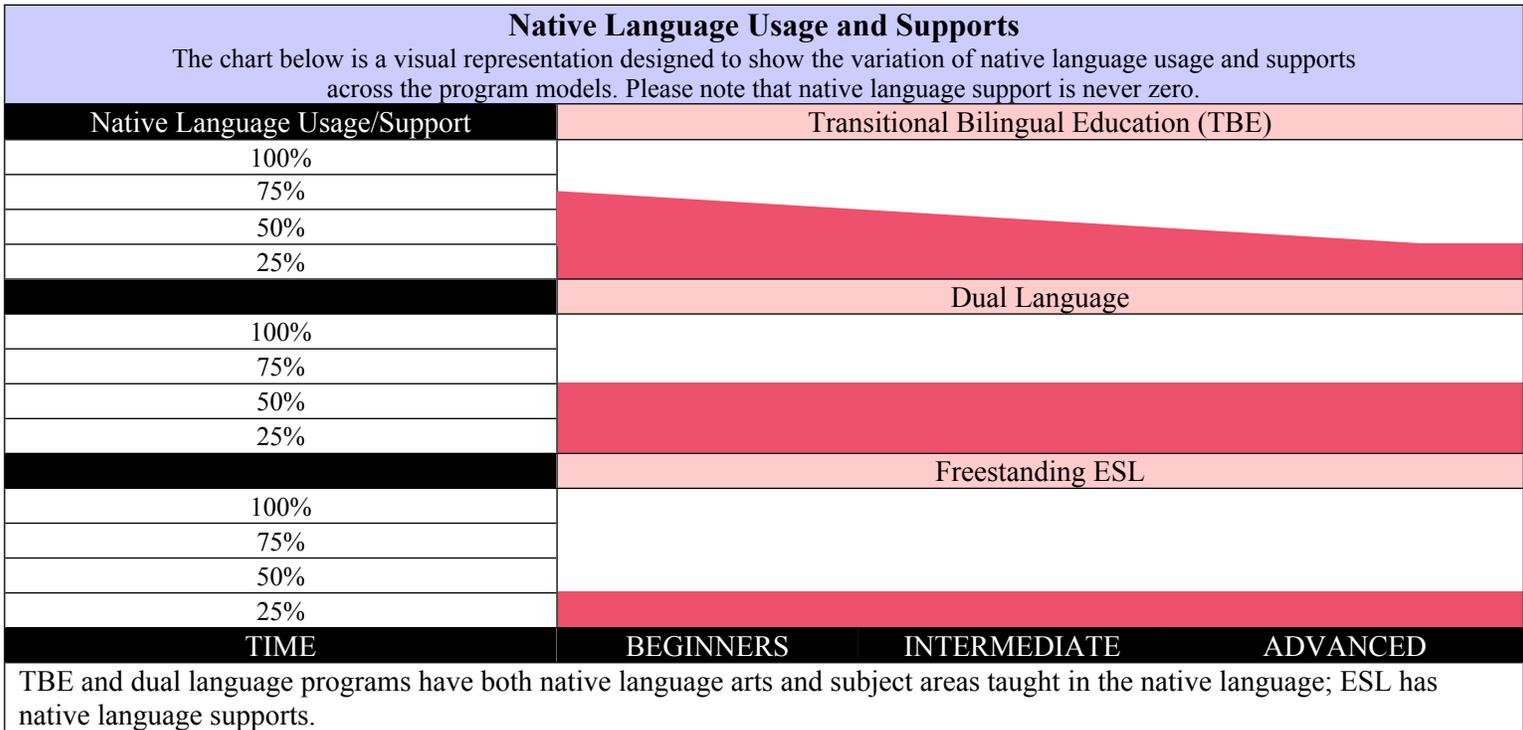
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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## B. Programming and Scheduling Information--Continued

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

English Language Arts: Equals and Sandi

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

Content Area Instruction:

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

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

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

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

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

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

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

Plan for New Comers:

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

### English as a Second Language:

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

### Plan for SIFE:

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

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

SIFE students follow ELL instruction with a special attention to their particular situation by scaffolding instruction for them in order to help them attain not just the level of language that they need but to adapt to formal education.

Transition Plan: Students who score proficient on the NYSESLAT will be monitored for any problems and will continue to receive support services in areas of need for up to 2 years. Former ELL's, when test taking, will be supported by following the NYS test rules. Test accomodations for former ELLs does not apply. All of our ELLs continue to partake in the NYSESLAT as they have not reached proficiency.

During the upcoming school year Administrators and ELL team will continue to support Parents of our ELL community. Students will receive ESL and TBE services and Parents will receive translation and interpretation services.

Students in the 12:1:4 population will be assessed using the SANDI assessment tool. These students will no longer be assessed using brigance as it was found that SANDI reflects a better picture of the student.

ELLs are encouraged to participate in all activities and functions of the school. Access to all school programs is afforded to the ELLs in the same manner that the SWD's are.

Supplemental programs are extended to ELLs through TITLE III. The program is as extensive as the funding allows. Title III will offer the ELL population a 6 week after school program. The goal of the program is to have the students learn and appreciate their culture and that of their peers. Students will create a multicultural cook book that will consist of meals around the world. The afterschool program will take place 2x a week and will only be open to ELL students.

In order to provide the students with the most optimal experience, students will be exposed and taught how to use a flip camera, a computer, smart board, multicultural books and research pictures.

## C. Schools with Dual Language Programs

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

811K is not a Dual Language School.

## D. Professional Development and Support for School Staff

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

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

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

(Mono- Lingual teachers only 10 hours).

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

- Reading and writing the IEP
- Instructional planning that is aligned to our school curriculum
- Working as a team within the classroom , differentiated instruction
- Augmentative devices, ie. Board maker for language other than English
- NYSAA
- Lesson planning for ELL students
- The role of the paraprofessional within an ELL classroom
- Technology programs based upon ELL student needs and interests
- ELL software and web-based programs
- How to administer and evaluate school based assessments
- Professional development on ELL strategies such as Total Physical Response, CALLA and graphic organizers.
- Autism
- Positive Behavior Support
- Using the Professional Teaching Standards has allowed supervisory and pedagogical staff to identify the professional area/s they need professional development. The information from surveys and the Professional Teaching Standards has allowed a pedagogical staff to design a professional development plan.
- ESL and Bilingual teachers attended the following District 75 professional Development sessions for the school year 2010-2011.
- ELL Compliance:
- Administration of the NYSESLAT 2011
- BESIS Training : How to complete the Bilingual Education Students Identification Survey (BESIS)
- LAB-R, Compliance Binder, Appendix 2 and 3 Documents
- Compliance: Teacher schedules, Group Composition Lists, Student Profiles, Jose-P survey, ELL teacher survey, NYSESLAT, Extension of Services and BESIS. In order to address and meet the ELL needs of our students, our teachers conduct/attend all students IEP meetings. Staff will also be given the opportunity to attend Professional Development in all areas of teaching and learning activities during the 2011-2012 school year.

## E. Parental Involvement

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

Our school's administration Bilingual support staff, Parent coordinator and transitional coordinator offer parents information in their home language and provides them with the opportunity to train themselves in aspects of their children's education after graduation. We also have and will continue to use the translation over the phone service, from the NYC Department of Education. All school information will be sent to all ELL parents in their home language.

Our school offers to parents the following workshops:

ESL methodologies, ESL State Standards, Brigance Assessment, Employability Skills Inventory, and software to address pre-vocational skills designed for ELL population. Technology (microsoft software ) and digital media, transition fairs, health fairs and guardianship workshops). The aforementioned topics will be discussed, materials to parents distributed and instruction provided to allow parent to apply materials received and the skills acquired in their home setting. Topics scaffold one upon the next in order to provide building blocks for parents to assist their young adult to access, acquire and utilize the life skills required to foster independence. If a parent requests translation services we will have translators present in order to allow the parent full participation in every meeting.

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

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

Some agencies who have partnered with P811K include:

Elmy's Special Services

AHRC

HeartShare Human Services

YAI

Sinergia

Maidstone

Community Resources and Services for Children.

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)													99	99
Intermediate(I)									1	2			2	5
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	1	2	0	0	101	104

**NYSESLAT Modality Analysis**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

The assessment tool used to assess the students early literacy skills are SMILE and SANDI. SANDI tells you what the next cognitive goal to work on is. Smile helps the student learn to read via sounds. IEP goals are formulated from the SANDI. IEP short term objectives give you your quantitative data. NYSESLAT data shows what language level the student is in. NYSESLAT results allow you to group students according to their language level. Lessons are formulated to meet the needs of each group. Both Certified ESL and Bilingual teachers assess the students during the spring with the NYSESLAT. Based on the result of the assessment teachers plan their lessons to meet the needs of the students.

The patterns that are seen is that students are progressing very slowly. The cognitive deficiencies of the students do not allow them to be assessed in a manner in which you can derive a true picture of the student. It has been noted that students are able to understand the lesson when given in the native language. Test translated in the native language are received better than when given in English.

Results from the NYSESLAT helps the ESL group the students according to their levels of proficiency.

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

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

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

Plan for New Comers:

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

Plan for SIFE:

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

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

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

Native Language Arts:

All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). Teachers receive training on

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

811 is not a dual program.

811K has a successful ELL program due to the fact that the parents are happy and content with the instruction the students are gaining. Attendance is high. Teachers are able to sustain the students interest. Due to their cognitive disabilities they are not able to pass the NYSESLAT but they are able to express their wants and needs. The students are making progress towards meeting their IEP goals. Parent participation has increased by 50%.

### 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

<b>School Name: <u>The Connie Lekas School</u></b>		<b>School DBN: <u>P811K</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Rose	Principal		10/14/11
Kathy Santana	Assistant Principal		10/14/11
Donna Donegan	Parent Coordinator		10/14/11
Lucia Friscia	ESL Teacher		10/14/11
Ms. Chan	Parent		10/14/11
Carlos Vizuite, Bilingual Sp	Teacher/Subject Area		10/14/11
Margaret Zavaglia, Bil. Sp	Teacher/Subject Area		10/14/11

**School Name: The Connie Lekas School**

**School DBN: P811K**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kerry Marshall	Coach		10/14/11
	Coach		
Linda Rasport	Guidance Counselor		10/14/11
Stephanie McCaskill	Network Leader		10/14/11
Victoria Ajayi	Other <u>ESL Teacher</u>		10/14/11
Catherine Gomez	Other <u>Rel. Serv. Provider</u>		10/14/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

DBN: **P811K** School Name: **The Connie Lekas School**

Cluster: \_\_\_\_\_ Network: **2**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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