

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CONNIE LEKAS SCHOOL
DBN (i.e. 01M001): 75K811
Principal: ANTOINETTE ROSE
Principal Email: AROSE3@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: KATHLEEN LEFEVRE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Antoinette Rose	*Principal or Designee	
Ilyana Frias	*UFT Chapter Leader or Designee	
Gloria Smith	*PA/PTA President or Designated Co-President	
Sharon Williams	DC 37 Representative, if applicable	
Stephen Hall	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carlos Santiago	Member/ Student	
Charles Jacobs	Member/ UFT Teacher	
Claude Paulin	Member/ UFT Paraprofessional	
Maria Marquez	Member/ Parent	
Chalan Taylor	Member/ Parent	
Arlethia Dickerson	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
X	Academic Intervention Services (AIS)
NA	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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 June 2015, students in Alternate Assessment will demonstrate increased proficiency in ELA as evidenced by a 10% gain in skill mastery as measured by the SANDI (formative) Assessment aligned with the Common Core Curriculum.

Comprehensive Needs Assessment

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

There are high expectations for academic rigor at 811K. In 2013-2014, the Student Annual Needs Determination Inventory Assessment (SANDI) and Formative Assessment of Standards Tasks (FAST) were implemented school-wide as formative and summative assessments to measure student learning. The SANDI and FAST assessments provides CCLS-aligned tasks to assess student progress in key common core standards for students with severe disabilities. These tools are used to help identify high leverage student needs to inform the creation of individualized Specified Measurable Attainable Realistic Time-Bound (SMART) I.E.P. goals for the students. The SANDI and FAST assessments have proved beneficial in identifying student needs on individual and group levels (class, cohort, subgroups, etc.) allowing for strategic monitoring and revising of schoolwide curricular materials and practices. For example, as per SANDI data from the 2013-2014 school year, there is a need to improve ELA skills aligned with the Writing 1 common core standard.

The results of our triangulation of 2013-2014 data including the Learning Environment Survey, summative assessment data (SANDI/FAST, NYSAA), and Principal Performance Review, we found that our school leaders and faculty need to enhance a cohesive school-wide system for student achievement to ensure that all teachers know students' strengths and areas of need in order to identify key areas of challenge and adjust curricular and instructional decisions. For example, our 2013-14 school year NYSAA data reflects that out of 73 students tested school wide, 30 students scored as proficient (3, 4) in ELA. We meet regularly (at least monthly) to discuss, review and adjust the time frames to reach the goals of all students in all core subjects and functional life skills. Additionally, we meet regularly with students and their families at events such as Meet and Greet Parent night, Collaborative Parent Association/Parent Coordinator targeted workshops, Mandated Parent Workshops for families of students with Autism, Parent Engagement Tuesdays (As per School-based Option results of the United Federation of Teachers Contract), School Leadership Team meetings and Individual Educational Plan Annual meetings to make sure there are clear expectations, understanding and communications of the goals in all core subjects and functional life skills. We have set quarterly time frames to increase student achievements.

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. Fall 2014, administration and lead teachers will provide trainings to teachers for the implementation of both SANDI and FAST, respectively.
2. Fall 2014, administration will create a team of lead teachers to assemble monthly ELA unit plans aligned to the Common Core Learning Standards. Teachers will then refer to the unit plans to help them create differentiated lessons.
3. Fall 2014, Staff Development Committees for teachers and paraprofessionals will begin providing staff-led professional development workshops based on identified high leverage priorities such as analyzing student work, questioning and discussion techniques, data collection and lesson plan development.
4. Ongoing, administration and professional learning communities will use protocols to analyze ALL baseline assessments and student work to determine where teacher professional development is needed.
5. Create an ongoing rewards and incentives program for students with increased ELA scores.
6. Ongoing support from district coaches to assist students with the greatest amount of needs.
7. Promote ongoing progress-monitoring as part of our school culture by creating inquiry teams to research, discuss and implement different strategies to improve skills in literacy
8. The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.

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

1. Administration and lead teachers; structured time for professional development, IEP Developer
2. Lead teachers and teachers
3. Teachers and paraprofessionals on the staff development committees
4. Administration and professional learning communities; structured time scheduled to allow for professional collaborations
5. Administration and lead teachers
6. District 75 coaches; school administrators provide focus for coaches and oversight
7. Administration, teachers; teacher teams (professional learning communities)
8. Administrators and lead GRTL facilitator

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

1. SANDI baseline assessment results will be reviewed by administration team November 2014.
 - FAST Benchmark 1 Assessment results will be reviewed by administration team December 2014.
 - SANDI spring assessment results will be reviewed by administration team May 2015.
 - FAST Benchmark 2 Assessment results will be reviewed by administration team April 2015. Administrative and teacher teams and IEP Developer focuses on IEP targets from the SANDI assessment.
2. Fall 2014 through June 2015, a core teacher team will be formed to create an ELA curriculum map. Teachers refer to the map during their PLC meetings to develop monthly unit plans aligned to CCLS and create differentiated lesson plans for students.
3. Review evaluation and feedback from professional development workshops to identify high leverage needs and priorities. Revise schoolwide professional development plan accordingly.
4. Administrative team reviews sample work products created by teachers and completed student work during PLC meetings.
5. Review ELA-based SANDI scores, FAST scores and IEP goals for the rewards and incentives program.
6. Administrators and teachers review observation results and revise professional development plans accordingly.
7. Administrative and teacher teams review student IEP data (using IEPPA) and unit pre-post test data on a monthly basis to guide unit planning and pacing.
8. Administrative team and lead GRTL facilitator review GRTL data on a monthly basis.

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

1. October – November 2014, Baseline SANDI Assessment (reading, writing, and communication development sections) to be completed for 100% of alternate assessment students by the official teacher.
 - April 2015 – June 2015 Baseline SANDI Assessment (reading, writing, and communication development sections) to be completed for 100% of alternate assessment students by the official teacher.
 - From November 2014 to December 2014, FAST Benchmark 1 Assessment to be completed for 100% of alternate assessment students by the official teacher.
 - From March 2014 to June 2014, FAST Benchmark 2 Assessment to be completed for 100% of alternate assessment students by the official teacher.
2. Fall 2014 through June 2015, a core teacher team will be formed to create an ELA curriculum map. Teachers refer to the map during their PLC meetings to develop monthly unit plans aligned/connected to CCLS and create differentiated lesson plans for students.
3. Fall 2014 through June 2015, administrators, teacher teams, and members of the staff development committees will analyze data and teacher feedback to determine professional development (PD) needs of staff on a monthly basis.
4. September 2014 through June 2015, on a monthly basis, administrative team reviews sample work products created by teachers and completed student work during PLC meetings.
5. September 2014 through June 2015, create an awards and incentives program for students with increased literacy scores.
6. September 2014 through June 2015, Administrators and teachers review observation results on a monthly basis to revise professional development plans accordingly.
7. September 2014 through June 2015, Administrative and teacher teams review student IEP data (using IEPPAL) and unit pre-post test data on a monthly basis to guide unit planning and pacing
8. September 2014 through June 2015, Administrative team and lead GRTL teacher review student data and hold small group or 1:1 support meetings.

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

- 1,2,3. The school day has been repurposed via SBO vote to incorporate structured weekly time periods for staff-led professional development, parental

engagement activities, and other professional work. Additional events have been planned to engage, inform, and empower parents to support student learning. 811K provides a Curriculum Night series where staff members representing different cohorts present mini lessons to parents to allow for an interactive learning experience simulating classroom instruction. Parents provide feedback and insights based on their parental expertise of their children. Other Meet and Greet events are held to provide opportunities for student families to meet with staff members discuss concerns and observations from the home environment and school programs. Mandated workshops are designed and provided for parents of students with Autism.

4. A system has been implemented to uniformly assess student progress across all sites. Teachers at 811K have processes in place to create student portfolios. A student portfolio is a collection of assessments, and student work samples intended to capture information of student learning in a specified time frame. Further, IEPPAL, a digital data collection tool, has been purchased to enable teachers to capture observed student event data for the purpose of tracking progress towards the mastery of IEP goals – including RTI. IEPPal’s primary aim is to allow for data to be collected easily during structured instructional academic and work-based learning session. 811K staff through IEPPAL can quickly assemble usable statistical data for periodic progress reporting or monitoring of academic strategies for RTI students. With IEPPal, progress may be charted towards defined goals and objectives for an IEP, or behaviors and achievements for tiered RTI tracking or work-based learning.

5. Continued training by our school’s internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers’ facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

6, 7, 8. Common planning periods are built into teacher schedules and the administrative team meets as a cabinet on Mondays and Wednesdays.

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).

Educational research shows an existing positive correlation between effective parental involvement and student achievement. 811K’s policy is designed to keep parents informed and empowered in the planning and decision-making process that supports the education of their children.

1. Parents are encouraged to actively participate on the School Leadership Team.
2. The Parent Association welcomes members of the school community.
3. 811K will support parents and families by providing opportunities to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports), by scheduling Parent Association meetings and parent workshops with flexible times and site locations, such as meetings in the morning and evening.
4. Information about the school’s educational program and other initiatives of the Chancellor will be shared via various media.
5. Parents will also be asked to provide feedback and suggestions.
6. The school maintains a parent coordinator who serves as a liaison between the school and families.
7. The Parent Coordinator (PC) provides parent workshops based on needs assessments and discussions with families of children who attend 811K.
8. The PC works to ensure that the school environment is welcoming and inviting to all parents.
9. 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,
10. Parent workshops will be conducted on topics that may include, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents’ capacity to help children at home.
11. Together, the Parent Coordinator and the Parent Association collaborate on workshops, upcoming events, and ways to increase parent involvement.
12. Workshops are specifically held for parents of students with Autism.
13. The Parent Coordinator will hold at least one weekend field trip for 811K families to visit a cultural institution in partnership with the Urban Advantage program.

Research supports that when schools support students’ culture as an integral part of the school experience, the students will be motivated to do better. The school will increase the number of parents who participates, increase the number of school trips, and broaden the curriculum to address all populations. Parent involvement is critical to student success and the School Leadership Team and Parent Association must be integral parts of all endeavors.

14. The Parent Coordinator will work in conjunction with Transitional/Job Coach to help families with Guardianship and Medicaid Service Coordination for

students.

15. Host two transition fairs to provide parents and students with networking opportunities for post school placement

16. Monthly parent meetings on various topics and agencies to inform parents/guardians of outreach service available to them.

17. Educational staff will write to parents about their child's academic day.

18. Progress will be monitored by the school to determine the level of parent engagement (sign-sheets, workshop evaluation forms).

19. Communication about the child's academic day can also be sent via E-mail if requested by the parent.

20. Title III funds are used to hold Saturday meetings where parents and students engage in activities designed by 811K ESL staff centered around the arts.

Culminating celebrations (Family Arts Day) are held twice a year .

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

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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 2015, students in Alternate Assessment will demonstrate increased proficiency in Math as evidenced by a 10% gain in skill mastery as measured by the SANDI (formative) Assessment aligned with the Common Core Curriculum.

Comprehensive Needs Assessment

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

There are high expectations for academic rigor at 811K. In 2013-2014, the Student Annual Needs Determination Inventory Assessment (SANDI) and Formative Assessment of Standards Tasks (FAST) were implemented school-wide as formative and summative assessments to measure student learning. The SANDI and FAST assessments provides CCLS-aligned tasks to assess student progress in key common core standards for students with severe disabilities. These tools are used to help identify high leverage student needs to inform the creation of individualized Specified Measurable Attainable Realistic Time-Bound (SMART) I.E.P. goals for the students. The SANDI and FAST assessments have proved beneficial in identifying student needs on individual and group levels (class, cohort, subgroups, etc.) allowing for strategic monitoring and revising of schoolwide curricular materials and practices. For example, as per SANDI data from the 2013-2014 school year, there is a need to improve Math skills aligned with the Operations and Algebraic Thinking common core standard.

The results of our triangulation of 2013-2014 data including the Learning Environment Survey, summative assessment data (SANDI/FAST, NYSAA), and Principal Performance Review, we found that our school leaders and faculty need to enhance a cohesive school-wide system for student achievement to ensure that all teachers know students' strengths and areas of need in order to identify key areas of challenge and adjust curricular and instructional decisions. For example, our 2013-14 school year NYSAA data reflects that out of 73 students tested school wide, 32 students scored as proficient in Math. We meet regularly (at least monthly) to discuss, review and adjust the time frames to reach the goals of all students in all core subjects and functional life skills. Additionally, we meet regularly with students and their families at events such as Meet and Greet Parent night, Collaborative Parent Association/Parent Coordinator targeted workshops, Mandated Parent Workshops for families of students with Autism, Parent Engagement Tuesdays (As per School-based Option results of the United Federation of Teachers Contract), School Leadership Team meetings and Individual Educational Plan Annual meetings to make sure there are clear expectations, understanding and communications of the goals in all core subjects and functional life skills. We have set quarterly time frames to increase student achievements.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Fall 2014, administration and lead teachers will provide trainings to teachers for the implementation of both SANDI and FAST, respectively.
2. Fall 2014, administration will create a team of lead teachers to assemble monthly Math unit plans aligned to the Common Core Learning Standards. Teachers will then refer to the unit plans to help them create differentiated lessons.
3. Fall 2014, Staff Development Committees for teachers and paraprofessionals will begin providing staff-led professional development workshops based on identified high leverage priorities such as analyzing student work, questioning and discussion techniques, data collection and lesson plan development.
4. Ongoing, administration and professional learning communities will use protocols to analyze ALL baseline assessments and student work to determine where teacher professional development is needed.
5. Create an ongoing rewards and incentives program for students with increased Math scores.
6. Ongoing support from district coaches to assist students with the greatest amount of needs.
7. Promote ongoing progress-monitoring as part of our school culture by creating inquiry teams to research, discuss and implement different strategies to improve skills in Math
8. The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.

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

1. Administration and lead teachers; structured time for professional development, IEP Developer
2. Lead teachers and teachers
3. Teachers and paraprofessionals on the staff development committees
4. Administration and professional learning communities; structured time scheduled to allow for professional collaborations
5. Administration and lead teachers
6. District 75 coaches; school administrators provide focus for coaches and oversight
7. Administration, teachers; teacher teams (professional learning communities)
8. Administrators and lead GRTL facilitator

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

1. SANDI baseline assessment results will be reviewed by administration team November 2014.
 - FAST Benchmark 1 Assessment results will be reviewed by administration team December 2014.
 - SANDI spring assessment results will be reviewed by administration team May 2015.
 - FAST Benchmark 2 Assessment results will be reviewed by administration team April 2015. Administrative and teacher teams and IEP Developer focuses on IEP targets from the SANDI assessment.
2. Fall 2014 through June 2015, a core teacher team will be formed to create a Math curriculum map. Teachers refer to the map during their PLC meetings to develop monthly unit plans aligned to CCLS and create differentiated lesson plans for students.
3. Review evaluation and feedback from professional development workshops to identify high leverage needs and priorities. Revise schoolwide professional development plan accordingly.
4. Administrative team reviews sample work products created by teachers and completed student work during PLC meetings.
5. Review Math-based SANDI scores, FAST scores and IEP goals for the rewards and incentives program.
6. Administrators and teachers review observation results and revise professional development plans accordingly.
7. Administrative and teacher teams review student IEP data (using IEPPAL) and unit pre-post test data on a monthly basis to guide unit planning and pacing.
8. Administrative team and lead GRTL facilitator review GRTL data on a monthly basis.

4. Timeline for implementation and completion including start and end dates

1. October – November 2014, Baseline SANDI Assessment (Math section) to be completed for 100% of alternate assessment students by the official teacher.
 - April 2015 – June 2015 Baseline SANDI Assessment (Math section) to be completed for 100% of alternate assessment students by the official teacher.
 - From November 2014 to December 2014, FAST Benchmark 1 Assessment to be completed for 100% of alternate assessment students by the official teacher.
 - From March 2014 to June 2014, FAST Benchmark 2 Assessment to be completed for 100% of alternate assessment students by the official teacher.
2. Fall 2014 through June 2015, a core teacher team will be formed to create a Math curriculum map. Teachers refer to the map during their PLC meetings to develop monthly unit plans aligned/connected to CCLS and create differentiated lesson plans for students.
3. Fall 2014 through June 2015, administrators, teacher teams, and members of the staff development committees will analyze data and teacher feedback to determine professional development (PD) needs of staff on a monthly basis.
4. September 2014 through June 2015, on a monthly basis, administrative team reviews sample work products created by teachers and completed student work during PLC meetings.
5. September 2014 through June 2015, create an awards and incentives program for students with increased literacy scores.
6. September 2014 through June 2015, Administrators and teachers review observation results on a monthly basis to revise professional development plans accordingly.
7. September 2014 through June 2015, Administrative and teacher teams review student IEP data (using IEPPAL) and unit pre-post test data on a monthly basis to guide unit planning and pacing
8. September 2014 through June 2015, Administrative team and lead GRTL teacher review student data and hold small group or 1:1 support meetings.

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

1,2,3. The school day has been repurposed via SBO vote to incorporate structured weekly time periods for staff-led professional development, parental engagement activities, and other professional work. Additional events have been planned to engage, inform, and empower parents to support student learning. 811K provides a Curriculum Night series where staff members representing different cohorts present mini lessons to parents to allow for an interactive learning

experience simulating classroom instruction. Parents provide feedback and insights based on their parental expertise of their children. Other Meet and Greet events are held to provide opportunities for student families to meet with staff members discuss concerns and observations from the home environment and school programs. Mandated workshops are designed and provided for parents of students with Autism.

4. A system has been implemented to uniformly assess student progress across all sites. Teachers at 811K have processes in place to create student portfolios. A student portfolio is a collection of assessments, and student work samples intended to capture information of student learning in a specified time frame. Further, IEPPAL, a digital data collection tool, has been purchased to enable teachers to capture observed student event data for the purpose of tracking progress towards the mastery of IEP goals – including RTI. IEPPal’s primary aim is to allow for data to be collected easily during structured instructional academic and work-based learning session. 811K staff through IEPPAL can quickly assemble usable statistical data for periodic progress reporting or monitoring of academic strategies for RTI students. With IEPPal, progress may be charted towards defined goals and objectives for an IEP, or behaviors and achievements for tiered RTI tracking or work-based learning.

5. Continued training by our school’s internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers’ facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

• 6, 7, 8. Common planning periods are built into teacher schedules and the administrative team meets as a cabinet on Mondays and Wednesdays.

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).

Educational research shows an existing positive correlation between effective parental involvement and student achievement. 811K’s policy is designed to keep parents informed and empowered in the planning and decision-making process that supports the education of their children.

1. Parents are encouraged to actively participate on the School Leadership Team.
2. The Parent Association welcomes members of the school community.
3. 811K will support parents and families by providing opportunities to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports), by scheduling Parent Association meetings and parent workshops with flexible times and site locations, such as meetings in the morning and evening.
4. Information about the school’s educational program and other initiatives of the Chancellor will be shared via various media.
5. Parents will also be asked to provide feedback and suggestions.
6. The school maintains a parent coordinator who serves as a liaison between the school and families.
7. The Parent Coordinator (PC) provides parent workshops based on needs assessments and discussions with families of children who attend 811K.
8. The PC works to ensure that the school environment is welcoming and inviting to all parents.
9. 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,
10. Parent workshops will be conducted on topics that may include, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents’ capacity to help children at home.
11. Together, the Parent Coordinator and the Parent Association collaborate on workshops, upcoming events, and ways to increase parent involvement.
12. Workshops are specifically held for parents of students with Autism.
13. The Parent Coordinator will hold at least one weekend field trip for 811K families to visit a cultural institution in partnership with the Urban Advantage program.

Research supports that when schools support students’ culture as an integral part of the school experience, the students will be motivated to do better. The school will increase the number of parents who participates, increase the number of school trips, and broaden the curriculum to address all populations. Parent involvement is critical to student success and the School Leadership Team and Parent Association must be integral parts of all endeavors.

14. The Parent Coordinator will work in conjunction with Transitional/Job Coach to help families with Guardianship and Medicaid Service Coordination for students.
15. Host two transition fairs to provide parents and students with networking opportunities for post school placement.

- 16. Monthly parent meetings on various topics and agencies to inform parents/guardians of outreach service available to them.
- 17. Educational staff will write to parents about their child's academic day.
- 18. Progress will be monitored by the school to determine the level of parent engagement (sign-sheets, workshop evaluation forms).
- 19. Communication about the child's academic day can also be sent via E-mail if requested by the parent.
- 20. Title III funds are used to hold Saturday meetings where parents and students engage in activities designed by 811K ESL staff centered around the arts. Culminating celebrations (Family Arts Day) are held twice a year .
- 21. Successful strategies to enhance and reinforce Math instruction at home are shared in monthly parent newsletters.

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	X	Title III		Set Aside	X	Grants
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 2015, students will demonstrate increased mastery of IEP Transition goals for targeted postsecondary outcomes as a result of effective teacher practices relevant to embedded transition curricular activities, as evidenced by a 10% increase in mastery of transition IEP goals and school-based transition skills.

Comprehensive Needs Assessment

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

The development of IEPs in SESIS to address students' academic, communicative, socio-emotional and transitional needs requires the gathering of data from a variety of sources and the collaboration among all members of the school community: students, parents, parental guardians, teachers, related service providers, and administrators, for a targeted educational benefit to promote independence, communication, and postsecondary outcomes.

The school community has regularly seen the need for this alignment in the data gathered from Parent Surveys, Vocational I Assessments, Interest Surveys, Required Parent Engagement activities and SANDI (formative) Assessment, which are continuously administered and presented throughout the school year. Prioritizing the importance in the transition planning process through improved teacher practices to assist students and their families identify targeted post-secondary outcomes after graduation based on students' preferences, interests, and abilities.

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.

• Strategies/activities that encompass the needs of identified subgroups

1. Provide teachers and staff with District 75 and School-based Professional Development, in-house coaching and mentoring on the topics of SESIS, SANDI, ADVANCE, and Transition planning. (9/14 - 6/15)
2. Support the development of teachers' pedagogical practice based on ADVANCE. (9/14 - 6/15)
3. Assess and refine the current system for consistent and frequent review of data trends school-wide, by site, cohort, and classroom for groups as well as individual students leading to cohesive monitoring and timely adjustments to all transition plans. (9/14 - 6/15)
4. Increase the number of in-house and community-based work study and vocational preparedness programs to accelerate student learning, increase the levels of communication, widen and secure the behavioral and social skills of students across staffing ratios. (9/14 - 6/15)
5. Monitor, assess, and review the student data to determine progress. (9/14 - 6/15)

• Key personnel and other resources used to implement each strategy/activity

1. Administrators, lead teachers, members of the staff development committees
2. Administrators, mentor teachers, lead teachers, District 75 coaches
3. Administrators, lead teachers, teacher teams, members of the staff development committees
4. Administrators, Transition Linkage Coordinator, teachers, job coaches
5. Administration, teachers; teacher teams (professional learning communities)

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Initial baseline and post assessments (SANDI, FAST, NYSAA, and Level I Vocational) completed (September - December 2014).
2. Unit assessments designed and administered by teacher teams beginning in October and continuing through May 2014.
3. Observation data in ADVANCE
4. Ongoing completion of Work Study assessments for students participating in Work Study and In-house Internship opportunities
5. Culminating project fairs held in November, February, April, and May

• Timeline for implementation and completion including start and end dates

1. September - December 2014, Initial baseline assessments (SANDI, FAST, NYSAA, and Level I Vocational) are completed
 - April - May 2015, Final assessments administered of FAST Benchmark II Assessment and SANDI).
 - January - February 2015, Final assessment administered for NYSAA.

2. September – October 2014, Initial Planning Conferences (IPC) are held. Professional Development Plans are created during IPCs.
 - September – May 2014, on an ongoing basis, Informal and Formal observations are conducted. Follow-up support meetings and cohort-based meetings are held.
 - Administrators and teachers review observation results on a monthly basis to revise professional development plans accordingly.
3. September 2014 through June 2015, Administrative and teacher teams, and Transition Linkage Coordinator review school-wide data trends, by site, cohort, and classroom as well as individual students leading to cohesive monitoring and timely adjustments to all transition plans.
4. September 2014 through June 2015, ongoing completion of Work Study assessments for students participating in Work Study and In-house Internship opportunities.
5. September 2014 – June 2015, Culminating project fairs held in November 2014, February, May, and June 2015.

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

1. The school day has been repurposed via SBO vote to incorporate structured weekly time periods for staff-led professional development, parental engagement activities, and other professional work including data collection and IEP development. Additional events have been planned to engage, inform, and empower parents to support student learning.
2. Teacher schedules contain common planning periods and a school-wide intervisitation schedule is provide to support peer-to-peer coach support.
3. Bi-weekly Work Study meetings are held where administrators, Transition linkage Coordinator, and job coaches meet to review student data include job coach assessments and student self-assessments as well as feedback from site supervisors.
 - Administrative cabinet meet twice a week on Mondays and Wednesdays.
4. Job Coaches and work study students are provided weekly periods to compile and review assessment data.
5. A school schedule is provided at the beginning of the year and members of the Curriculum Development Team provide professional evelopment workshops on a monthly basis.

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).

Educational research shows an existing positive correlation between effective parental involvement and student achievement. 811K's policy is designed to keep parents informed and empowered in the planning and decision-making process that supports the education of their children.

1. Parents are encouraged to actively participate on the School Leadership Team.
2. The Parent Association welcomes members of the school community.
3. 811K will support parents and families by providing opportunities to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports), by scheduling Parent Association meetings and parent workshops with flexible times and site locations, such as meetings in the morning and evening.
4. Information about the school's educational program and other initiatives of the Chancellor will be shared via various media.
5. Parents will also be asked to provide feedback and suggestions.
6. The school maintains a parent coordinator who serves as a liaison between the school and families.
7. The Parent Coordinator (PC) provides parent workshops based on needs assessments and discussions with families of children who attend 811K.
8. The PC works to ensure that the school environment is welcoming and inviting to all parents.
9. 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,
10. Parent workshops will be conducted on topics that may include, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents' capacity to help children at home.
11. Together, the Parent Coordinator and the Parent Association collaborate on workshops, upcoming events, and ways to increase parent involvement.
12. Workshops are specifically held for parents of students with Autism.
13. The Parent Coordinator will hold at least one weekend field trip for 811K families to visit a cultural institution in partnership with the Urban Advantage program.
14. Continued use of the communication system between home and school in relation to SESIS compliance schedule for IEP conferences.

Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. The school will increase the number of parents who participates, increase the number of school trips, and broaden the curriculum to address all populations. Parent involvement is critical to student success and the School Leadership Team and Parent Association must be integral parts of all endeavors.

15. The Parent Coordinator will work in conjunction with Transitional/Job Coach to help families with Guardianship and Medicaid Service Coordination for students.
16. Host two transition fairs to provide parents and students with networking opportunities for post school placement
17. Monthly parent meetings on various topics and agencies to inform parents/guardians of outreach service available to them.
18. Educational staff will write to parents about their child's academic day.
19. Progress will be monitored by the school to determine the level of parent engagement (sign-sheets, workshop evaluation forms).
20. Communication about the child's academic day can also be sent via E-mail if requested by the parent.

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	X	Title III	Set Aside	X	Grants
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.

By June 2014, there will be an increased movement towards independence and career readiness as measured by a 15% increase of the number of alternate assessment students between 16 and 21 years of age who participate in work-based learning opportunities through the 811K Work Study Program.

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.

Level 1 Vocational Assessments (students and teachers) showed the need for additional vocational opportunities to enhance student success.

Level 1 Vocational Assessments (parents) identified that parents would like their young adults to have more opportunities for community based instruction and experiences

Learning Environment Surveys indicate that students and parents are interested in expanded vocational experiences

Increasing the number of work-based learning opportunities available for 811K students should result in an increase in competitive employment placements in alignment with OPWDD's Frontdoor approach to providing post-21 services and evaluating both eligibility for services and an assessment of the individual's strengths.

Increasing the number of 811K students who engage with work-based learning experiences in the Work Study Program fosters a holistic instructional process that supports transition needs to achieve postsecondary outcomes.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Information sessions are held to survey and recruit possible candidates and individual skill sets and interests for Job Coach positions. Expectations, responsibilities, and goals were discussed. Individual interests and skill sets were shared in order to identify and match appropriate Job Coach candidates to work-based learning opportunities both in-house and outside of the school.
2. Partnerships were established with the Brooklyn Public Library and multiple Rite Aid locations to expand and further diversify offsite work-based learning opportunities.
3. The Transition Linkage Coordinator is responsible for canvassing potential work opportunities, meeting with supervisors at the sites, explaining our program to the sites, setting the parameters for what the students can and can't do and working with the teachers to determine the best candidates for the sites. Working in conjunction with the administrative staff, the Job Developer will have input into the status of our worksites should we decide to add a site with more hiring potential.
4. In-house work-based learning internships were expanded to include Industrial Arts, Culinary Arts, and clerical work for the School-based Support Team.
5. Planned Professional Development will be offered to staff based on assessed needs in implementing Transition goal instruction.
6. Students participating in the 811K 3D World Program was expanded to provide additional opportunities for students to practice social, communication, and other work-related skills in a virtual setting.
7. Social Skills and Math Curriculum from Attainment was purchased to enhance instruction of embedded transition and life skills and to extend learning to the home, community, and work environments.
8. Completion of student exit summaries to commence in October, 2014.

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

1. Administrators, Transition Linkage Coordinator
2. Administrators, Transition Linkage Coordinator, job coaches, teachers
3. Administrators, Transition Linkage Coordinator
4. Administrators, Transition Linkage Coordinator, job coaches, teachers
5. Administrators, Transition Linkage Coordinator, Curriculum Development Team, Staff Development Committees
6. Administrators, Transition Linkage Coordinator, technology teacher, teachers
7. Administrators, Transition Linkage Coordinator, technology teacher, teachers, school-based coach, Curriculum Development Team

8. Administrators, Transition Linkage Coordinator

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

1, 2, 3, 4 Review of work opportunities afforded students on a monthly basis

- Student self-assessments and job coach assessments.
- Transition Linkage Coordinator makes monthly site visits to gather feedback from site supervisors and assess level of satisfaction with student work performance, possible expansion, and value of stipend motivation.

5, 6, 7. Evaluation feedback from professional development workshops and needs assessments

- Observation Data (ADVANCE)
- Review of teacher professional development plans and lesson plans

8. Placement Tracker.

4. Timeline for implementation and completion including start and end dates

1,2 ,3, 4.October 2014 – June 2015, Transition Linkage Coordinator will collaborate with staff members and students to continuously develop work-based learning opportunities while supporting the monitoring and revising of instructional and assessment practices

5, 6, 7. September 2014 through June 2015, Administrative and teacher teams, and Transition Linkage Coordinator review school-wide data trends, by site, cohort, and classroom as well as individual students leading to cohesive monitoring and timely adjustments to all transition plans.

- September 2014 through June 2015, Observation data (ADVANCE) is reviewed on a weekly basis by the administrative team during cabinet meetings.
8. October 2014 – June 2015, Transition Linkage Coordinator and administrators discuss and review student placement on a monthly basis.

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

1, 2, 3. The school day has been repurposed via SBO vote to incorporate structured weekly time periods for staff meetings.

- Common planning is also incorporated into teacher schedules.
- Per diems funds are allocated to cover job coaches during meeting times as appropriate.
- Transition Linkage Coordinator is out of the classroom for more than 50% of the workday to fulfill transition responsibilities.
- Per Session and Per Diem funds
- Job Coaches and work study students are provided weekly periods to compile and review assessment data.

4, 5. VTEA Supply Money

- VTEA Stipend Money
- Adaptive Design funds
- IndTech

6. District 75 coaching support

7. NYSTL and core curriculum funds

8. Structured and strategic organization of meeting and instructional time.

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).

Educational research shows an existing positive correlation between effective parental involvement and student achievement. 811K's policy is designed to keep parents informed and empowered in the planning and decision-making process that supports the education of their children.

1. Parents are encouraged to actively participate on the School Leadership Team.

2. The Parent Association welcomes members of the school community.

3. 811K will support parents and families by providing opportunities to help them understand the accountability systems (e.g. Learning Environment and Quality Review Reports), by scheduling Parent Association meetings and parent workshops with flexible times and site locations, such as meetings in the morning and evening.

4. Information about the school's educational program and other initiatives of the Chancellor will be shared via various media.

5. Parents will also be asked to provide feedback and suggestions.

6. The school maintains a parent coordinator who serves as a liaison between the school and families.
7. The Parent Coordinator (PC) provides parent workshops based on needs assessments and discussions with families of children who attend 811K.
8. The PC works to ensure that the school environment is welcoming and inviting to all parents.
9. 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,
10. Parent workshops will be conducted on topics that may include, but not limited to, parent skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, assessing community and support services; and technology training to build parents' capacity to help children at home.
11. Together, the Parent Coordinator and the Parent Association collaborate on workshops, upcoming events, and ways to increase parent involvement.
12. Workshops are specifically held for parents of students with Autism.
13. The Parent Coordinator will hold at least one weekend field trip for 811K families to visit a cultural institution in partnership with the Urban Advantage program.

Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. The school will increase the number of parents who participates, increase the number of school trips, and broaden the curriculum to address all populations. Parent involvement is critical to student success and the School Leadership Team and Parent Association must be integral parts of all endeavors.

14. The Parent Coordinator will work in conjunction with Transitional/Job Coach to help families with Guardianship and Medicaid Service Coordination for students.
15. Host two transition fairs to provide parents and students with networking opportunities for post school placement. OPWDD will host front-door information sessions during both fairs.
16. Monthly parent meetings on various topics and agencies to inform parents/guardians of outreach service available to them.
17. Educational staff will write to parents about their child's academic day.
18. Progress will be monitored by the school to determine the level of parent engagement (sign-sheets, workshop evaluation forms).
19. Communication about the child's academic day can also be sent via E-mail if requested by the parent.

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	X	Title III		Set Aside	X	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.
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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.
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- | |
|---|
| 1. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| 2. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| 4. Timeline for implementation and completion including start and end dates |
| 1. |
| 5. 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
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List any additional fund sources your school is using to support the instructional goal below.
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>Adapted Weekly Reader: Adapted literacy, math, science and social studies texts.</p> <p>Attainment and AbleNet: Standards based curricular programs that include instructional thematic units of study designed for students with developmental disabilities.</p> <p>Get Ready to Learn: GRTL includes 20 specific routines that incorporate sound, breathing, yoga postures and deep relaxation techniques adapted for the specific challenges of various disabilities. The program is supervised by our therapists but is implemented by participating classroom teachers, providing a daily preparatory therapeutic program.</p> <p>Focus on Stem: Standards-based curricular programs that include instructional thematic units of study and are designed for students with developmental disabilities. It is a literacy program with a classroom library offering 60 unique, non-fiction titles. Students with disabilities have the opportunity to practice literacy skills while gaining background knowledge in <u>S</u>cience, <u>T</u>echnology, <u>E</u>ngineering, and <u>M</u>ath (STEM). Students using this library will be able to apply learned skills with real-life math and science content.</p>	<p>In a small group setting</p> <p>In a small/whole group setting</p> <p>In a small/whole group setting</p> <p>In a small group or 1:1 setting</p>	<p>During the school day</p>

Work Advisory: Functionally-based academic and social intervention designed to better prepare students with developmental disabilities for the transition from the school environment to the workforce. Functional Math, ELA, and Social Studies skills are targeted.

SMiLE: Structured Methods in Language Education (SMILE), a multi-sensory approach to teaching speech, reading, and writing skills to varying populations, such as students with hearing impairments, students with autism, students who are intellectually disabled, students who have suffered traumatic brain injury, students with central auditory processing disorders, and others. As part of a total educational management system, SMILE teaches spoken language, reading and writing. It addresses the needs of students who have failed to learn, speak, or read. This can be achieved through "natural approaches" and/or One-to-One instruction; Small Group Instruction.

The method fits into the regular curriculum and is appropriate in programs emphasizing both oral and manual communication.

BrainPOP: includes the use of multimedia instruction that significantly enhances student learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners in curricular topics.

Content is mapped to Common Core, aligned to academic standards, and easily searchable with the online

In a small/whole group or 1:1 setting

In a small group or 1:1 setting

In a small/whole group setting

	<p>Standards Tool. BrainPOP is uniquely suited for our intervention program.</p> <p>Structured Teaching Strategy: A tool used by our teachers and staff to organize the classroom environment and provide access to Content Curriculum. The "structure" consists of modifications in the environment, concrete and visual ways of presenting information, and proactive routines. It is individually designed around each student's strengths, skill, interests and needs. The goal of structured teaching is to promote independence and meaning through structure.</p> <p>Technical Devices: SmartBoard; iPads; Laptops</p> <p>Graphic Organizers/Thinking Maps: Visual tools to facilitate organization of the cognitive process.</p>	<p>In a small/whole group setting</p> <p>In a small/whole group or 1:1 setting</p> <p>In a small/whole group or 1:1 setting</p>	
<p>Mathematics</p>	<p>Adapted Weekly Reader: See definition above</p> <p>Attainment and Ablenet: See definition above</p> <p>Get Ready to Learn: See definition above</p> <p>Focus on Stem: See definition above</p> <p>Work Advisory: See definition above</p> <p>SMiLE: See definition above</p> <p>BrainPOP: See definition above</p>	<p>See the above settings</p>	<p>During the school day</p>

	<p>Structured Teaching Strategy: See definition above</p> <p>Technical Devices: See definition above</p> <p>Graphic Organizers/Thinking Maps: See definition above</p>		
<p>Science</p>	<p>Adapted Weekly Reader: See definition above</p> <p>Attainment and Ablenet: See definition above</p> <p>Get Ready to Learn: See definition above</p> <p>Focus on Stem: See definition above</p> <p>Work Advisory: See definition above</p> <p>SMiLE: See definition above</p> <p>BrainPOP: See definition above</p> <p>Structured Teaching Strategy: See definition above</p> <p>Technical Devices: See definition above</p> <p>Graphic Organizers/Thinking Maps: See definition above</p>	<p>See the above settings</p>	<p>During the school day</p>
<p>Social Studies</p>	<p>Adapted Weekly Reader: See definition above</p> <p>Attainment and Ablenet: See definition above</p> <p>Get Ready to Learn: See definition above</p> <p>Focus on Stem: See definition above</p> <p>Work Advisory: See definition above</p>	<p>See the above settings</p>	<p>During the school day</p>

	<p>SMiLE: See definition above</p> <p>BrainPOP: See definition above</p> <p>Structured Teaching Strategy: See definition above</p> <p>Technical Devices: See definition above</p> <p>Graphic Organizers/Thinking Maps: See definition above</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Counseling</p> <p>Consultation services provided to teachers, paraprofessionals, and families</p> <p>Focused sessions in social skills groups dealing with student and contemporary needs</p> <p>Pupil Personnel Team</p> <p>PBIS Team</p> <p>Attendance Teacher</p>	<p>In an individual or small group setting</p> <p>In an individual or small group setting</p> <p>In a small or whole group setting</p>	<p>During the school day</p>

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

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

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: the Connie Lekas School

DBN: 75K811

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy

Total # of ELLs to be served: 18

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: P811K, The Connie Lekas School, is a school for students with multiple disabilities; we service students from grade 9 through 12. The classes are comprised of students from four classroom ratios. Those ratios are: 12:1:1 (students with moderate cognitive and possible physical delays), 12:1:4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6:1:1 and 8:1:1 (students that fall under the Autistic spectrum, who have communication and social emotional delays), within our main site.

Our ELL program consists of two(2) bilingual Spanish self contained classes, one ESL self contained classrooms and 2 push in ESL teachers. Our program utilizes the following ESL methodologies: TPR (Total Physical Response), CALLA (Cognitive Academic Language Learning Approach,) the Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each students learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies and serviced by an ESL teacher while being supported by paraprofessionals who speak their native language. With this in mind, and using a KWL chart, staff will help students explore each others culture, music and dance. They will examine the origin of their cultures dances. The students (with the help and input from their parents) will perform their native dance as a culminating activity.

The structure of the after school program will be as follows:

The school hours are from 8:00 am to 2:20 pm, Monday thru Friday. These are the staff hours as well. The Assistant Principal's hours are from 7:30 am to 3:30 pm. The AP will receive remuneration from Title III funding from 3:35 - 4:35 to enable her to supervise the dismissal process. The program will meet Wednesday and Thursday for five (5) weeks. The program will run from 2:30 PM to 4:30 PM. The students will be gathered and wait the 10 minutes for the program to start with the Assistant Principal. The program is scheduled to begin in March and run through the first week in May, excluding holidays (pending approval). The culminating event will be held for 6 hours on the first Saturday in May from 8:00 a.m. - 2:00 p.m. to accommodate the parents - and allow them to participate in the final celebration ("A Dance in Time, a Time to Dance").

Part B: Direct Instruction Supplemental Program Information

There will be 18 students, who are at the beginning level of proficiency and whose NYSESLAT scores are invalid, participating in the afterschool program. The composition of these students are 12 (12:1:4) students and 6 (6:1:1) students. These students will be supported by five (5) paraprofessionals who will be compatible to the students native language and able to support their needs using ESL methodologies. Students will be using literacy, technology, and visual arts leading to a festival of dance. The program will end in a celebratory atmosphere and parents will be asked to take part in the cultural performance.

Students will research four different areas: Culture, Music, Dance and Costumes. They will use iPads purchased with Title III funds (three iPads total) to conduct said research. Students will choose a cultural dance from their own cultures, create a costume and perform the dance at the end of the program. Each group (12:1:4 and 6:1:1) will put together three dances that will be performed during the culminating activity. A costume will be created for each dance. The costume will be based on the culture it is fashioned after. Parents will be encouraged to join the program and teach the students their cultural dance. The students will take turns using an iPad to research their projects (dance, costumes, music) and take pictures and videos of their work (costumes and dances). Each student will be taught how to create a costume. They will take turns cutting fabric and sewing by hand and on the sewing machine. The entire experience will be video taped. The pictures and videos will be downloaded from the iPad and put onto a disc. The discs will be distributed to each student as a memento of their experience in the program. Although our students are at various academic levels, our teachers and paraprofessionals will provide them with experiences that are based upon their IEP goals and their individual entry points.

This school year Title III will provide an after school opportunity that will focus on Dance and Culture using prevocational skills. The afterschool instruction will be delivered in English and is open to all students who receive ELL services by two ESL certified teachers and five (5) paraprofessionals. The students who participate in this program represent the beginner level of language proficiency and come from a variety of cultural and linguistic backgrounds. The level of instruction is based on functional living skills and vocational preparation. Students will research cultural dances and costume wear. They will be taught how to create costumes using costume patterns, sewing machines, needles and thread. Reading materials will be adapted with picture symbols using both English and the native language to foster understanding of the picture/symbols. Students will be exposed to the different cultures of their classmates in the program, and graphic organizers will be used to teach the skill of comparing and contrasting. Through this program students will become exposed to literature, history, culture and technology within the framework of each different culture. Students will demonstrate the cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. Parents will be invited to teach students and staff a dance from their culture throughout the first four weeks of the five week Title III program. Parents will also be asked to provide their input regarding the cultural dance costumes that will be produced during the Program. Each session will be videotaped. Documentation from start to finish will take place and will be included in the final project. This video will be shown prior to the dance festival, as part of the six (6) hour culminating activity.

Part C: Professional Development

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

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

Begin description here: Professional Development

There will be two professional development trainings for the ESL teachers and the paraprofessionals that will be spearheading the afterschool program. The professional development for staff will contain each of the following components:

A. teaching dance terminology, using ESL Methodologies

B. Computer literacy/Digital Media/iPad training using the topics of culture and dance

Two teachers and five paraprofessionals will take part in the aforementioned trainings. Each component is essential for assuring a successful afterschool program. The PDs will be facilitated by Kathy Santana, AP, pending approval of the Title III program. Teachers and Paraprofessionals will be refreshed on the use of ESL methodologies in order to teach the ELL student. Teachers and paras will use the common core standards aligned with the ESL state Standards 5 (Students will demonstrate cross cultural knowledge and understanding) to teach the ELL students. Within the components stated above, the workshops will be comprised of the following topics:

A) The fundamentals of the iPad and Digital media: Teachers and paras will be taught the fundamentals of how to work with the iPad (how to research a topic) and Digital media, (how to transfer a pictorial image and a video on to a disc).

B) Fundamentals of using a sewing machine: Each staff will be taught how to use a sewing machine, how to follow a pattern and how to cut and sew fabric to work with students during the Title III program to make their costumes.

Each workshop will be two hours long and will take place on Wednesdays during the month of February. These workshops will be designed to teach the staff how to use the equipment that will help to produce the final product; a Cultural Dance program that will be photographed and video taped. Each session will have a Q and A on culture, music, dance and the making of costumes. Research will take place on the origin and influence of the music and dance which has enriched each culture.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: We will be holding a Title III ELL parent orientation from 10:00 AM - 11:00 AM the last Wednesday of February. The meeting will be presented by Kathy Santana, Assistant Principal. Parents will be notified in a letter translated in their native languages. The agenda will be as follows:

1. Introduction: Parents will be taken to the classrooms and be briefly introduced to the ELL staff. (ESL: Lucia Friscia, Victoria Ajayi, Joseph Zhou) and Bilingual staff (Margaret Zavaglia, Sandra Perez), Parent Coordinator (Donna Donegan) and Assistant Principal (Kathy Santana) as well as the support staff (Paraprofessionals).
2. The ESL and Bilingual programs -How are they different? How are they the same? What are the features of each?
3. The Title III Program - The components of the afterschool program on Culture, Music, Dance and Costumes
4. Request for parental input and participation in the after school program.
5. Who should the parent contact at the school if there is a problem/question regarding the Title III program? (distribution of phone numbers and email addresses).

The school will provide the parents with metro cards so they can attend this orientation.

Following the mailing of the official Title III letter to each student's home, we will have our ELL staff backpack the letter, as well as call the parents (if needed) and inform them of their child's opportunity to participate in an after school program. We will inform parents of this opportunity in their native languages.

The Parent Coordinator found that iPad training was of high interest for parents. Learning how to navigate the iPad will help parents become a huge resource to their child for the purpose of the after school program and the culminating activity.

There will be four workshops for parents during the school day from 10:00 a.m. - 11:00 a.m. no cost to the Title III. There will be one in January, one in February and two in March. Parent workshops will start on the third Wednesday in January 2015 and end on the third Wednesday in March 2015 for a total of 4 sessions at one hour per session. These workshops will encompass training on:

- 1) How to use and navigate the iPad
- 2) Computer basics and downloads.
- 3) Researching ethnic dances, one's culture and native costumes

Parents will be provided with flash drives so they can download projects during the workshops. Parent workshops will be held during the school day by the Parent Coordinator and will be facilitated by Kathy Santana, Assistant Principal. Parents will be encouraged to attend the workshops. After attending the workshops Parents will be expected to collaborate with their child on the use of the iPad as well as

Part D: Parental Engagement Activities

sharing their child's cultural dance with the afterschool program.

The school will provide translation services by our bilingual paraprofessionals for parents who require them (Title III funds are not used for this purpose).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	2020.00	Instructional Program: 2 teachers X2 hours X2 days X5 weeks X50.50 per hour
• Per session	2905.00	5 Paraprofessionals X 2 hoursX2 days X5 weeks X 29.05
• Per diem	528.40	1 Administrator X1 hours X2 days X5 weeks X 52.84
	404.00	Professional Development: 2 Teachers (PD) X2 hours X 2 days X 50.50
	581.00	5 Paraprofessionals (PD) X 2 hours X 2 days X 29.05
	105.68	1 Administrator (PD) X 1 hours X 2 days X 52.84
	62.24	1 Secretary X 2 hours X 1 day X 31.12
	317.04	Saturday 6-hr. culminating activity: 1 Administrator (Culminating activity) x6 hours x1 dayx 52.84
	606.00	2 teachers (Culminating activity) x 6 hours x 1 day x 50.50
		5 paras (Culminating activity) x 6

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	871.50	hours x 1 day x 29.05
	8400.86	Sub Total
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2240	3 iPads (1212) 1 sewing machine (425) Fabric, needles, thread, buttons, zippers (553) 20 blank cd's (50.00)
Educational Software (Object Code 199)	_____	_____
Travel	360.00	Metrocards (72 @ \$5.00)
Other	199.14	Refreshments for parents
TOTAL	11,200.00	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 811
School Name The Connie Lekas School		

B. Language Allocation Policy Team Composition [i](#) 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 Antoinette Rose	Assistant Principal Kathy Santana
Coach Kerry Marshall	Coach Marcia Cacaci
ESL Teacher Lucia Friscia	Guidance Counselor Yuliana Contecha
Teacher/Subject Area Joseph Zhou, ESL	Parent
Teacher/Subject Area Margaret Zavaglia, TBE Spanish	Parent Coordinator Donna Donegan
Related Service Provider Catherine Gomez	Other Victoria Ajayi, ESL
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	360	Total number of ELLs	110	ELLs as share of total student population (%)	30.56%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)												2	8	10
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out									2	5	8	3	47	65
self-contained									3		3	3	26	35
Total	0	0	0	0	0	0	0	0	5	5	11	8	81	110

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	110
SIFE	6	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	40

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	1						9			10
Dual Language										0
ESL	43			25	0		32			100

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	44	0	0	25	0	0	41	0	0	110
Number of ELLs who have an alternate placement paraprofessional: <u>17</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												2	8	10
Spanish														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	2	8	10

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
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									4	1	5	4	42	56
Chinese										1			8	9
Russian										1	2		4	7
Bengali													2	2
Urdu												1	1	2
Arabic										1	1		6	8
Haitian									1		1		7	9
French											1	1		2
Korean														0
Punjabi														0
Polish													2	2
Albanian														0
Other										1	1		1	3
TOTAL	0	5	5	11	6	73	100							

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)									11	2	4	8	83	108
Intermediate(I)											1			1
Advanced (A)							1	0						1
Total	0	0	0	0	0	0	1	0	11	2	5	8	83	110

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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:

- 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.
Here at 811K we deliver instruction through Departmentalized, Push-in, Pull-out, Collaborative and a self-contained format. Our program consists of four classroom ratios, 12:1:1 (students with moderate cognitive and possible physical and social emotional delays) 6:1:1 and 8:1:1 students that fall under the autistic spectrum, which have communication and social emotional delays and 12:1:4

students with severe to profound multiple disabilities including cognitive and social emotional delays.

Our program utilizes the following ESL methodologies: TPR (Total Physical Response), CALLA (Cognitive Academic Language Learning Approach) , The Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each student's learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies. They are also serviced by ESL teachers and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speaks Russian, Chinese, Haitian-Creole, French, Polish, Albanian, Arabic, Urdu, Bengali, Cantonese and Spanish. Alternate Grade Level Indicators from the NYSAA Standards are used by the teachers when planning for instruction.

The level of instruction is based on functional living skills and vocational preparation. Literacy instruction emphasizes developing a sight word vocabulary, and incorporating the sight words into reading basic passages. Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. On- line libraries are utilized. The Start to Finish series, a computer based reading program, is used. It can be read in the students' native language in order to help increase comprehension. Math skills are community based as shopping trips emphasize money handling and counting quantities (more/less). Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules. We have a Universal Design for Learning Lab, which allows for assessments on computer access.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to our 2013 Spring NYSESLAT scores 17 tested at the beginner level, 1 tested at the Intermediate level and 1 tested at the advanced level. 91 students tested invalid. The data pattern across proficiency levels (on the LAB-R and NYSESLAT) and grades reveal that due to their multiple disabilities, our students perform well below grade level on the assessments.

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](#))

Patterns across NYSESLAT modalities – reading/writing/and listening/speaking inform our instructional decisions. Materials that are age-appropriate for our students have to be modified and adapted to meet their needs. Annual Measurable Achievement Objectives are addressed in our students' Individualized Educational Plans. The data reveals that as individuals, our students are making progress in their educational plans.

Math: In reviewing the NYSAA math scores from the school year 2012-2013, our ELL students' results are addressing the AGLI's and they are scoring at levels , 3 and 4.

ELA: In reviewing the NYSAA ELA scores from the year 2012-2013, our ELL students' are addressing the AGLI's and they are scoring at levels , 3, and 4.

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

Plan for New Comers:

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

Plan for SIFE:

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

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

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

Alternative Placement Plan:

At the present time paraprofessionals received turn-key training from the ESL and Bilingual staff in ESL methodologies.

Paraprofessionals will be encouraged and supported to reach out and attend D.75 workshops.

Collaborative Teaching:

Monolingual teachers plan, along with the ESL and Bilingual teachers, on specific school projects and methods. All teachers at the main site follow a project based curriculum.

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?

A. 811K's ELL population does not partake in any periodic assessment.
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](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The students performance level on the NYSESLATdetermines the number of minutes they receive in instruction during ESL.
The students language skills are increased daily when the content areas are taught in English and not in the native language.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our students by looking at each students past performance and compare it to their present level. In most cases, although it may not be a huge jump in NYSESLAT to move to the next proficiency level, the progress is still evident based on their scores.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
Most of our ELL students at P811K are identified by the Committee on Special Education (CSE), as Bilingual or ESL students with IEP recommendations. In D75 the CSE is responsible for the following: administering the Home Language Identification Survey to all families of new entrants to our school system in a language they understand, administering the Revised Language Assessment Battery (LAB-R)/Spanish LAB to eligible ELLs, administering the oral informal interview, explaining the three program choices (transitional bilingual, dual language, free standing ESL), distributing entitlement letters, parent survey and program selection form as well as the ultimate placement of ELLs in either a Bilingual classroom placement or an ESL placement. This process occurs in conjunction with the parents and is a key component of creating students' IEP's; every effort is made to provide translation services to the families of ELLs.
When the process of ELL identification is not completed at the CSE, P811K will complete the ELL identification process. At the school level, all parents of newly enrolled students are required to complete an Home Language Identification Survey (HLIS), if this was not done at the CSE. This survey helps the school identify students who may have limited English language proficiency. Once ELLs are identified, if needed, they are administered the LAB-R within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual /ESL programs and services. Our fully certified ESL teachers, Lucia Friscia and Victoria Ajayi are responsible for administering the HLIS/LAB-R and the informal interview. Every Spring ELL students are tested with NYSESLAT to measure ESL proficiency levels: Beginning, Intermediate, and Advanced. Proficiency levels determine the appropriate ratio of English to native language used in Transitional Bilingual Education (TBE) programs as well as the required number of minutes for ESL

instruction.

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.
The ESL teachers administer the Revised Language Assessment Battery (LAB-R) test to eligible ELLs within ten (10) days of students' enrollment into our school. During the oral informal interview an explanation takes place regarding the three programs choices (transitional bilingual, dual language, free standing ESL) explaining that P811K is not a dual language school therefore that program is not offered. Students are placed in their program at the district. They are placed in either a Bilingual classroom program or an ESL program. This process occurs in conjunction with the parents and is a key component of creating students' IEP's; every effort is made to provide translation services to the families of ELLs.
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 [\[see tool kit\]](#).)
Entitlement letters and program selection notices are distributed to parents by the CSE. Parent survey forms are sent home via back pack from the school. To ensure that these forms are returned (if not received in a timely manner) phone calls are made to parents to stress the importance of returning them. In extreme cases a request may be sent home by certified mail.
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.
We utilize our school-based bilingual staff and DOE staff to translate either in person or over the phone so that our parents are fully informed in their native languages of the criteria used and the procedures followed in placing their children in bilingual or ESL instructional programs. The amount of ELL students that speak the same language will determine if the student goes into a Bilingual class or an ESL class. Those students that cannot be accommodated in the TBE class will be placed in an English speaking class with an Alternate placement paraprofessional.
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.
ESL teachers, Victoria Ajayi, Joseph Zhou and Lucia Friscia along with Bilingual teacher, Margaret Zavaglia administer the New York State English as a Second Language Achievement Test (NYSESLAT) each year to all ELLs listed on the NYSESLAT Eligibility Roster (RLER) regardless of their disability classification. ESL and Bilingual teachers test students according to the rules and regulations stated in the proctors manual. We make a testing schedule that agrees with the dates for each of the subtests of NYSESLAT beginning with the Speaking and ensuring that all our ELLs get tested within the specified dates. Students are tested individually. However, due to their significant delays, not all our students are able to complete all testing sub groups.
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. 
CSE recommendations are not disputed. 811K currently has one bilingual Spanish class and two ESL self contained classes. Parents understand that students must be placed within the same ratio. Students cannot be placed in a class with students from a different ratio. There are three programs in which students are placed. Bilingual, ESL and Alternate placement in a monolingual class. We continue to review the Parent Survey and Program Selection forms as in previous years. Parents remain happy with the program their child is in.

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])?
 - A. Here at 811K, our organizational models consist of the delivery of instruction through departmentalized, Push-in, Pull-out, collaborative and a self-contained format. Our program consists of four classroom ratios, 12:1:1 (students with moderate cognitive and possible physical and social emotional delays) 6:1:1 and 8:1:1 students that fall under the autistic spectrum, which have communication and social emotional delays and 12:1:4 students with severe to profound multiple disabilities including cognitive and social emotional delays.
 - B. 811K's program models consists all of the mentioned models. We have classes that travel together as a group (block), We have all students regardless of grade in one class (ungraded), we have classes where the proficiency level is the same in one class (homogeneous).
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)?

All students in the beginners level of proficiency require 540 minutes of ESL instruction weekly. Each instructional period is 50 minutes. Each student receives 11 periods of ESL/ELA instruction a week making it a total of 550 minutes of ESL/ELA instruction a week. The TBE classes are in self contained classrooms with teachers who have bilingual certification and follow the instructional mandates of the specified number of minutes for both ESL and Native Language Arts for their groups. The ESL push-in, pull-out and ESL self contained groups follow the specified number of minutes for the Beginner(540) and Intermediate groups (360) . Most of the students at 811K are in the beginning level and receive (540 min.) of ESL per week as per CR Part 154. TBE students receive NLA one period (50 minutes) daily.
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.

Our program utilizes the following ESL methodologies: TPR (Total Physical Response), CALLA (cognitive Academic Language Learning Approach) , The Language Experience Approach and The Natural Approach. During instruction, the following materials are used: graphic organizers, Mayer Johnson picture symbols, and programatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each student's learning style and entry level while working on their IEP goals.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We service students with Alternate Placement paraprofessionals, who are taught by special education teachers, using ESL methodologies. They are also serviced by ESL teachers and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, French, Polish, Albanian, Arabic, Urdu, Cantonese and Spanish. On line libraries are utilized. Books and materials can be read in the students' native languages in order to help increase comprehension. Alternate Grade Level Indicators from the NYSAA Standards are used by the teachers when planning for instruction.

The Bilingual students are taught and assessed adequately in their native language using the following Extensions and AGLI's, among others, with the collaboration of the Alternate placement paraprofessionals and the Bilingual/ESL teacher using ESL methodologies.

MATH-Determine the next number or shape in a pattern.

ELA-Respond appropriately to a speaker.

SCI-identify a living thing

SS-recognize at least one classroom rule

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are instructed and evaluated in all four modalities of English Language acquisition by using the classroom resources at the disposal of the students. There is a wide opportunity for listening ranging from Augmentative Communication Devices which can be used for specific conversational instruction to the SmartBoards which can be connected to the Wide World Web. Literacy instruction emphasizes developing a sight word vocabulary, and incorporating the sight words into reading basic passages. Students of low cognition write sentences sequencing picture symbols to express their thoughts and ideas. Those students of higher cognition are able to write sentences with words found in a word bank. Students are able to emulate speech by enunciating the words found on the word wall. Students are able to access their devices in order to contribute to any conversation. Students look at pictures and make storytelling conversation indicating what they see in the picture.
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).

A. ELLs who are identified as SIFE are either placed in a TBE group or in an ESL instructional group that match their cognitive levels and are supported by Alternate Placement Paraprofessionals who speak their home language. This will enable them to get the maximum benefit from classroom instruction. Differentiation for SIFE students will be determined based on the students entry point. B. Ells who have been in the US school system for less than three years (new comers), continue to get support from Alternate Placement Paraprofessionals (AP) until they acquire enough basic language to function without the aid of the AP Paraprofessionals. Differentiation for ELLS who are newcomers will be determined based on the students entry point. C. ELLs who are in the system for 4 to 6 years are gradually weaned from receiving support. Differentiation for ELLs who are in the system for 4 to 6 years will be determined based on the students entry point. D. By the time they are six years plus in the system they only receive ESL services. Differentiation for long term ELLs will be determined based on the students entry point. E. If and when our ELLs test proficient, we would continue to service them for two years if we have room on our rosters. Differentiation will be determined based on the students entry point .811K has never had students that have tested out. We have always supported our students even when they were in transition to get them ready for the work force and the real world.

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?
811K is a high school. We follow the regular high school schedule and materials for our students. We use/modify regular, age appropriate materials for our students. We used KWL charts and Venn diagrams. This is done to suit our population. The level of instruction is based on functional living skills and vocational preparation. Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. Math skills are community based as shopping trips emphasize money handling and counting quantities (more/less). Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules. We have a Universal Design for Learning Lab, which allows for assessments on computer access, such as Scantron. We also use in our classrooms smart boards, ipads, math manipulatives, academic supports, and manipulatives to allow a multisensory approach to enhancing the educational experiences for all of our students.
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?
Our schedule's flexibility makes room for our ELLs and SWDs to participate in co-curricular activities like culinary arts, music, creative arts, theatre arts and industrial arts in the school workshop. These activities which take place in yet less restrictive environments than the classroom help our students achieve their IEP goals and attain proficiency in the English Language.

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:	Spanish		
Social Studies:			
Math:			
Science:			

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

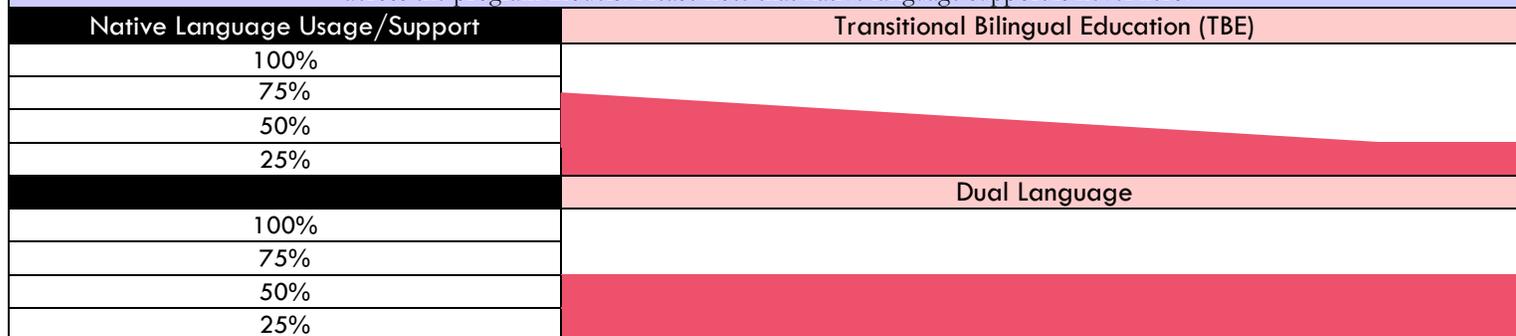
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 targeted program offered here at 811K is Academic Intervention Services(A.I.S) for the 12:1:1 ELL student. This service is offered in English and not in the students native language. Alternate placement paraprofessionals are sought to translate content to ensure comprehension. Functional skill developments are integrated into academic content areas to increase usability and functionality. Our goal is to build competence in functional academics (e.g., reading, math, writing, problem solving) and transition (e.g., money management, personal-social, career awareness, self-advocacy, goal setting) skills; participation in a transition planning process that promotes self-determination and self-regulation.
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 program in its entirety: staff, instructional materials, and professional development is adequately meeting the need of our ELLs in all content areas. All staff is required to teach ELLs along with the general population.
11. What new programs or improvements will be considered for the upcoming school year?
The school will open its theatrical doors to the ELL student. This will enable the ELL student to express themselves in a different arena. The title III program will begin in the spring. All Ells participating will learn how to create and transfer their artistic talents onto tshirts.
12. What programs/services for ELLs will be discontinued and why?
In the same way that we do not plan to change our present program, we do not plan to discontinue any programs that we have in place now, but we will be ready to follow any programs put in place for our ELLs by the government.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs are afforded the same access to all school programs as their peers. We have two programs in place that are open to all students, including ELLs. Those programs are the AHRC after school program and CHAMPS. In addition our ELLs, and only they, are provided with extended instructional time through the Title III after-school program. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Technology is used in the classroom. Students have access to ipads and the smart board. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. These include supplemental multi-sensory supports for students with severe disabilities. To assure that students meet the learning standards, ESL instruction follows the NYS ESL Standards and incorporates extensions.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The TBE program delivers instruction in both English and Spanish languages. Our TBE classroom is made up of High School age students who have severe to profound disabilities (12:1:4) and who participate in Alternate Assessment. The teacher assigned to this class is NYS certified and provides instruction in both languages in all subject areas. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (e.g., color codes). Native language support in the ESL groups is provided by Alternate Placement Paraprofessionals who speak the students' home language. 811K does not have a dual language program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
While students are placed in their classrooms according to their age, the support they receive is differentiated according to their academic level. As explained in 1(b) above each classroom block is homogeneous and travel together. We endeavour to place students of the same age and grade range in each group and where this is not achievable we ensure that each group is not more than three years apart in either age or grade or both. With this arrangement both the required services and the resources match the ELLs that receive them.
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.
Parents of all newly enrolled students are invited to visit the school during the summer program and see all activities and programs that the school offers. Parents meet and are introduced to the Bilingual and ESL staff. Home language surveys are completed. They are made aware of the activities offered at the school. All parents are given the opportunity to determine if the school meets the needs of their child. All students, including ELLs, participate in all activities derived from the curriculum. All ELLs are given the opportunity to participate in all afterschool programs. Our ELLs receive on-going support all year round.
18. What language electives are offered to ELLs?

We do not have language electives in our school.

19. For schools with dual language programs:

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

Our school does not have a dual language program.

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.

1. All ELL teachers must have Jose P. certification. All ELL teachers need Pd in the following areas:

IEP training

NYSAA training

Compliance training

LAB-R

NYSESLATT

Common core

Data collection

2. All P811K staff and Guidance staff are offered the following school based professional development opportunities for school years 2013-2015 :

- Reading and writing the IEP
- Instructional planning that is aligned to our school curriculum
- Danielson Frameworks for teaching

Working as a team within the classroom , differentiated instruction

- Augmentative devices, ie. Board maker for language other than English
- NYSAA
- Lesson planning for ELL students

ELL software and web-based programs

- How to administer and evaluate school based assessments
- Professional development on ELL strategies such as Total Physical Response, CALLA and graphic organizers.
- Autism
- Positive Behavior Support

Using the Professional Teaching Standards has allowed supervisory and pedagogical staff to identify the area(s) they need professional development. The information from surveys and the Professional Teaching Standards have allowed the pedagogical staff to design a professional development plan.

. In addition to the workshops for the generality of teachers, the English Language Learners Department of District 75 offer a series of professional developmets where teachers of ELLs, ESL and bilingual teachers, receive training in methodology as they engaged in the Common Core Learning Standards. They also receive specialized training on how to complete the Bilingual Education Students Identification Survey (BESIS), administration of the NYSESLAT and on the numerous data required for compliance to State and federal regulations.

3. In order to help our ELLs transition to an agency that can better assist their post graduate needs the school holds two transition fairs throughout the school year, once in the fall and one in the spring. These fairs hold about 65 vendors that display their services. Our staff enjoy on-going support that helps them plan for our students as they transition from High school to the work force.

4. All of our special education teachers are mandated to receive the two day Jose-P training. The office of ELLS provides a two day training for Jose P training for special education teachers who do nort hold ESL and /or Bilingual certification.

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?
 1. Parents are encouraged to participate in all school activities. The PTA meet and greet is scheduled two times a year so that parents can come and familiarize themselves with their child's teacher, be informed about the curriculum and give input on the educational process of their child. For other activities, parents will often attend meetings/activities with an English speaking friend or relative or P811K, as a mirror of the larger multicultural society, uses the language skills of its own staff.
 2. P811K partners with many agencies which provide services with persons with developmental disabilities. If the agency cannot service a family due to language barriers they will make referrals to agencies that specialize in meeting the needs of persons who speak specific languages. In some situation this is not feasible due to rare dialects and languages.
Some agencies who have partnered with P811K include:
Elmy's Special Services
AHRC
HeartShare Human Services
YAI
Sinergia
Maidstone
Community Resources and Services for Children.
These agencies provide Medicaid Service Coordination which is the foundation of accessing services from OPWDD. Through MSC, parents are able to access camp, recreation/respice, Community habilitation and a wide range of Day Programs and Vocational Services.
 3. The needs of parents are assessed by a school survey distributed at the beginning of the school year, teacher /staff outreach. Also, a meeting is held for parents of ELL students at the beginning of the school year. The parent coordinator in conjunction with the Assistant Principal holds the meeting with the parents of all ELLs. This meeting is geared to greet the parents and to introduce the Title 3 program designated for the English Language Learners. Translation services are available. Services are provided by in school staff. 811K hosts a variety of languages by the parprofesiionals. All notices are translated in the parents native language. At this time, parents are asked to express any needs they might have in order to allow the school to address them in a timely fashion.
 4. All translation services are taken care of in house.

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.

Part VI: LAP Assurances

School Name: <u>811K</u>		School DBN: <u>75K11</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Rose	Principal		
Kathy Santana	Assistant Principal		
Donna Donegan	Parent Coordinator		
Lucia Friscia	ESL Teacher		
Ms. Chan	Parent		
Joseph Zhou, ESL	Teacher/Subject Area		
Margaret Zavaglia, TBE Spanish	Teacher/Subject Area		
Marcia Cacaci	Coach		
	Coach		

Yuliana Contecha	Guidance Counselor		
	Network Leader		
Victoria Ajayi	Other <u>ESL</u>		
Catherine Gomez	Other <u>Related Service Prov</u>		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **K811** School Name: **The Connie Lekas School**

Cluster: _____ Network: **2**

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

Part A: Needs Assessment Findings

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

The 811K community is comprised of staff that can translate information in more than 10 languages. Staff is ready and willing to translate, via on paper or during a meeting, any information that needs to be conveyed to parents. To ensure that all parents receive notices in their home language, translation is done within the school. Documents needed to be translated will be done in a two week timeframe. When the school is not able to translate then the language translation services found at the district will be acquired either via phone or, if identified in a timely manner, the person will come to the school. The school is comprised of students with the following languages that need interpretation services:

Spanish
Chinese
Russian
Bengali
Urdu
Arabic
Haitian Creole
French
Polish
Cantonese
Fulani
Oneida
Nepali

Presently 811K's staff is able to translate, orally and in written form, all of these languages except for Fulani, Nepali and Oneida.

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.

811K uses its own staff to translate most documents in our ELL students native language. Presently we are able to translate 10 out of the 13 identified languages of our ELLs. The remaining three languages (Fulani, Oneida and Nepali) are translated by the translation and interpretation unit, when necessary. Documentation will be translated within a two week time frame. Any information needed to be translated in an emergency situation will be done by the translation and interpretation unit. Also, the school will use translation programs found on the internet in order to translate documents in an emergency situation.

Part B: Strategies and Activities

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

811K will provide its own written translation services to 10 out of the 13 identified home languages of our ELL population. All notices that needs to be translated will be done so in a two week timeframe. The three languages that cannot be translated by the schools translation team will be translated by the districts translation and interpretation team.

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

Oral interpretation will be provided by 811K's inhouse school staff.School staff is able to accompdate 10 of the 13 identified languages needed to be interpreted. The other 3 languages will be interpreted by the translation interpretation team at the D.O.E.

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>.

All parental notifications will be translated by the school staff. Any language not being able to be translated by school staff will be translated by the translation services provided by the district. 811K will always have the translation programs found on the internet as a backup to ensure that all parents receive school notices in their home language.