

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

**Part I: School ELL Profile**

**A. School Information** [?](#)

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

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

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

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

**C. Teacher Qualifications**

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

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

**D. Student Demographics**

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

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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										0
Dual Language										0
ESL	4	2	0	18	0	0	38	0	0	60
<b>Total</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>60</b>

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	15	6	13	6	5	4	57
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>6</b>	<b>13</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>60</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	13	6	12	4	3	4	47
Intermediate(I)							3	2	0	1	4	2	1	13
Advanced (A)							0	0	0	0	0	0	0	0
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>6</b>	<b>13</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>60</b>

#### NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and	5		0	
Geography	5		0	
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA	55			
NYSAA Mathematics	55			
NYSAA Social Studies	55			
NYSAA Science	55			

### Native Language Tests

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

### After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school also uses Scantron for our standardized assessment students and SANDI and NYSAA for our alternate assessment students. Scantron results show that our standardized students are reading below grade level and need more intervention in this area. We also use the NYSESLAT test.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As you can see from the NYSESLAT Proficiency Results above, the majority of our ninth graders are scoring at the beginner level. You can also see that our tenth graders show improvement in listening and speaking but remain at the beginner level in reading and writing. The certified ESL teacher, Victor Abruzzese, uses this information to plan instruction. Consequently, the emphasis in the lessons is in reading comprehension and writing coherency. The assignments are structured to familiarize the students with the NYSESLAT test by including assignments which are similar to the reading comprehension exam and the writing exam. These results also show that almost none of our students are scoring proficient on the reading and writing portion of the exam thereby underscoring the need for intensive intervention in the area of building academic vocabulary and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
As of now, the RNMR data is not available; however, in the past we have seen growth in the total raw score of most of our students. Once the RNMR data becomes available, we will be able to make a more detailed analysis of potential future growth. Also, since most of our students persistently score at the beginner level in reading, this is an area that will be given greater attention.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Currently, the majority of our students (36 students) are at the beginner level on the NYSESLAT and are in grades 6 through 9. Periodic assessments are reviewed on an on-going basis with the student and compared to the NYSESLAT in order to help guide instruction.

For example, 33% of our high school students show gains in reading on the Scantron assessment but not on the Nyseslat. Our instructional focus for these students will be a more intensive test preparation program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)  
Since our school does not have ELLs in grades k to 5, we do not apply the RTI framework.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are grouped and placed with certified bilingual teachers whenever possible. Bilingual classes will be opened when feasible to accommodate students who would benefit from bilingual instruction. Also, since SANDI and NYSAA are an integral part of our program, emphasis is placed on ELA activities that use many different types of supports, such as UDL, graphic organizers, paraprofessionals as scribes, etc. to help students make more progress in this area.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?At this time, the school does not have a dual language program. Our school currently features freestanding ESL only.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In order to assess our ELL program, we look at the NYSESLAT test results over a three year period to see any trends. Overall, almost all of our ELL students that have been with us for this period of time have shown improvement in their reading scores with a few students at about the same reading level. And many if not all of our students show an improvement in at least one of the modalities.

## 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](#).)  
At P12X, the process of identifying ELLs begins with printing out a number of reports from ATS. The ATS reports used to identify ELLs are the RDGS, RYOS, RPOB, RLER- English LAB-R/LAB for students eligible for LAB-R testing, and RLER-LAT for students eligible for NYSESLAT testing. We also print out the CAP Detail Placement Sheet and the IEP Student Profile. Additionally, when there is a new student intake, the parents are asked to fill out a Home Language Identification Survey (HLIS). If this survey is not completed at the CSE level, it is completed at the school level along with an informal oral interview by the certified ESL teacher named Victor Abruzzese who also speaks Spanish. Furthermore, if a student is identified as having just arrived from another country, the certified ESL teacher will give them the LAB-R, and if necessary the Spanish LAB for Spanish speaking students. The HLIS, LAB-R and/or Spanish LAB will be administered within 10 school days of admission. Our students are primarily Spanish speaking, therefore, during intake, we have a number of bilingual Spanish speaking staff that assist the parents, including paras, school aides, and family workers. In the case of a parent who speaks a language other than Spanish, we would contact the translation unit for assistance. Once the students are identified, the parents are contacted and informed of the ESL services the students need.  
  
At the beginning of the year, students are identified primarily according to the RDGS and the RELC lists in ATS as well as their CAP and IEP mandates. Once students are identified, the ESL teacher either calls or sends a letter to the parent and introduces himself, and then explains the schools program for ELLs. Students who are mandated to receive ESL are assigned a schedule with the mandated number of minutes according to CR Part 154. Students who are mandated to receive bilingual services will receive the required amount of ESL mandated services as stated in CR Part 154 from the ESL teacher, and will receive assistance in all other subject areas from a bilingual classroom para or alternate placement paraprofessional. Additionally, if there is a sufficient number of bilingual students, they will either receive Native Language Arts instruction by a certified bilingual teacher, or, if possible, a bilingual class will be created for them.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are informed during intake about their child's status as an ELL and the program models available to them within District 75.

- Parents are also informed by the ESL teacher on an on-going basis by telephone contact, mailings or during the IEP meeting.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Students are assigned to our school according to their IEP recommendations.
  4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Currently, %85 of the students placed in the school primarily have Autism Spectrum Disorder, and the rest are classified as having Emotional Disturbance. When the students come to the school, and they are identified as English Language Learners, they are placed in the program that the school provides, which is ESL. If the parent would like a different program, he or she is informed that he or she can request a reevaluation for the child to be placed in a different program. The school will also review the needs of the students on an on going basis to determine whether a bilingual program can be implemented as well.
  5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The 2 certified ESL teachers and 2 certified bilingual teachers will also administer the NYSESLAT in the spring. The ESL teacher will create a schedule to maximize the administration of the test. Since our students have high rates of absenteeism, the students will be placed in cohorts that are based on their grade levels and also by attendance. This will allow the bulk of the students with good attendance to be tested first, and the remaining students to be tested in small groups as they come in. Parents are also informed in detail about the NYSESLAT test several weeks prior to the testing period. They are sent a letter that outlines the testing dates and that describes the test as a State test. The students are also informed of the testing dates and the types of test they will be taking, whether it be the reading, writing, listening or speaking test. We currently have two certified ESL teachers (Victor Abruzzese and Carlos Romero) and two certified bilingual teachers (Damarys Abreu and Mauricio King).
  6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)  
Students are placed at 12X according to their IEP recommendations.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The instructional model used is a mix of a push-in co-teaching model along with some self-contained pull-out classes taught by the certified ESL teacher named Victor Abruzzese. Students are grouped based on student need to facilitate meeting the required number of minutes as per CR Part 154. In the group composition list which is sent to the district, the students are placed in groups that account for their grade levels and the number of minutes they require service as per their NYSESLAT scores. There is also additional support by a certified bilingual teacher, who teaches a self-contained class of bilingual and ESL students. Furthermore, instruction will occur in collaboration with content area teachers. The ESL teacher will meet formally during common preps and informally on a regular basis with content area teachers in order to align the ESL program with content area instruction and the common core standards, create content specific vocabulary lists, and identify topics related to content area classes.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

Academic language will be developed through content-area instruction with ESL methodologies. Additionally, students will use bilingual glossaries in the various content areas to create bilingual word walls. Students will be transitioned out of the program if they show proficiency in English on the NYSESLAT. During the transition period, they will be provided with 2 additional years of services. To ensure that students meet the standards and pass required state and local assessments, explicit ESL instruction follows the NYS ESL Standards and the Common Core Standards and incorporates ESL strategies such as: Total Physical Response (TPR),

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
The primary instructional texts for the students at our school are Vocabulary Power 1, 2, and 3 by the publisher Pearson/Longman. Content area teachers are also provided with bilingual glossaries as well as supplementary instructional materials in the Native Language (eg. National Geographic and other magazines).

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

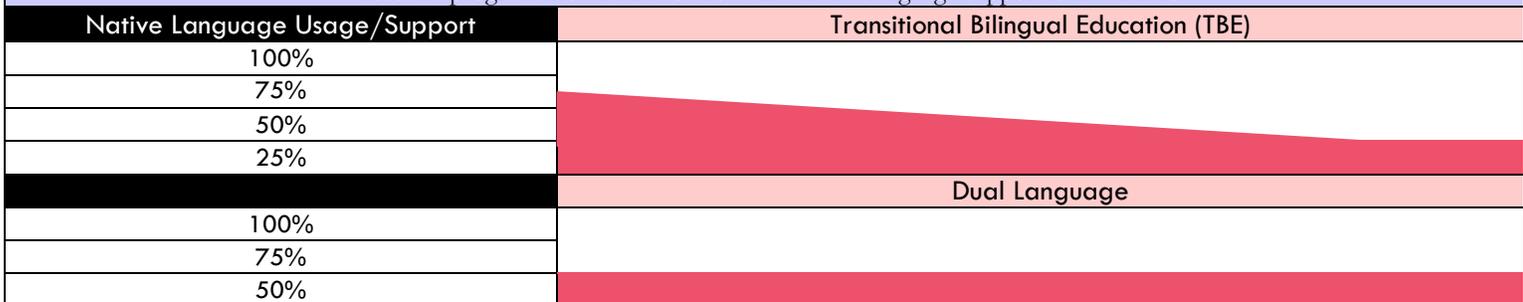
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The primary program used for targeted intervention is the series Vocabulary Power: Practicing Essential Words by Pearson and Longman. This program offers a research based approach to teaching academic vocabulary. The series provides three texts, Vocabulary Power 1,2, and 3, that contain high frequency academic vocabulary words that are found in complex texts across all content area which are often referred to in the Common Core Standards. Additionally, bilingual glossaries will be provided to all content area teachers, including but not limited to Math, Social Studies, Science, American History, Global History, and Art. Furthermore, we have an AIS program for math, social studies and science.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current AIS program provides a good source of intervention as seen from SANDI and NYSAA data as it relates to both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- A new program under consideration is the use of voice recorders and video equipment to record role plays in the English language. Additionally, we have an after school program that uses technology and incorporates the academic vocabulary they encounter in the regular program and which will incorporate more video to help them acquire the vocabulary.
12. What programs/services for ELLs will be discontinued and why?
- Currently, we do not plan to discontinue any programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We also offer programs throughout the school year for our students, such as CHAMPS for after school, our Title III after school program, school holiday events, parent workshops, talent shows and essay contests. ELLs, and their parents if appropriate, are invited to these events through announcements in English and Spanish. Additionally, students are always invited to perform, write or speak in their native language when appropriate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The use of iPads to keep an electronic journal, as well as an online portfolio are used to help the students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The use of the students native language is encouraged throughout the program where appropriate. Students are grouped to facilitate the delivery of the mandated number of ESL minutes as per CR Part 154.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our school is a 6-12 school servicing children who primarily have the diagnosis of Autism Spectrum Disorder. Our ELL instructional program focuses on the development of practical literacy for everyday use and social interaction as well as the development of academic vocabulary for students who may transition out of this program and into an inclusion program.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New students are often given an orientation session by the ESL teacher and may also be paired with a student buddy to help them become accustomed to the new school environment.
18. What language electives are offered to ELLs?
- Our highschool students are able to choose Spanish as a foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Our school currently only features ESL.

## C. Professional Development and Support for School Staff

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

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

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

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

## **D. Parental Involvement**

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

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

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

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

### **E. Additional Information**

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

## **Part VI: LAP Assurances**

School Name: 75X012

School DBN: \_\_\_\_\_

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

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



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**UPDATED 2014-2015**

**School Name:** LEWIS AND CLARK SCHOOL

**DBN (i.e. 01M001):** 75X012

**Principal:** KUVANA JONES-SANDERS

**Principal Email:** [KJONES7@SCHOOLS.NYC.GOV](mailto:KJONES7@SCHOOLS.NYC.GOV)

**Superintendent:** GARY HECHT

**Network Leader:** ARTHUR FUSCO

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this 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
Kuvana Jones-Sanders	*Principal or Designee	
Patricia Pabon	*UFT Chapter Leader or Designee	
Wanda McDonald	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Daniel Rivera - President Jendrimil Prado – Vice Pres	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Francis Elanga Mekinda	Member/ PA Co-President	
Jacqueline Marenco	Member/	
Andres Perez II	Member/	
Jennilee Faustino	Member/	

Timothy King	Member/	
Wydna Martinez	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 100% of students in the alternate assessment programs will show improved communication skills as evidenced by a 3% increase above baseline score as measured on the FAST (Communication) assessment.

### **Comprehensive Needs Assessment**

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

In the 2013-2014 school year the school had an increase of students with intellectual disabilities and autism. With the increase of the populations the school has identified a need to provide rigorous and vocational domain based curricula.

### **Instructional Strategies/Activities**

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

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

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

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

1. Consultants
2. Instructional Support Coordinators
3. Internal Facilitators
4. AP

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

- Begin and Continue the Get Ready to Learn Program (October 2014-June 2015)
- 13- 6:1:1 Teachers
- 6- 8:1:1 Teachers
- 13- 12:1:1 Teachers
- Identification of Curricular and Vocational Domains for Each Classroom
- SANDI (October through June 2015)
- 32 - Teachers and their Paraprofessionals
- Internal Facilitator
- Design Rotation Schedule for Classes (February 2015)
- Instructional Support Coordinators
- AP
- Bi Weekly Strategy/Progress Meetings (February through June 2015)
- Teachers and Paraprofessionals
- Instructional Support Coordinators

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

1. Begin and Continue the Get Ready to Learn Program (October 2014-June 2015)
2. Identification of Curricular and Vocational Domains for Each Classroom in SANDI (October through June 2015)

- 3. Design Rotation Schedule for Classes (February 2015)
- 4. Bi Weekly Strategy/Progress Meetings (February through June 2015)

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

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

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

--

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2015, all students in alternate assessment programs will demonstrate improvement in reading comprehension as evidenced by an increase of 3% above baseline scores as measured by FAST (Reading for Information) assessment

### **Comprehensive Needs Assessment**

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

In the 2013-2014 school year the school had an increase of students with intellectual disabilities and autism. With the increase of the populations the school has identified a need to provide rigorous and vocational domain based curricula.

### **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**

- Get Ready to Learn Program
- SANDI
- FAST

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

- Consultants
- Instructional Support Coordinators
- Internal Facilitators
- AP

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

- Begin and Continue the Get Ready to Learn Program (October 2014-June 2015)
- 13- 6:1:1 Teachers
- 6- 8:1:1 Teachers
- 13- 12:1:1 Teachers
- Identification of Curricular and Vocational Domains for Each Classroom
- SANDI (October through June 2015)
- 32 - Teachers and their Paraprofessionals
- Internal Facilitator
- Design Rotation Schedule for Classes (February 2015)
- Instructional Support Coordinators
- AP
- Bi Weekly Strategy/Progress Meetings (February through June 2015)
- Teachers and Paraprofessionals
- Instructional Support Coordinators

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

1. Begin and Continue the Get Ready to Learn Program (October 2014-June 2015)

2. Identification of Curricular and Vocational Domains for Each Classroom in SANDI (October through June 2015)
3. Design Rotation Schedule for Classes (February 2015)
4. Bi Weekly Strategy/Progress Meetings (February through June 2015)

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

- GTRL Training for all staff
- SANDI Training for identified staff
- FAST Training for identified staff

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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.

1. By June 2015, all students in alternate assessment programs will demonstrate improved performance in writing through the use of targeted instructional strategies to indicate an increase of 3% above baseline scores as measured by FAST (Writing) assessment

#### **Comprehensive Needs Assessment**

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

In the 2013-2014 school year the school had an increase of students with intellectual disabilities and autism. With the increase of the populations the school has identified a need to provide rigorous and vocational domain based curricula.

#### **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**

- Get Ready to Learn Program
- SANDI
- FAST

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

- Consultants
- Instructional Support Coordinators
- Internal Facilitators
- AP

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

- Begin and Continue the Get Ready to Learn Program (October 2014-June 2015)
- 13- 6:1:1 Teachers
- 6- 8:1:1 Teachers
- 13- 12:1:1 Teachers
- Identification of Curricular and Vocational Domains for Each Classroom
- SANDI (October through June 2015)
- 32 - Teachers and their Paraprofessionals
- Internal Facilitator
- Design Rotation Schedule for Classes (February 2015)
- Instructional Support Coordinators
- AP
- Bi Weekly Strategy/Progress Meetings (February through June 2015)
- Teachers and Paraprofessionals
- Instructional Support Coordinators

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

- Begin and Continue the Get Ready to Learn Program (October 2014-June 2015)

- Identification of Curricular and Vocational Domains for Each Classroom in SANDI (October through June 2015)
- Design Rotation Schedule for Classes (February 2015)
- Bi Weekly Strategy/Progress Meetings (February through June 2015)

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

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

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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 2015, 100% of our students will acquire functional daily living skills that will prepare them for independent or assistive living.

#### **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.

Our school's mission is to provide a therapeutic environment that fosters students' independent living and thinking.

#### **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. Vocational Assessments: teacher, parent, and student
2. Student Exit Summaries
3. Internal and External Worksites
4. Reinforcer inventory
5. Social Stories

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

1. Transition Coordinator
2. D75 Travel Trainer
3. Administration
4. IEP Coordinator
5. Teaching Staff
6. Related Service Providers

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

1. Ongoing transition planning for students throughout the 2014-2015 school year
2. Identification and evaluation of internal and external internship opportunities (October through June 2015)
3. Transition and College Fairs (ongoing)
4. Bi Weekly Strategy/Progress Meetings (October 2014 through June 2015)
5. Ongoing teacher observation of acceptable and appropriate social behavior

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

1. October 2014-June-2015

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

1. Career Development and ADL Classes
2. Community Walks
3. Students identified to participate in external intership (Coop Tech). Selections are made based upon student interests, cognitive ability, and requisite behavior
4. Students participating in, in school internships including print shop and culinary arts

#### **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).

Conduct Transition Fairs and Open Door Sessions with OPWDD

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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.

By June of 2015, 100% of our students will be actively involved in a school-wide Positive Behavioral Intervention Supports Program (PBIS) reducing our level 3-5 incidents by 10%.

### **Comprehensive Needs Assessment**

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

In order to meet the diverse and unique needs of our new population of students; students with autism spectrum disorder and intellectual disability. We analyzed the VADIR data from the 2013-2014 school year, and noticed a trend in the specific types of behaviors that were impacting our level 3 to level 5 incidents. Our new matrix expectations will support those identified behaviors.

### **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**

Sub groups of students include students in classroom ratios of 6:1:1, 8:1:1, and 12:1:1 and verbal and non-verbal.

1. Modification of school matrix from using all words, to using words and picture symbols, to provide access of the behavioral expectations to all our students
2. Each student has a targeted behavior/individual target that represents what the matrix elements would look like for them.

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

- PBIS Team which includes (classroom teachers, speech teachers, paraprofessionals, counselors, and administrators)
- School Administration
- Dean
- 

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

1. Review of SWIS forms
2. Monthly review and analysis of NYC's Online Occurrence Reporting System (OORS) incidents data
3. Feedback from teacher, student, and parent surveys
4. A form that tracks a student's targeted behavior(s)

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

1. October 2014 – June 2015

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

1. Modification of school matrix
2. Individual target behaviors to represent what the matrix elements would look like for each student
3. Parent Survey
4. Weekly PBIS Team meetings
5. Monthly review of OORS data
6. PBIS kickoff assembly
7. Monthly review of the School-Wide Information System (SWIS) with the PBIS team to gauge the use of behavior management strategies learned and incentives

received by all students.

**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).

Parental survey created by the PBIS team and sent to parents to assess their knowledge of, and satisfaction with the current PBIS program at our school.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

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

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: <u>P12X</u>	DBN: <u>75X012</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>12</u> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In order to best service our ELL population, who are classified as having Autism, an Intellectual Disability, Emotional Disturbance and various Learning Disabilities such as ADHD, we will provide an after school program that will help our students to continue to practice the material they learn in class during the day. The name of this program will be the Mr. A+ Information Technology Certification Program and we are targeting primarily our students in 12:1:1 classes who continue to score at the beginner level on the NYSESLAT. The reason for this decision is that we hope to help these students score at the intermediate level on the NYSESLAT. We plan to invite 12 students. This after school program will be conducted in English by our certified ESL teacher named Victor Abruzzese and with support in the native language by an appropriate bilingual para. The language of instruction will be English. Given the nature of the disabilities mentioned above, our students need constant repetition and reinforcement in order to retain information; therefore, our after school program will incorporate the use of the academic vocabulary used during the regular school day. The students will use iPads to access a teacher made website that will allow them to complete tasks online that tie into the lessons that occur during the regular school day. Some of these tasks will be: completing a survey by accessing a link, finding multimedia clips that relate to the lesson, or watching a video that relates to the lesson and then answering questions about it. The teacher will make supplementary videos using an HD video camera of classroom assignments using Finalcut Pro and add them to the teacher made website for easy access by students, and the teacher will use iBooks Author (a free software program) to create material that can be accessed through iBooks on the iPads. In order to manage all of these technologically based tasks, an iMac will be used to keep the iPads synched and updated with the latest software. The iMac is also necessary to manage all of the video content and the use of iBooks Author requires an iMac in order to publish books that can be accessed through iBooks on the iPad. Additionally, two new iPads will be purchased to replace outdated technology.

Furthermore, the students will soon be transitioning out of high school and into various work programs, and some will also be transitioning into community colleges. In order to accomplish these goals, the students need to learn how to do the following tasks: fill out forms online; research the internet for job openings; keep information organized in files and folders; track data; manage their time by using a calendar that provides audible prompts; use technology to control other devices, such as projectors and monitors; keep audio and video records; print documents; upload and download information from the internet; install updates onto their computer; read, write and send emails; etc.

At the end of the program, the students will complete a practicum exam where they will demonstrate mastery of the above mentioned basic skills and they will receive a Certificate of Completion as well during our end of the year ceremony.

The program will cover the following standards:

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

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

## Part B: Direct Instruction Supplemental Program Information

and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

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

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

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

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

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

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

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

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

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

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

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

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

### Bilingual Progressions

The bilingual progression we plan to focus on is moving students from the emerging to the transitioning level in reading.

#### Emerging

Organize preidentified words and phrases on an inferences and evidence graphic organizer to draw inferences from the text and cite strong and thorough textual evidence to support them.

#### Transitioning

Organize phrases and sentences on a partially completed inferences and evidence graphic organizer to draw inferences from the text and cite strong and thorough textual evidence to support them.

#### Types of Materials:

The use of the iPads will also help integrate our students into the modern world of technology, a world they often don't have access to because of their socio-economic conditions. Our after school program will help prepare our students to transition into the world of work and commerce by teaching students the real world tasks of logging into a website, uploading and downloading documents, pictures and other files, and maintaining an online portfolio that they can access from anywhere, as well as making

## Part B: Direct Instruction Supplemental Program Information

videos with a video camera and printing informational materials in color. According to an article titled Why iPads Make Great Gifts for Kids with LD in the December 2010 LD OnLine Newsletter, "As technology improves, so do the educational options for students with disabilities. Parents and schools should consider investing in Smartphones and tablet computers to make learning accessible and fun." Furthermore, in an article published online on October 12, 2011 on the Education Week website www.edweek.org by Francesca Duffy, it states that finding the right technology to match a student's disability 'can be an ordeal', but that 'One key is to ensure you understand the student's challenges first, and then to match the right technology to his or her needs.' One of the major challenges for our students is their persistent lack of organizational skills, which has been influenced by the unstable environments they come from, such as ADHD, Autism, various learning disabilities, as well as incarceration, multiple foster home assignments, and long stays in residential treatment facilities. The use of iPads to access an online portfolio will ameliorate this problem for them by serving as a tool to help them manage and organize their academic work. Also, using Title III funds, we will purchase the Inspiration software, which is a graphic organizer that helps students with ADHD, autism, dyslexia and aphasia organize their writing.

### Subgroups and Grade Levels to be Served:

Many of the students from last year's program have already expressed an interest in participating in the program again this year. These students, as well as the new attendees which we plan to invite, are scoring primarily at the beginner level, but some are on the intermediate level on the NYSESLAT and are in high school (grades 9 to 11).

### Schedule and Duration

The sessions will be held on Wednesdays and Thursdays, and they will begin at 2:30 pm and end at 4:30 pm. The sessions will be conducted by a certified ESL teacher (Victor Abruzzese), and a paraprofessional. A supervisor will also be available and will be paid for 1.75 hours from Title III money (The supervisor will be paid from 2:50 pm to 4:35 pm due to the fact that the supervisor is on duty from 7:30 am to 2:45 pm). The program will begin in November 2014 and continue until March 2015 for a total of 31 sessions lasting two hours each.

## Part C: Professional Development

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

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

Begin description here:

Our Title III program at P12X will also provide 7 sessions of professional development for 1 hour each, from 2:30 pm to 3:30 pm on Fridays. These PDs will align with our Title III program by providing teachers exposure to the latest technologies which will help them deliver instruction in the classroom. The topics for these 7 sessions will be 1. What is BICS vs CALP? 2. What is the difference between Academic Vocabulary and Content Area vocabulary? 3. How do I use iBooks Author to create adapted books using

### Part C: Professional Development

academic vocabulary for use in the content area classroom? 4. What are the different types of scaffolding through technology used with ESL students? 5. How do the Common Core Standards, technology, and the English Language Learner all fit together? 6. What is the role of technology in the content area classroom? 7. Wrap-up, Review, and Next Steps. The format of these PD sessions will be a collaborative discussion among the presenter and the teachers, utilizing questions provided in advance of the sessions. These PD sessions will take place each month throughout the program (November through May) beginning one week prior to the start of the program. The sessions will be taught by the certified ESL teacher, Victor Abruzzese, who will discuss with the participants the needs of ELLs to learn how to do the following tasks: fill out forms online; research the internet for job openings; keep information organized in files and folders; track data; manage their time by using a calendar that provides audible prompts; use technology to control other devices, such as projectors and monitors; keep audio and video records; print documents; upload and download information from the internet; install updates onto their computer; read, write and send emails; etc. The PD sessions will be for 1 member of each of the departments of science, math, social studies, and ELA (4 total) and they will be paid the training rate. A supervisor will be present but will not need to be paid from Title III funds and a paraprofessional will also be included and be paid from 2:30 pm to 3:30 pm. The purpose of these training sessions is to reinforce the idea that teaching academic vocabulary across the content areas helps reinforce the retention of the academic vocabulary the students learn. The PD sessions will also be aligned to the purpose of the after school program in that content will be delivered using the iPads and utilizing the Finalcut pro software and the iBooks Author software.

The rationale for this program is that content area teachers currently teach content specific vocabulary, but they do not have a supplemental program that teaches high frequency academic vocabulary words that are often found in complex texts used across the curriculum and referred to in the Common Core Standards. Also, the content area teachers mainly rely on regular textbooks to deliver material. The ESL teacher will be introducing these teachers to the high frequency academic vocabulary that is associated with the development of CALP (Cognitive Academic Language Proficiency), which our ELLs have trouble with. He will do this by providing them with lists of words from the series Vocabulary Power 1, 2, and 3 from Pearson/Longman. The ESL teacher will also introduce the use of iBooks Author to create iBooks that can adapt and deliver content, and that can be viewed on the iPads. It is our plan that these teachers would then turnkey the information to all content area teachers.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Our Title III program at P12X will also involve parents by providing two workshops after school. There will be one workshop at the beginning of the program in December and one at the end in April. The workshops will be 2 hours long, beginning at 2:30 pm and ending at 4:30 pm, on Fridays, which will not overlap the days of Professional Development workshops. The workshops for parents will be conducted

**Part D: Parental Engagement Activities**

by a certified ESL teacher, Victor Abruzzese, and 1 paraprofessional. Both the ESL teacher and the paraprofessional speak Spanish and will be able to provide additional support in the parents native language. A supervisor will also be present to answer any questions and provide additional support and will be paid from 2:50 pm until 4:35 pm. Refreshments will also be provided.

The parent component of our Title III program at P12X will also focus on skills for entering the workplace, but it will have more of a focus on effective communication skills and practical strategies for various professional situations, such as job interviews, court appearances, adult education classes, and medical visits. The workshops for the parents will also address best practices in ESL as they are not native English speakers and it will be aligned with the goal of our Title III program, which is learning basic computer skills. The adult program will focus on using more traditional technology and the topics for the workshop will be the following: Microsoft Word, Internet Explorer, iCal, Microsoft Excel and iPhoto.

Parents will be notified of the Title III program in writing in November of 2014. The information will also be translated into Spanish and other languages as needed. Follow-up calls will be made as needed. In addition, all Title III parents will be invited to work alongside their children during our Wednesday/Thursday program, which will be at no cost to the Title III budget.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$9,502.66</u>	<p><u>Student Program</u></p> <p><u>1 ESL teacher x 31 sessions x 2 hrs x \$50.50 = \$3,131.00</u></p> <p><u>1 paraprofessional x 31 sessions x 2 hrs x \$29.05 = \$1,801.10</u></p> <p><u>1 supervisor (AP) x 31 sessions x 1.75 hrs (2:50 pm to 4:35 pm) x \$52.84= \$2,866.57</u></p> <p><u>Professional Development Program</u></p> <p><u>1 ESL teacher x 7 sessions x 1 hr x \$50.50 = \$353.50</u></p> <p><u>4 Content Area Teachers x 7 x 1hr x \$23.00 = \$644.00</u></p> <p><u>1 paraprofessional x 7 sessions x 1 hr</u></p>

**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.
		<p><u>x \$29.05 = \$203.35</u></p> <p><u>Professional salaries for Parent Pgm.</u>  <u>1 ESL teacher x 2 sessions x 2 hrs x</u>  <u>\$50.50 = \$202.00</u>  <u>1 paraprofessional x 2 sessions x 2 hrs</u>  <u>x \$29.05 = \$116.20</u>  <u>1 supervisor (AP) x 2 session x 1.75</u>  <u>hrs (2:50 pm to 4:35 pm) x \$52.84=</u>  <u>\$184.94</u></p>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>0</u>	<u>0</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$1,290.00</u>	<p><u>2 iPads x \$495 = \$990.00</u>  <u>1 HD Camera x \$300 = \$300.00</u></p> <p><u>2 iPads</u>  <u>1 HD camera</u></p>
Educational Software (Object Code 199)	<u>\$299.99</u>	<u>Final Cut Pro Software</u>
Travel	<u>0</u>	<u>0</u>
Other	<u>\$107.35</u>	<u>Refreshments for Parents</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<b><u>\$11,200.00</u></b>

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

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

DBN: 75X012 School Name: Lewis and Clark School

Cluster: 754 Network: 4

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

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

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

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