



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** LEWIS AND CLARK SCHOOL  
**DBN (i.e. 01M001):** 75x012  
**Principal:** KUVANA JONES-SANDERS  
**Principal Email:** KJONES7@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** ARTHUR FUSCO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kuvana Jones-Sanders	*Principal or Designee	
Patricia Pabon	*UFT Chapter Leader or Designee	
Andres Perez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Wisdom George Carlos Medina	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lubja Ristic	Member/ Teacher	
Wydna Martinez	Member/ Paraprofessional	
Cecelia Collier	Member/ Parent	
Jacqueline Marengo	Member/ Parent	
Jessica Watson	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 the end of 2013-14 school year, the Lewis and Clark school will show a 10% increase in students' self reporting of being college and career ready, based on pre and post data.

### **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 is a need to ensure progression towards student graduation, an increase in student graduation rate and passing Regents and RCT's and ensuring students are continuing to receive opportunities to be career ready.
- A needs assessment survey revealed that instructional priorities at Lewis and Clark were in line with the essential skills and knowledge emphasized in state tests and in state businesses. Having the curricular focus of college preparation and career-technical programs, the school was able to determine that instructional quality was the key to raising school-wide academic performance. With support, Lewis and Clark School developed a plan to raise the quality of instruction by increasing rigor and relevance throughout the school's college preparatory and CTE programs.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Level 1, 2 & 3 Vocational Assessments
2. Transition Student Exit Summaries
3. Internal and External School Worksites

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Transition Coordinator
2. Job Developer
3. AP
4. IEP Coordinator

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Begin and Continue transition planning for current and incoming students (October 2013-June 2014)
2. Identification of internal and external worksite opportunities (October through June 2014)
3. Transition and college Fairs (ongoing)
1. Bi Weekly Strategy/Progress Meetings (October 2013 through June 2014)

#### **D. Timeline for implementation and completion including start and end dates**

1. October 2013-June-2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Career Educational Classes  
Rotation of students in worksites based upon their interest noted on the Level 1 Vocational Assessment

### **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 school will provide materials and training for parents to support the student with college and career readiness.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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 2014, there will be improved teacher use of targeted instructional strategies aligned to the student IEP's as evidenced by increased student engagement measured 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.

- Implementation of ADVANCE and the DOE Citywide instructional goals geared toward enhancing the following: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities

- As a school that was a part of the Teacher Effectiveness Pilot Program in the 2012-2013 school year, low-inference observations have shown the need for increased use of targeted instructional strategies aligned to the student IEP's.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will self-assess and engage in weekly conversations surrounding the four components of Charlotte Danielson's Framework for Teaching.
2. Teachers will view model video lessons which will include an articulation session with the administration. This video library will be utilized on a bi-weekly basis on all grade conferences. Teachers will be actively involved in group discussions regarding evidence of: setting instructional outcomes, coherent instruction, an established culture of learning, student engagement, use of assessments, quality of questions and discussion techniques evident in each of the video lessons.
3. Teachers will individually submit personal professional development plans to the administration prior to the full implementation of each domain. Moreover, conversations around expectations and mastering the components of each domain will take place.
4. Teachers will engage in frequent classroom inter-visitations at the school level as well as with similar schools. This effort in particular will be supported by our new collaboration with schools who has effectively implemented Charlotte Danielson's Framework for Teaching over the past two years.
5. Teachers will participate in cohort study groups using a Framework for Teaching by Charlotte Danielson.

#### B. Key personnel and other resources used to implement each strategy/activity

1. MoSL Expert
2. Instructional Support Coordinators
3. Internal Facilitators
1. AP
2. Principal

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Bi Weekly Strategy/Progress Meetings (October 2013 through June 2014)
2. Weekly PLC, Professional Development and Common Planning meetings will be utilized to monitor progress of improved teacher delivery of targeted instructional strategies. During PLCs' and teachers will plan lessons that increase student engagement while delivering targeted skills. Teachers will be provided with low inference observations to use in conjunction with student pre and benchmark assessments to lesson plan.

#### D. Timeline for implementation and completion including start and end dates

1. October 2013 – June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher team meetings
2. Professional Learning Committees
3. Intervisitation

Teacher Team meetings - once a month for all teachers and paraprofessionals, Professional Learning Committees - once a week for all teachers, Intervisitation - twice during the school year for identified staff (model classroom teachers, at-risk teachers)

### **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 school will provide materials and training to help parents work with their children to extend the domains of Charlotte Danielson's Framework for Teaching student homes.

Use SLT meetings as a forum to disseminate information regarding ADVANCE

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #3**

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 2014, at least 100% of the students in the alternate assessment program who scored at level 1 on SANDI according to the FAST will score a level 2 on the final FAST assessment as measured by the results of the Spring FAST assessment.

#### **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.

- In the 2012-2013 school year the school had an increase of students with intellectual disabilities and autism. With the increase of the populations the school has identified a need to provide rigorous and vocational domain based curricula.

- In the 2012-2013 school year, only four teachers participated in the FAST. With the addition of more students in the alternate assessment program the school has identified the need to train all teachers on how to administer the FAST and identify areas for targeted instructional strategies.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Get Ready to Learn Program
2. SANDI
3. FAST

##### **B. Key personnel and other resources used to implement each strategy/activity**

4. Consultants
5. Instructional Support Coordinators
6. Internal Facilitators
7. AP

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Begin and Continue the Get Ready to Learn Program (October 2013-June 2014)
2. (8) 6:1:1 Teachers
3. (4) 8:1:1 Teachers
4. (9) 12:1:1 Teachers
5. Identification of Curricular and Vocational Domains for Each Classroom
6. SANDI (October through June 2014)
7. 21 Teachers and their Paraprofessionals

8. Internal Facilitator
9. Design Rotation Schedule for Classes (February 2014)
10. Instructional Support Coordinators
11. AP
12. Bi Weekly Strategy/Progress Meetings (February through June 2014)
13. Teachers and Paraprofessionals
14. Instructional Support Coordinators

Identification of Curricular and Vocational Domains for Each Classroom o SANDI (October 2013 through June 2014) o (8) Classroom Teachers and Paraprofessionals of students with Autism o Coach Weekly Progress Meetings (October 2013 through June 2014) o Teachers and Paraprofessionals of students with Autism o Instructional Support Coordinators o AP o MOSL expert Identification of FAST Curricular and Vocational Domains for Each Classroom o FAST (March June 2014)

**D. Timeline for implementation and completion including start and end dates**

4. Begin and Continue the Get Ready to Learn Program (October 2013-June 2014)
5. Identification of Curricular and Vocational Domains for Each Classroom in SANDI (October through June 2014)
6. Design Rotation Schedule for Classes (February 2014)
1. Bi Weekly Strategy/Progress Meetings (February through June 2014)

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. GTRL Training for all staff
2. SANDI Training for identified staff
3. FAST Training for identified staff

**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 school will provide materials and training to help parents on the work we do with their children regarding Get Ready to Learn and SANDI/

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

7.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

**Academic Intervention Services (AIS)**

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Interactive writing, Edperformance, SMILE, EDMark	Small group, one-to-one	During the school day
<b>Mathematics</b>	Interactive writing, Edperformance, Equals	Small group, one-to-one	During the school day
<b>Science</b>	Interactive writing, Edperformance, SMILE, EDMark	Small group, one-to-one	During the school day
<b>Social Studies</b>	Interactive writing, Edperformance, SMILE, EDMark	Small group, one-to-one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<b>Guidance Counselor, School Psychologist and Social Worker</b>	Small group, one-to-one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.		
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**  
**MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>75</b>	Borough <b>Bronx</b>	School Number <b>12</b>
School Name <b>Lewis and Clark School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Dr. Kuvana Jones</b>	Assistant Principal <b>Sholom Fried</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Victor Abruzzese</b>	Guidance Counselor
Teacher/Subject Area <b>Damarys Abreu</b>	Parent <b>Lucila Barrera</b>
Teacher/Subject Area <b>Mauricio King</b>	Parent Coordinator <b>Wendy Camarena</b>
Related Service Provider <b>type here</b>	Other <b>Luis Ramos - Bil. SW</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>257</b>	Total number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>23.35%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	60
SIFE	2	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	38

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	2	0	18	0	0	38	0	0	60
Total	4	2	0	18	0	0	38	0	0	60

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
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							8	15	6	13	6	5	4	57
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
<b>TOTAL</b>	0	0	0	0	0	0	8	15	6	13	8	5	5	60

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	13	6	12	4	3	4	47

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	2	0	1	4	2	1	13
Advanced (A)							0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	8	15	6	13	8	5	5	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and	5		0	
Geography	5		0	
US History and				
Foreign Language				
Government				
Other				
Other				
NYSAA ELA	55			
NYSAA Mathematics	55			
NYSAA Social Studies	55			
NYSAA Science	55			

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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school also uses Scantron for our standardized assessment students and SANDI and NYSAA for our alternate assessment students. Scantron results show that our standardized students are reading below grade level and need more intervention in this area. We also use the NYSESLAT test.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As you can see from the NYSESLAT Proficiency Results above, the majority of our ninth graders are scoring at the beginner level. You can also see that our tenth graders show improvement in listening and speaking but remain at the beginner level in reading and writing. The certified ESL teacher, Victor Abruzzese, uses this information to plan instruction. Consequently, the emphasis in the lessons is in reading comprehension and writing coherency. The assignments are structured to familiarize the students with the NYSESLAT test by including assignments which are similar to the reading comprehension exam and the writing exam. These results also show that almost none of our students are scoring proficient on the reading and writing portion of the exam thereby underscoring the need for intensive intervention in the area of building academic vocabulary and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
As of now, the RNMR data is not available; however, in the past we have seen growth in the total raw score of most of our students. Once the RNMR data becomes available, we will be able to make a more detailed analysis of potential future growth. Also, since most of our students persistently score at the beginner level in reading, this is an area that will be given greater attention.
4. For each program, answer the following:
  - a. 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?Currently, the majority of our students (36 students) are at the beginner level on the NYSESLAT and are in grades 6 through 9. Periodic assessments are reviewed on an on-going basis with the student and compared to the NYSESLAT in order to help guide instruction. For example, 33% of our high school students show gains in reading on the Scantron assessment but not on the Nyseslat. Our instructional focus for these student will be a more intensive test preparation program.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Since our school does not have ELLs in grades k to 5, we do not apply the RTI framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are grouped and placed with certifiec bilingual teachers whenever possible. Bilingual classes will be opened when feasible to accommodate students who would benefit from bilingual instruction. Also, since SANDI and NYSAA are an integral part of our program, emphasis is placed on ELA activities that use many different types of supports, such as UDL, graphic organizers, paraprofessionals as scribes, etc. to help students make more progress in this area.
7. 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?At this time, the school does not have a dual language program. Our school currently features freestanding ESL only.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In order to assess our ELL program, we look at the NYSESLAT test results over a three year period to see any trends. Overall, almost all of our ELL students that have been with us for this period of time have shown improvement in their reading scores with a few students at about the same reading level. And many if not all of our students show an improvement in at least one of the modalities.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At P12X, the process of identifying ELLs begins with printing out a number of reports from ATS. The ATS reports used to identify ELLs are the RDGS, RYOS, RPOB, RLER- English LAB-R/LAB for students eligible for LAB-R testing, and RLER-LAT for students eligible for NYSESLAT testing. We also print out the CAP Detail Placement Sheet and the IEP Student Profile.  
Additionally, when there is a new student intake, the parents are asked to fill out a Home Language Identification Survey (HLIS). If this survey is not completed at the CSE level, it is completed at the school level along with an informal oral interview by the certified ESL teacher named Victor Abruzzese who also speaks Spanish. Furthermore, if a student is identified as having just arrived from another country, the certified ESL teacher will give them the LAB-R, and if necessary the Spanish LAB for Spanish speaking students. The HLIS, LAB-R and/or Spanish LAB will be administered within 10 school days of admission. Our students are primarily Spanish speaking, therefore, during intake, we have a number of bilingual Spanish speaking staff that assist the parents, including paras, school aides, and family workers. In the case of a parent who speaks a language other than Spanish, we would contact the translation unit for assistance. Once the students are identified, the parents are contacted and informed of the ESL services the students need.

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

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.  
Parents are informed during intake about their child's status as an ELL and the program models available to them within District 75. Parents are also informed by the ESL teacher on an on-going basis by telephone contact, mailings or during the IEP meeting.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Students are assigned to our school according to their IEP recommendations.
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.  
Currently, %85 of the students placed in the school primarily have Autism Spectrum Disorder, and the rest are classified as having Emotional Disturbance. When the students come to the school, and they are identified as English Language Learners, they are placed in the program that the school provides, which is ESL. If the parent would like a different program, he or she is informed that he or she can request a reevaluation for the child to be placed in a different program. The school will also review the needs of the students on an on going basis to determine whether a bilingual program can be implemented as well.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The 2 certified ESL teachers and 2 certified bilingual teachers will also administer the NYSESLAT in the spring. The ESL teacher will create a schedule to maximize the administration of the test. Since our students have high rates of absenteeism, the students will be placed in cohorts that are based on their grade levels and also by attendance. This will allow the bulk of the students with good attendance to be tested first, and the remaining students to be tested in small groups as they come in. Parents are also informed in detail about the NYSESLAT test several weeks prior to the testing period. They are sent a letter that outlines the

testing dates and that describes the test as a State test. The students are also informed of the testing dates and the types of test they will be taking, whether it be the reading, writing, listening or speaking test. We currently have two certified ESL teachers (Victor Abruzzese and Carlos Romero) and two certified bilingual teachers (Damaris Abreu and Mauricio King).

6. 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.) 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.  Students are placed at 12X according to their IEP recommendations.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])? The instructional model used is a mix of a push-in co-teaching model along with some self-contained pull-out classes taught by the certified ESL teacher named Victor Abruzzese. Students are grouped based on student need to facilitate meeting the required number of minutes as per CR Part 154. In the group composition list which is sent to the district, the students are placed in groups that account for their grade levels and the number of minutes they require service as per their NYSESLAT scores. There is also additional support by a certified bilingual teacher, who teaches a self-contained class of bilingual and ESL students. Furthermore, instruction will occur in collaboration with content area teachers. The ESL teacher will meet formally during common preps and informally on a regular basis with content area teachers in order to align the ESL program with content area instruction and the common core standards, create content specific vocabulary lists, and identify topics related to content area classes.
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)?

Currently, the majority of our students (36 students) are at the beginner level and are in grades 6 through 9. Consequently, these groups will be given instruction on a daily basis to maximize the number of minutes given by the ESL teacher. The remaining groups will receive services once or twice per week to ensure that every student receives services and to ensure that the classroom teacher has the opportunity to collaborate with the ESL teacher to learn how to best meet the needs of our ELL students.

ELA instruction will be provided by the classroom teacher during the regularly scheduled day and the ESL teacher will create a schedule that does not conflict with the students ELA block periods.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

The model used is mostly a push-in, co-teaching model with some pull-out groups as well. The ELLs are grouped whenever possible to facilitate programming their schedules and working with them as a small group within a class during the push-in periods.

Additionally, the ESL teacher will provide academic vocabulary enrichment, consisting of Tier 2 and Tier 3 words (i.e. academic vocabulary and specialized content area vocabulary). Another component of the program is the use of extensive scaffolding and the use of the elements of Universal Design for Learning, which consists of presenting the subject matter in many different ways and re-visiting the content over the entire school year. The ESL teacher will also focus on developing writing skills by emphasizing the idea of writing as a process which will allow the student to revise writing projects multiple times. The program will be aligned to the Common Core Standards and with New York State ESL, ELA and content area standards. The following books will be used for ESL instruction: "Vocabulary Power 1, 2, and 3", various scaffolded ELA books, as well as folk tales, fiction, and non-fiction. Technology will also be integrated to provide additional support using on-line reading programs and computer based journals. The activities that the ESL teacher will use include the use of learning experiences in the classroom, Language Experience, ESP (English for Specific Purpose) and cooperative learning to help develop the use of English in a social context. In order to facilitate the flow of comprehensible input and output, the ESL teacher will work with an ESL cohort in a push-in and pull-out capacity during various content area classes in collaboration with the content area teacher. Students, whose services have been extended because they are in their 4th and 5th year, will continue to receive AIS, until measurable progress is noted in the program. Furthermore, based on the data from all state assessments including the NYSESLAT, students in high school will receive extra content area assistance in the form of individual tutoring when available.

Academic language will be developed through content-area instruction with ESL methodologies. Additionally, students will use bilingual glossaries in the various content areas to create bilingual word walls. Students will be transitioned out of the program if they show proficiency in English on the NYSESLAT. During the transition period, they will be provided with 2 additional years of services. To ensure that students meet the standards and pass required state and local assessments, explicit ESL instruction follows the NYS ESL Standards and the Common Core Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, cooperative learning, and various forms of scaffolding such as schema building through pre-text discussions, modeling, text re-presentation, metacognitive development, contextualization, and bridging. Explicit ELA instruction for ELLs follows the uniform curriculum, the common core standards, and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English and the native language.

Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative

Learning, infusion of the Arts and the use of technology. The classroom library contains books in Spanish and English, including those adapted by teachers to meet the needs of students with severe disabilities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Assignments in the native language are given periodically to assess their native language abilities. Also, bilingual glossaries are used to help content area teachers assess the student's academic vocabulary acquisition in both the English and native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teacher conducts periodic assessments in all four modalities at the end of each unit of study to check for English acquisition. Additionally, our SANDI and NYSAA assessments incorporate tests in all four modalities which allow us to understand student progress in all areas.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We have 4 newcomers at this time. For these newcomers we will provide tutoring, buddy system and a nurturing environment to facilitate language production in addition to incorporating ESL strategies across the content areas. Students here from 4 to 6 years and 6 or more years will receive AIS during teacher admin. We have 2 SIFE students at this time and we will provide them with the following: ESL instruction that follows the Common Core Standards as well as the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Cooperative Learning, and Graphic Organizers. ELA Standards will also be a part of ESL instruction. Long Term ELLs will receive tutoring from teachers, academic and emotional support from buddy students and paraprofessionals. The school will continue to provide services until the student scores proficient on the NYSESLAT and their IEP changes to reflect they are no longer in need of ESL support. Also, long term ELLs will receive more explicit instruction in standard English forms.

7. 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?

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

Academic language will be developed through content-area instruction with ESL methodologies. Additionally, students will use bilingual glossaries in the various content areas to create bilingual word walls. To ensure that students meet the standards and pass required state and local assessments, explicit ESL instruction follows the NYS ESL Standards and the Common Core Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, cooperative learning, and various forms of scaffolding such as schema building through pre-text discussions, modeling, text re-presentation, metacognitive development, contextualization, and bridging. Explicit ELA instruction for ELLs follows the uniform curriculum, the common core standards, and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English and the native language..

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
ESL students are identified and programmed in order to accommodate the necessary number of minutes they require. Also, within each class students are grouped to maximize their potential for learning.

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**

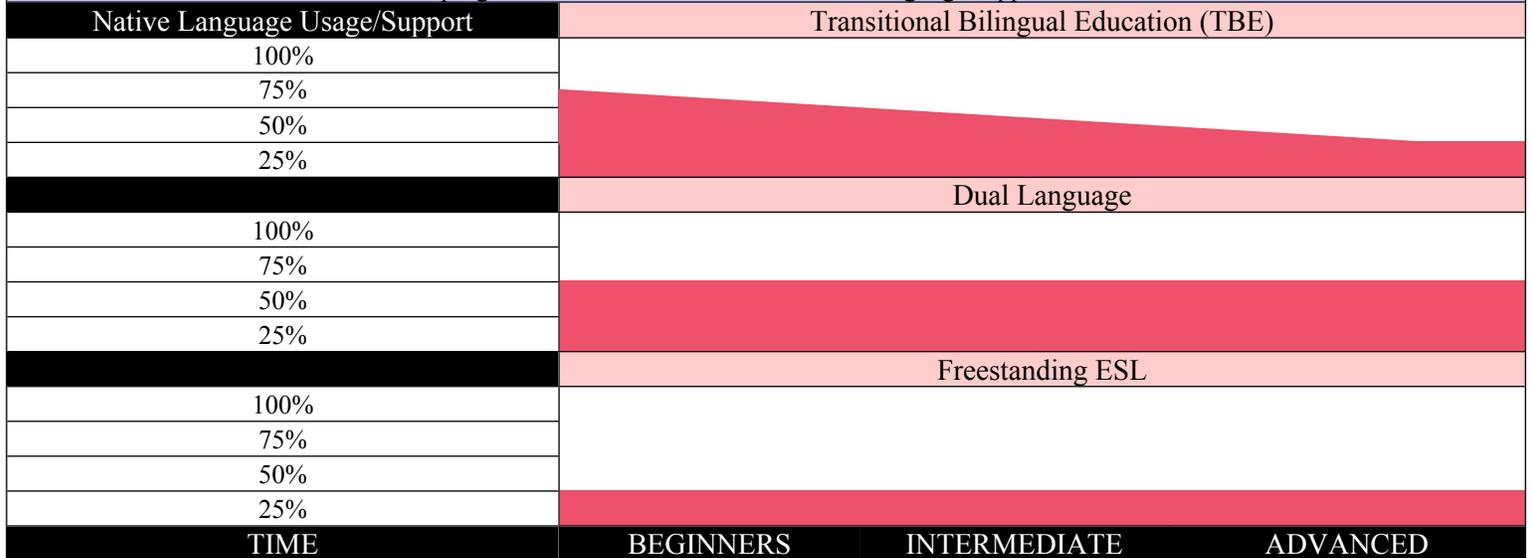
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current AIS program provides a good source of intervention as seen from SANDI and NYSAA data as it relates to both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

A new program under consideration is the use of voice recorders and video equipment to record role plays in the English language. Additionally, we have an after school program that uses technology and incorporates the academic vocabulary they encounter in the regular program and which will incorporate more video to help them acquire the vocabulary.

12. What programs/services for ELLs will be discontinued and why?

Currently, we do not plan to discontinue any programs or services for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The use of iPads to keep an electronic journal, as well as an online portfolio are used to help the students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The use of the students native language is encouraged throughout the program where appropriate. Students are grouped to facilitate the delivery of the mandated number of ESL minutes as per CR Part 154.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our school is a 6-12 school servicing children who primarily have the diagnosis of Autism Spectrum Disorder. Our ELL instructional program focuses on the development of practical literacy for everyday use and social interaction as well as the development of academic vocabulary for students who may transition out of this program and into an inclusion program.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

New students are often given an orientation session by the ESL teacher and may also be paired with a student buddy to help them become accustomed to the new school environment.

18. What language electives are offered to ELLs?

Our highschool students are able to choose Spanish as a foreign language.

19. For schools with dual language programs:

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

Our school currently only features ESL.

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

Also, workshops, such as QTELL (Quality Teaching for English Language Learners) which awards a certificate to the participants, will be available for teachers that work with ELLs. There will also be five workshops on content area instruction using ESL strategies: Science with ESL strategies, Math with ESL strategies, and Social Studies with ESL strategies. These workshops will be held during the extended Monday PD time.

### **D. Parental Involvement**

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

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

We also have a bilingual parent coordinator, Wendy Camarena, who is currently working with a variety of agencies including the Bronx District Attorney's office and the Social Security Administration to schedule them to come in and give parent workshops. We will also have a transition fair with various agencies that will provide support in the areas of housing, vocational, and transitional assistance. These workshops will support our Spanish speaking parents through notices sent out in English and Spanish as well as with the support of Spanish speaking staff during the workshops. Since we have a number of Spanish speaking staff, we usually do all of our translations in-house, as well as phone outreach in Spanish.

We also consult with parents when possible. We asked Ms. Barrera, who is the mother of one of our ELLs, for her input for our ESL program. Ms. Barrera stated that she thinks the program should offer more assistance in reading comprehension, especially for the purpose of learning to read independently. She wants her child to be able to experience reading as a pass time.

### **E. 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.

**School Name:** 75X012

**School DBN:**

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **75X012** School Name: **Lewis and Clark School**

Cluster: **754** Network: **4**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

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