

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75K811

School Name:

P.S. K811 CONNIE LEKAS SCHOOL

Principal:

ANTOINETTE ROSE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Connie Lekas School School Number (DBN): 75-K-811
Grades Served: 6, 7, 8, 9, 10, 11, 12
School Address: 2525 Haring Street, Brooklyn, New York 11235
Phone Number: (718) 769-6984 Fax: (718) 648-7816
School Contact Person: Ms. Antoinette Rose Email Address: Arose3@schools.nyc.gov
Principal: Ms. Antoinette Rose
UFT Chapter Leader: Charles Jacobs
Parents' Association President: Ellen Lee
SLT Chairperson: Ms. Antoinette Rose
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Carlos Santiago
Student Representative(s): Deon Hamlin

District Information

District: District 75 Superintendent: Mr. Ketler Louissant IA
Superintendent's Office Address: 400 First Street, New York, N.Y. 10010
Superintendent's Email Address: Klouiss@schools.nyc.gov
Phone Number: (212) 802-1503 Fax: (212) 802-1678

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Arthur Fusco
Director's Office Address: 400 First Avenue, New York, N.Y., 10010

AFusco@schools.nyc.gov

Director's Email Address:

212-802-1662

718-941-3152

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Antoinette Rose	*Principal or Designee	
Mr. Charles Jacobs	*UFT Chapter Leader or Designee	
Ms. Ellen Lee	*PA/PTA President or Designated Co-President	
Ms. Sharon Williams	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Carlos Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Deon Hamlin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mr. Claude Pauline	Member/Paraprofessional	
	Member/Teacher	
Arlethia Dickerson	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Marquez	Member/Parent	
Ms. Kisha Mack-Allen	Member/ Parent	
Lucette Denny	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Connie Lekas School (P811K) is located in Sheepshead Bay, Brooklyn. We are a special education school under District 75/Brooklyn One.

Our school currently serves 320 junior high school thru high school age students (11-21 years), who have a broad range of abilities and challenges including students on the autism spectrum, students with severe to profound cognitive challenges and students with multiple disabilities. Students require a high level of support and scaffolds to achieve academic and social/emotional success and are recommended to the Connie Lekas School/P811K by way of their Individualized Education Plan (IEP).

The school is comprised of a self-contained main site, which houses 31 classes inclusive of Bilingual, ESL, and in-school community based work study classes. There are three (3) co-located satellite sites: Shellbank Junior High School serving two (2) inclusion classes; Edward R. Murrow High School serving two (2) classes of students fully participating in inclusive education and work study; Sheepshead Bay High School serving one (1) inclusion class; Cavallero Junior High School serving one (1) inclusion class.

There is a significant representation of culturally diverse students as reflected in the ten (10) languages spoken by bilingual and English Language Learners (ELL). All classes are served with licensed teachers and paraprofessionals who speak the students' native language. Parents are supported via communication offered in their native language and workshops by native language presenters. Title three (3) programs are offered to students and parents that focus on technology and English language development.

We offer students a wide array of learning opportunities and receive all IEP mandated related and support services enabling them to achieve their maximum potential. Our programming provides a well-rounded educational experience that aligns and parallels with the general education environment.

Students attending the Connie Lekas School/P811K have the opportunity to participate in all content area instruction – ELA/Math/Science and Social Studies, which are aligned to the NYS CCLS Standards and Alternate Standards (NYSAA). Furthermore, students at the Connie Lekas School can participate in Digital Photography, Technology, Performing Arts, Fine Arts, and Industrial Arts related classes. Students are also offered opportunities to participate in vocational, Career Development and Occupational Studies (CDOS) courses, both in and outside of the school. Students learn work related skills in the area of carpentry and the food service industry.

The variety of academic courses and vocational experiences offered at the Connie Lekas School/P811K are preparing students for the transition from school to post-secondary life outcomes as mandated through their Individualized Educational Transition Plan. It should be noted that post-21 placement and services have become exponentially more difficult for parents to obtain since the enactment of the "front door" protocol. Agencies are more likely to accept students with work-study experience as candidates over those students without previous exposure to work environments. To address this need, Connie Lekas students from 16-21 are involved in community based instruction and work-study opportunities both on and off-site. The Connie Lekas School has expanded available work-study opportunities; 30% of the student population participates in our work-study program thus far.

Our school's mission is to help all students maximize their independence. This is achieved through our instructional focus: At the Connie Lekas School, we provide an education environment that prepares our students for success in post-secondary settings. By meeting students at their individual learning points, we engage students in multiple modalities for learning. The shared efforts of students, parents, and staff result in well-prepared and career ready scholars in our global community.

811K's mission and vision anticipates an environment of high expectations promoting student achievement through a rigorous curriculum that cultivates lifelong learners, problem solvers, and productive citizens in the global community. Utilizing appropriately challenging and tiered common-core aligned performance tasks combined with multiple entry points provide opportunities for higher-order thinking suitable for all learners. We aim to instill critical thinking skills in the minds of our students and offer diverse educational opportunities simulating real-world practice and the transferring of knowledge.

75K811 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	320	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	22	# Music	20	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.9%
% Free Lunch	52.5%	% Reduced Lunch		N/A
% Limited English Proficient	26.5%	% Students with Disabilities		99.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		51.3%
% Hispanic or Latino	21.6%	% Asian or Native Hawaiian/Pacific Islander		5.0%
% White	20.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.23	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As of June 2015, 100% of alternate assessment students in 811K have been assessed using the Student Annual Needs Determination Inventory (SANDI) in the areas of ELA, Math, and Writing. Additionally, Vocational and Communication skills were assessed. Analysis of SANDI baseline data indicates that all students were assessed in reading and math and baseline scores were established. Data analysis of class standards reports were conducted to compare percentages of increased skills in the areas of ELA: Reading for Informational Text 1, and Math: Operations and Algebraic Thinking (both Common Core Learning Standards) to determine if students maintained skill levels or showed progress. Data reveals that in ELA, 44% of students “made progress”, 55% “stayed the same”, and .8% regressed. Data reveals that in Math, 56% of students “made progress”, 43% stayed the same, and .8% regressed.

Professional Development has taken place and student work was collaboratively reviewed by teachers and is being aligned using the District 75 rubrics. During cohort meetings each week, teachers looked at student work in the form of worksheets, photographs and videotapes, and the teachers calibrate the student work contingent to assessment rubrics. As a school, we focus on maintaining high scholastic achievement and implement such programs to ensure that students reach their full potential. Reading for Informational Text is a skill that is transferred across all content areas and strategically integrates the instructional shifts. Focus standards (W.1, RI.1, SL, and OA) were chosen based on student summative data (SANDI/FAST/NYSAA). These focus standards were established to provide differentiated options and multiple entry points including multiple means of representation to ensure all students have opportunities (based on needs, interests, PMC) to demonstrate their thinking and learning. Culminating projects are implemented into the curriculum to promote project-based learning, student-to-student collaboration, and student leadership. The intended outcome of this goal is to increase students’ ability to utilize text across content areas, including domain-specific texts to address key concepts and understand academic vocabulary related to all instructional units.

Analysis of data reveals that we will focus our efforts on ELA and Math achievement. Because of the nature of our students, we will focus on transition/career readiness achievement simultaneously.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in an Alternate Assessment /Common Core aligned instructional setting will demonstrate greater proficiency in ELA (Writing) and Math as evidenced by a 10% increase in mastering SANDI targeted IEP goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Populations addressed: students with multiple disabilities and cognitive delays (12:1:4 and 12:1:1 class ratios) and students with Autism (6:1:1 and 8:1:1 class ratios) • Training on the use of SANDI assessment and analysis of data collected. • Baseline data collected on SANDI. • Utilization of E-Book technology on SmartBoard to implement literacy program. • Utilization of switch adapted E-Books for student participation in reading program. • Utilization of project-based learning in classrooms to address the CCLS. • Real-world application used to address the CCLS math skills. • Development of in-house vocational activities/cottage industries to strengthen CCLS math and ELA skills. • Development and continuation of in-house vocational activities/cottage industries to increase real world vocational skills. • Use of small group and individual groupings during classroom lessons for individualized learning. • Use of routines to integrate ELA and Math skills into daily classroom activities. 	<p>All classroom teachers and cluster teachers</p>	<p>9/2015-6/2016</p>	<p>Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, Technology education teachers, speech therapists.</p>

<ul style="list-style-type: none"> Monthly parent workshops and trainings on assessments and curricula used in school. 			
<ul style="list-style-type: none"> Ongoing professional development for school staff addressing CCLS. Utilization of standards-based rubric to examine student work. Use of student friendly rubric with next steps for student improvement. Ongoing professional development on technology use in instructional activities. Creating and using student daily routines. Weekly common planning time to review and analyze student work and develop action plans for next steps. PD on designing unit plans based on Unique curriculum/Attainment. PD and implementation of SANDI/FAST assessment. Development of individualized goals related to CCLS. IEP goals aligned to CCLS. Professional development and implementation of Engrade for data analysis connected to SANDI identified goals and learning targets. 	Classroom and cluster teachers	9/2015-6/2016	Teachers, coach, administrative cabinet.
Professional development on ELA and Math lessons aligned to CCLS and instructional shifts.	Classroom and cluster teachers	9/2015-6/2016	Assistant principals, school based coach
Number of satisfactory (Developing, Effective, Highly Effective) lessons observed in which there is alignment to CCLS (math/literacy) and instructional shifts.	Classroom and cluster teachers	9/2015-6/2016	Administrative cabinet

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We have purchased "Unique Learning System" to use their Transition Passport system as a support. We also purchased Attainment, Focus on STEM and Equals for classes. These materials will be used to design units of study and curriculum for the school year. We will participate in the SANDI Assessment program which has a vocational component. The school employs a Transition Linkage Coordinator/Job Developer and we have access to the District 75 Transition Coach. Administrators are providing professional development on alignment of CCLS, CDOS and Danielson Rubric for utilization during formal and informal observations. The data team is collecting, aggregating, and analyzing school-wide student assessment data from Engrade. This is used to detect trends and to make adjustments to the curriculum as necessary.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, teachers will complete a Mid-year benchmark assessment to gauge student achievement with questions deriving directly from the standards report from SANDI. The data team will complete an analysis of school-wide student data and then make recommendations about the curriculum/instructional program.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Connie Lekas School utilizes Positive Behavior Intervention and Supports (PBIS) as a school-wide behavior and supportive curriculum for students, affording them opportunities to aspire to their full potential. PBIS is a curriculum that acknowledges student behavior and ways to intrinsically motivate students to continue their success. Students earn rewards/points by exhibiting expected behaviors according to our PBIS matrix. "Connie Lekas Bucks" are awarded to students who display such behaviors. Students may deem the Connie Lekas Bucks for a variety of items from the school store. This method of positive reinforcement increases positive school culture.

811K has a very active student council and self-advocacy group that work towards spreading awareness about positive behaviors and becoming an advocate for social response and active members of the community post-graduation.

811K will continue to create and provide learning activities specifically targeting bullying behaviors including cyber-bullying and respect for all. Data sources: PBIS data, SWIS data, and OORS report data.

The Connie Lekas School also utilizes Classroom Dojo, Classroom Dojo, an interactive, online behavior tracking website that engages students and parents in their behavioral progress during the school day. Students work with teachers to input points in exchange for positive behavior. Parents are able to sign onto Classroom Dojo to communicate with teachers and to monitor the points their children have earned.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Connie Lekas School will improve the supportive environment within the school as evidenced by 3% decrease in the number of level 4 and 5 infractions/OORS incidents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs: PBIS, Attainment, Social Skills Training program, Classroom Dojo</p>	<p>All students</p>	<p>9/2015-6/2016</p>	<p>PBIS Dean</p>
<p>The needs of ELL’s will be addressed through ARTS grants and Title III</p>	<p>All students</p>	<p>9/2015-6/2016</p>	<p>ELL Department</p>
<p>Parent involvement will be facilitated through Title III, PA activities, ongoing parent support through related service provider workshops, and Classroom Dojo.</p>	<p>All students</p>	<p>9/2015-6/2016</p>	<p>ELL Department, parent Coordinator, Parent Association</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>PBIS professional development, cyber-bullying materials (Attainment curriculum resources), instructional resources. Class Dojo professional development as well as supports from the PBIS/Crisis Intervention Team.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, the administrative cabinet will review all levels of infractions through the online system for incident reports and review the decrease of incidences due to the PBIS implementation. Teachers will participate in a questionnaire about PBIS and the use of supports in the classroom; parents will also take a survey about their child's progress at home (in regard to an increase in targeted behaviors). Parents will have ability to communicate with the</p>

school via Class Dojo. The PBIS/Safety team will review the amount of infractions from the beginning of the year until February, and make adjustments to the safety plan as necessary.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Teachers have been successfully evaluated by the Danielson Framework for Teaching and instructional activities have shown great achievement with the use of the framework. Teachers collaborated to design and implement well-aligned and standards-based curriculum to improve student achievement. During common administrative periods, teachers agreed on effective and coherent instructional strategies and have implemented these in their classrooms.

According to the School Quality Survey, 100 percent of teachers in 811K share/discuss best practices of instruction with other teachers. 95 percent of teachers’ level of collaboration has been sustained and coherently focused, rather than short-term and unrelated. 98 percent of teachers believe there are opportunities to work productively with colleagues in the school, and 95 percent of teachers think there is ample time to think carefully about, try, and evaluate new ideas.

Inter-visitations are an emerging practice in the school for the last three years with one cohort; this practice is shared with other cohorts. All teachers participated in at least one inter-visitation last year. This professional activity will increase to at least two inter-visitations with one in the Fall semester and the second in the Spring semester. This ensures best practices are effective and coherent across all classrooms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 811K teachers will participate in two inter-visitations (one in the Fall semester; one in the Spring semester) to improve teacher effectiveness as evidenced by 100% of teachers utilizing key instructional strategies such that all students communicate/participate in questioning and discussion techniques.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Review of inter-visitation protocol and adaptation to meet the needs of our school.	All teachers	9/2015-6/2016	Teacher leaders and administration
Implementation of new visitation protocol	All teachers	9/2015-6/2016	Teacher leaders and administration
Teachers participating in the inquiry process (driven through the instructional focus) during professional learning communities regarding inter-visitations and best practices across classrooms	All teachers	9/2015-6/2016	Teacher leaders and administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Instructional resources, schedule adjustments, professional development on Mondays extended day to practice the use of the protocol.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	Title I SWP	Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant	
	C4E	21 st Century Grant	SIG/SIF	X	PTA Funded	X	In Kind	X	Other	

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, teachers will complete a feedback form/questionnaire about their inter-visitation experience and provide feedback on implementation of question and discussion techniques within the classroom -focusing on student communication and participation. Students will also be given a questionnaire to complete regarding their accessibility to ask and answer questions in class; students will fill out the questionnaire using their preferred mode of communication (pre-programmed devices, picture cues, tablets with voice output applications, AAC devices, etc.). This feedback will allow administrators and lead teachers to modify the implementation of the school's inter-visitation plan with a greater focus on teacher and student needs.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

During the 2014-2015 academic year, 811K staff participated in numerous Professional Development opportunities. These Professional Development presentations were conducted on site during team meetings and on Mondays during professional development time (811K voted for a re-purposed day: Mondays are Professional Development, Tuesdays are Parent Outreach and Other Professional work). Further, staff members attended professional development at district level by choosing to sign up for self-directed learning opportunities on the District 75 Professional Development website. As a result, team leaders from cohorts were created and these team leaders were able to turnkey information to colleagues in areas of effective instruction practices to support our students’ various needs. 811K continued to use Attainment, Unique, SMiLE, and Equals curricula to improve students’ academic outcomes. Formative and summative assessments including SANDI and FAST were used to track student progress towards achievement. The Principal met weekly with the cabinet and monthly with faculty to review progress, evaluate, make decisions, and monitor instructional quality.

According to the School Quality Survey, 93 percent of staff believe the principal makes clear to the staff her expectations for meeting instructional goals, 89 percent think the principal sets clear expectations for teachers about implementing what they learned in professional development, and 91 percent think curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. Additionally, 91 percent of participants indicate there is consistency in curriculum, instruction, and learning materials among teachers in the same level at this school. There is a need for more teachers to participate in the inquiry process as shared leaders and to provide more professional development opportunities. The school leaders proposed a Professional Learning Community (PLC) structure to facilitate these professional learnings throughout the school week. Tuesdays are dedicated to looking at student work through the lens of a Tuning Protocol. Wednesdays provide time to enter student data and quantify the data from the student work. Thursdays are dedicated to planning/drafting lesson plans and adapting materials for the next week.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 811K lead teachers will have unpacked and effectively communicated the six elements of the Framework for Great Schools as evidenced by 100% of teachers participating in Professional Learning Communities (PLC) to improve student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Development of a school-wide Professional Development plan for Mondays, Chancellor's Conference days, and teachers sent to out-of-building PD's to turnkey information to colleagues</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Administrative Cabinet</p>
<p>Implementation of school-wide Professional Development plan</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Administrative Cabinet</p>
<p>Lead teachers/facilitators provide Professional Development in PLC meetings driven through self-directed learning/tuning student work/aggregating data.</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Administrative Cabinet</p>
<p>Development of individual teacher Professional Development portfolios</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Administrative Cabinet</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule adjustments, instructional resources, professional development for PLC lead facilitators, time on Tuesday extended day for PLC lead facilitators to meet once monthly.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, teachers will participate in a questionnaire regarding their involvement and level of support in PLCs thus far. Teachers will have the opportunity to voice opinions on the effectiveness and impact PLC meetings have had on their knowledge of the FfGS and their teacher practice. This information will help guide the Professional</p>

Development and training for PLC Facilitators from February until June. The PLC Lead facilitators meet monthly to review feedback from colleagues in their cohort.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The school’s Parent Coordinator works with parents and parent groups to implement activities. There is an open-door policy where parents are welcomed to visit the school and participate in all activities. The school PTA coordinates activities for graduation, parent open house and in class activities. The school hosts a curriculum fair to collaborate with parents about instructional activities and materials. This allows parents to participate in establishing the instructional focus and to have a voice in shaping their child’s education. Our school has strong community ties. Through these ties we have developed multiple work-sites where students can develop career readiness skills. The community also participates by contributing to graduation and other school projects. According to our school survey, parents say that 93% of teachers communicate regularly with them. 94% of parents had an in-person parent/teacher meeting and 94% of parents participated in a parent/teacher conference or meeting. 94% percent of parents say that teachers try to understand their families’ problems and concerns. According to the school quality survey, only 47% of parents volunteer at the school. Parent newsletters and a voice messaging system will promote more consistent communication by keeping parents informed about news and events in the school community. Further, we will provide materials and training to help parents work with their children to increase their achievement levels at home.

In November 2015, the PBIS team along with the Administrative Cabinet presented the idea to use Classroom Dojo, an interactive, online behavior tracking website that engages students and parents in their behavioral progress during the school day. This increased the opportunity for parents to connect with classroom teachers via the website. The most recent aggregated data reveals 32 parents connected to the website via email invites. We began with 3 parents connected when this initiative began, and as of February 26th, we have 32 parents, which is a significant increase in parent involvement from the beginning of the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an improvement in parent/guardian outreach activities as evidenced by 20% increase in parent/guardian participation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School Messenger System and notices in every language will remind parents about monthly meetings. Announcements from assistant principals will tell parents about the curriculum being used for the month.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Administration, Parent Coordinator</p>
<p>Administration, teachers, parent coordinator and the PA will implement a program on Saturdays for parents and students to attend on a monthly basis to provide an opportunity of support.</p>	<p>Parents and students</p>	<p>October 2015 – June 2016</p>	<p>Administration, teachers, parent coordinator, PA</p>
<p>Teachers will send home a monthly newsletter about past and upcoming events as well as the curriculum being used for the month.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>
<p>Administration and teachers will monitor and update the school website to ensure all of the stakeholders have access to the information.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Administration and teachers</p>
<p>Teachers will use Classroom Dojo to communicate directly with parents and provide real time information about student performance in academics and behavior.</p>	<p>Parents and students</p>	<p>September 2015 - June 2016</p>	<p>Administration and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Administration, teachers, students, parent coordinator, school messenger, school website, professional development for Classroom Dojo and implementation of structure in all classrooms.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, parent engagement will improve by 10% as evidenced by greater parental participation in school functions/classroom meetings and greater parental response to communications from their child's teacher/school. The data team regularly aggregates data to ensure parent engagement and utilization of parent workshops, including online use of Class Dojo.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students in Level 1/2	<p>Structured Methods in Language Education (SMILE), a multi-sensory approach to teaching speech, reading, and writing skills to varying populations</p> <p>This addresses needs of students who were unsuccessful with learning to speak, or read. Study Island, an online interactive website used for student achievement in literacy.</p>	Small groups	During the school day
Mathematics	Students in Level 1/2	<p>Drill Exercise to build fact and operational skills as well as calculator skills, money exchange skills, logic, geometry and spatial sense; Study Island, an online interactive website used for student achievement in mathematics.</p>	Small groups	During the school day
Science	Students in Level 1/2	<p>Thinking Maps and Boardmaker Symbols: to connect reading to writing and assists students with</p>	Small groups	During the school day

		comprehension of content.		
Social Studies	Students in Level 1/2	News-2-You: A leveled online newspaper utilizing picture symbols and words to address social studies lessons.	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in Tier 2 with at-risk behaviors and Tier 3 with high at-risk behaviors	Social Stories: small narratives created to better understand social-emotional issues	Small groups; one-on-one instruction	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>the Connie Lekas School</u>	DBN: <u>75K811</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
Total # of ELLs to be served: <u>24</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</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: P811K, The Connie Lekas School, is a school for students with multiple disabilities; we service students from grade 6 through 12. The classes are comprised of students from four classroom ratios. Those ratios are: 12:1:1 (students with moderate cognitive and possible physical delays), 12:1:4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6:1:1 and 8:1:1 (students that fall under the Autistic spectrum, who have communication and social emotional delays), within our main site.

Our ELL program consists of one(1) bilingual Spanish self contained class, two ENL self contained classrooms and 1 pull out ENL teacher. Our program utilizes the following ENL methodologies: TPR (Total Physical Response), CALLA (Cognitive Academic Language Learning Approach,) the Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each students learning style while working on their IEP goals. We service students who are Alternate Placement and are taught by Special Education/ENL Teachers, using ENL methodologies. With this in mind, and using a KWL chart, staff will help students explore each others culture, music and dance. The students will examine the origin of their cultural dance and (with the help and input from their parents) will perform their native dance as a culminating activity.

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

The school hours are from 8:00 am to 3:40 pm on Monday, 8:00 am to 3:30 pm on Tuesday and 8:00 am to 2:20 pm from Wednesday thru Friday. The Assistant Principals' hours are from 7:30 am to 3:20 pm Monday thru Friday. The program will meet Wednesday for eight (8) weeks. The program will run from 2:30 PM to 5:00 PM . At 2:20 PM the students are gathered and contained in the Gym with the Assistant Principal for 10 minutes before the start of the program. The program is scheduled to begin in March and run through the first week in May (Excluding holidays and pending approval). The culminating event will be held on the first Saturday in May, from 11 am to 5 pm, to accommodate the parents and allow them to participate in the final celebration ("811K: Together We Make Dance happen").

There will be 24 students, who are in the Entering level of the English language proficiency and whose NYSESLAT scores are invalid, participating in the afterschool program. Every ELL student will be invited to participate, the first 24 will be chosen to attend. These students will be supported by five (5) paraprofessionals who will be compatible to the students native language and able to support their needs using all ENL methodologies. The program will be scaffolded in order to provide supplemental instruction. Students will be using literacy, technology, and visual arts, leading to a festival of dance. The program will end in a celebratory atmosphere and parents will be asked to take part in the cultural performance.

This school year Title III will provide an after school opportunity that will focus on Dance and Culture using prevocational skills. The afterschool instruction will be delivered in English and is open to all students who receive ELL services by two ENL certified teachers (Ms. Ajayi and Mr. Zhou) and five(5) paraprofessionals (which will be selected based on the needs of the students attending the program). The students who participate in this program will be from the 12:1:4 and 12:1:1 cohorts and represent the Entering level of English language proficiency. These students come from a variety of cultural and linguistic backgrounds. The level of instruction is based on functional living skills and vocational preparation. These students will research cultural dances and costume wear. They will be taught how to create costumes using costume patterns, sewing machines, needles and thread. As the students read about the origin of dance and see what the dances look like, using the two ipads that will be purchased

Part B: Direct Instruction Supplemental Program Information

and used as a means of researching the information, a sight word vocabulary will be formulated incorporating the sight words found in basic passages. Many reading materials will be adapted with picture symbols incorporating native language labels for the picture/symbols. In addition, research and exposing students to the community for real time comparisons will be a focus. Through this program students will become emmersed in literature, history, culture and technology. Students will demonstrate the cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds.

Students will research four different areas: Culture, Music, Dance and Costumes. Students will choose a a cultural dance, create a costume and perform the dance at the end of the program. Each group of students will put together up to three dances that will be performed during the culminating activity. A costume will be created for each dance. The costume will be based on the culture it is fashioned after. Students will also design a Tshirt that will depict their experience in the Title III program. Parents will be encouraged to join the program and teach the students their cultural dance. The students will take turns using an ipad to research their projects (dance, costumes, music) and take pictures and videos of their work (costumes and dances). Each student will be taught how to create a costume. They will take turns cutting fabric and sewing by hand and on the sewing machine. The students will choose their favorite moment in the program and design a t shirt showing that moment. That tshirt will be a gift for their parents. The pictures and videos will be extracted from the iPad and downloaded onto a disc. The discs will be distributed to each student as a momento of their experience in the program. Although our students are at various academic levels, our teachers and paraprofessionals will provide them with experiences using their IEP goals and their individual entry points as a basis to explore their culture.

Part C: Professional Development

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

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

Begin description here: Professional Development

There will be two professional development trainings for the ENL teachers and the paraprofessionals that will be spearheading the afterschool program. The professional development for staff will consist of

:

A. Dance/ ENL Methodology/Costumes

B. Computer literacy/Digital Media/Ipad training

Two Teachers and five paraprofessionals will take part in the trainings. Each component is essential for assuring a successful afterschool program. The PD's will be facilitated by Kathy Santana, AP, pending approval of the Title III program. Teachers and Paraprofessionals will be refreshed on the use of ENL methodologies in order to teach the ELL student. Teachers and Paras will use the common core learning Standards and New Language Arts Progressions to teach the ELL students. The workshops will consist of the following topics:

A) Cultural Diversity: then and now. This workshop will delve into understanding the diversity of our students cultures and teaching students the concept of acceptance.

B) Sewing: How to teach students to use a sewing machine. Staff will learn ways in which to help students sew by using a sewing machine.

Each workshop will be two hours long and will take place on the first and fourth Wednesday during the month of February from 2:30 pm to 4:30 pm. These workshops will be designed to teach the staff how to use the equipment that will help to produce the final product; a Cultural Dance program that will be

Part C: Professional Development

photographed and video taped. Each session will have a Q and A on culture, music, dance and the making of costumes. Research will take place on the origin and influence of music and dance from a cultural prospective. During the remaining four weeks a parent will be invited in to teach the students and staff a dance from their culture. Parents will be asked to give input regarding the cultural dance outfits that will be produced during the after school program. Each session will be videotaped. Documentation from start to finish will take place and will be included in the final project. This video will be shown prior to the dance festival as part of the culminating activity.

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: _____ We will be holding a Title III ELL parent orientation from 10:00 AM - 11:00 AM the last Wednesday of February. The meeting will be presented by Kathy Santana, Assistant Principal. Parents will be notified in a letter translated in their native language. The topics to be covered are the following:

1. Introduction: Parents will be taken to the classrooms and be briefly introduced to the ELL staff. (ENL:Victoria Ajayi, Joseph Zhou) and Bilingual staff (Margaret Zavaglia), Parent Coordinator (Donna Donegan) and Assistant Principal (Kathy Santana) as well as the support staff (Paraprofessionals).
2. The Bilingual, ENL classroom: The ENL and Bilingual program -How are they different?
3. The Title III Program - The possibility of an afterschool program and a complete detail of what the program will entail, if approved.
4. The request for parental input and participation in the after school program.
5. Who should the parent contact at the school if there is a problem (distribution of phone numbers and email addresses).

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

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

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

There will be four workshops for parents. There will be one in December, one in January, one in February and one in March. The parent workshops total to 4 sessions at one hour per session. These workshops will encompass training on:

- 1) How to use and navigate the iPad
- 2) Computer basics and downloads.
- 3) Dance and culture
- 4) Cultural Costumes

Parents will be provided with flash drives so they can download projects during the training. Parent workshops will be held during the school day by the Parent Coordinator and will be facilitated by Kathy Santana, Assistant Principal at no additional expense to the Title III program. Parents will be encouraged to attend the workshops. After attending the workshops Parents will be asked to collaborate with their child on the use of the iPad as well as sharing their child's cultural dance with the afterschool program. The school will provide translation services by our bilingual paraprofessionals for parents who require them (Title III funds are not used for this purpose).The school works the translation services into their

Part D: Parental Engagement Activities

program so as not to interrupt the flow of the day for students.

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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"> Per session Per diem 	<u>2131.20</u> <u>3069.00</u> <u>656.28</u> <u>426.24</u> <u>613.80</u> <u>109.38</u> <u>65.66</u> <u>328.14</u> <u>639.36</u> <u>920.70</u> <u>8959.76</u>	<u>2 teachers X2.5 hours X1 days X8 weeks X53.28 per hour</u> <u>5 Paraprofessionals X 2.5 hoursX1 days X8 weeks X 30.69</u> <u>1 Administrator X1.5 hours X1 days X8 weeks X 54.69</u> <u>2 Teachers (PD) X2 hours X 2 days X 53.28</u> <u>5 Paraprofessionals (PD) X 2 hours X 2 days X 30.69</u> <u>1 Administrator (PD) X 1 hours X 2 days X 54.69</u> <u>1 Secretary X 2 hours X 1 day X 32.83</u> <u>1 Administrator (Culminating activity) x6 hours x1 dayx 54.69</u> <u>2 teachers (Culminating activity) x 6 hours x 1 day x 53.28</u> <u>5 paras (Culminating activity) x 6 hours x 1 day x 30.69</u> <u>Sub Total</u> <u>Sub Total</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>1690</u>	<u>Fabric (250.00)</u> <u>2 ipad (700.00)</u> <u>1 sewing machine (188.00)</u> <u>sewing kits (50.00)</u> <u>TShirts (200.00)</u> <u>Transfer paper (52.00)</u> <u>Steam fast Iron Press (250.)</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>396.00</u>	<u>metrocards for 24 (students for Saturday culminating activity) 48 (Parents for 2 workshops)</u>
Other	<u>154.24</u>	<u>Refreshments for Parents</u>

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.
TOTAL	<u>11,200.00</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 ENL teacher, and one parent.

Principal Antoinette Rose	Assistant Principal Kathy Santana
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Margaret Zavaglia, Bilingual	School Counselor Yuliana Contecha
Teacher/Subject Area Lucia Friscia, ESL	Parent Maria Marquez
Teacher/Subject Area Victoria Ajayi, ESL	Parent Coordinator Donna Donegan
Related-Service Provider Catherine Gomez	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	328	Total number of ELLs	84	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										3		1	8	0
Dual Language														0
Total	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	84	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	84
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	53

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE				2			10			0
DL										0
ENL	19			4	4		49			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 16

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____										3		1	8	0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		2	7	4	5	18	0
Chinese									1	2	1		6	0
Russian								1		2			3	0
Bengali														0
Urdu										3	2		3	0
Arabic										2	3		3	0
Haitian									1	1		2	5	0
French													1	0
Korean														0
Punjabi										1				0
Polish													1	0
Albanian														0
Other Fulani													3	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	2	18	8	8	41	0
Emerging (Low Intermediate)												1	3	0
Transitioning (High Intermediate)														0
Expanding (Advanced)							1		1					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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	1	2	6		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA	3		2		4				0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school services students with a multitude of disabilities ranging from moderate cognitive and possible physical delays to severe and profound multiple disabilities including cognitive, physical and social emotional delays and also students that fall under the Autistic spectrum, who have communication and social emotional delays. The tools we use to assess the early literacy skills of our ELLs are: - Periodic assessments are : SANDI (diagnostic) – FAST (benchmark)

Our Formative Assessments are:

 - Teacher made assessment based on Students IEP goals
 - End of unit tests
 - Projects
 - Daily worksheets
 - Study Island
 - Student self and peer assessment
 - SMILE

The data from these assessments show where the students are and where they need help in their second language acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades reveal the level of English proficiency when the student initially enters into the program and what level the student is at the time of testing. This data tells us The level the student is in, what class the student needs to be placed in, how many units of service the student requires. The NYSESLAT tells you how well the student has been doing in his placement (and services) by the score they achieved after having taken the NYSESLAT. This test indicates their level of English proficiency at the time of testing. This data will tell us if a student has tested out of the program or if there has been a regression in their the English language acquisition.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - A. The patterns across performance levels and grades indicate that ELLs learn best when the content is explained in their native language. This occurs when the lessons are translated to the students by their teacher and/or alternate placement paraprofessionals. B. Test are not given in the students native language. They are translated to the student for cognitive understanding and the answers are transcribed verbatim by the paraprofessional IF the student is not able to write on his own. B. The school leadership and teachers use the results of the ELL periodic tests as well as the students IEP goals to drive instruction. C. The periodic assessments tell us the level of English proficiency the student has acquired and where the student needs help. The native language is used to provide the student opportunity to understand the content.
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] 811K does not currently serve elementary grades.
 6. How do you make sure that a student's new language development is considered in instructional decisions?

To ensure that a child's second language is considered in instructional decisions, students who are mandated for bilingual instruction and have had to be placed in ESL groups are provided with Alternate Placement paraprofessionals in their home languages to assist them at instructional times.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate our ELLs using the following assessments: NYSITELL, NYSESLAT, and the Periodic assessments which are : SANDI (diagnostic) – FAST (benchmark)

Our Formative Assessments are:

Teacher made assessment based on Students IEP goals, ESL strategies such as TPR and Whole Language approach and the Natural Language approach. Lessons are adapted according to the needs of the students. All lessons are connected to the Common Core.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

When the process of ELL identification is not completed at the CSE, P811K will complete the ELL identification process. At the school level, all parents of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), if this was not done at the CSE. This survey helps the school identify students who may have limited English language proficiency. Once ELLs are identified, if needed, they are administered the NYSITELL within ten days of enrollment. The NYSITELL results determine whether

students are entitled to bilingual /ENL programs and services. Our fully certified ENL teachers, Lucia Friscia and Victoria Ajayi are responsible for administering the HLIS/NYSITELL and the informal interview. Every Spring ELL students are tested with NYSESLAT to measure ENL proficiency levels: ENTERING (Beginning) EMERGING (Low Intermediate) TRANSITIONING (Intermediate) EXPANDING (Advanced) COMMANDING (Proficient). Proficiency levels determine the appropriate ratio of English to native language used in Transitional Bilingual Education (TBE) programs as well as the required number of minutes for ENL instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with Interrupted Formal Education are evaluated and provided instruction according to his/her IEP mandates and their grade levels upon their return to the NYC public school system. When SIFE students return and are assessed they show a regression in their studies. Academic interventions are put in place to help the student reacclimate themselves into the school setting and work towards improving their language acquisition..

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The IEP's of all newly enrolled students at P811K will be reviewed during the intake process. If the student is new to the United States we will check if the student's family was offered, at the CSE level, a home language survey and if the NYSITELL was administered. If found that student was not administered the Home language survey or the NYSITELL, then the LTI department will administer both exams and student will be placed in a class according to the results of those documents. This will be done within 10 days. Once the test is administered and scored, the student will be provided with the ENL supports as needed. If the student is new to our school and is identified as an ELL student, he/she will be administered the NYSESLAT exam.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters and program selection notices are distributed to parents by the CSE. Parent survey forms are sent home via back pack from the school. To ensure that these forms are returned (if not received in a timely manner) phone calls are made to parents to stress the importance of returning them. In extreme cases a request may be sent home by certified mail.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are given written notification of their child's placement and the appeal process if they decide they do not agree with the placement of their child.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The ENL teachers administer the (NYSITELL) test to eligible ELLs within ten (10) days of students' enrollment into our school. During the oral informal interview an explanation takes place regarding the three programs choices (transitional bilingual, dual language, free standing ESL) explaining that P811K is not a dual language school therefore that program is not offered. Students are placed in their program at the district. They are placed in either a Bilingual classroom program or an ENL program. This process occurs in conjunction with the parents and is a key component of creating students' IEP's; every effort is made to provide translation services to the families of ELLs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

811K sends out phone blasts to parents reminding them to fill out the surveys. We also take every opportunity to invite the parents to the school and when they arrive we present them with the survey and encourage them to complete it, on their own and at their leisure.. Once the student has completed the NYSITELL and the parent has completed the home language survey the parent will be advised of the programs available here at the school. If a parent decides they want their child in a dual program then they are sent back to the district office but the student will remain with us until they are placed elsewhere. The parent will know which program their child will be in before they leave the school. After, the program selection forms are mailed to the parents (or back packed if necessary). Parents are informed that any students entitled to a TBE program and it is not available, will be placed in a monolingual class with an alternate paraprofessional to help with all translating needs.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If forms are not returned or completed we call the parents and remind them, we also do phone blasts to remind them.

9. Describe how your school ensures that placement parent notification letters are distributed.

Notices are sent home in their native languages. The parent coordinator sets up meetings with parents to distribute notices.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documents are kept in a binder in the Assistant Principals office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ESL teachers, Victoria Ajayi, Joseph Zhou and Lucia Friscia along with Bilingual teacher, Margaret Zavaglia administer the New York State English as a Second Language Achievement Test (NYSESLAT) each year to all ELLs listed on the NYSESLAT Eligibility Roster (RLER) regardless of their disability classification. ESL and Bilingual teachers test students according to the rules and regulations stated in the proctors manual. We make a testing schedule that agrees with the dates for each of the subtests of NYSESLAT beginning with the Speaking and ensuring that all our ELLs get tested within the specified dates. Students are tested individually. However, due to their significant delays, not all our students are able to complete all testing sub groups.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parents will be sent a letter informing them of the services and support that their child will receive when they pass the NYSESLAT. 811K sends Non Entitlement/Transition Letters to parents of students who have exited ELL status.. Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters must be sent in the preferred language of the parent.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on the history of 811K, the trend has been that once parents see the results of the tests, placement is never disputed. Any parent that wants their child in a dual language program understands that we do not offer it here and are content to go to a school that does offer it. Parents are happy to know that 811K has a multicultural staff and can accommodate most languages spoken by our students. We only have one Bilingual classroom but Parents are satisfied in knowing that their child has staff that can speak their home language therefore the education of their child is never in question. 811K currently has one bilingual Spanish class and two ESL self contained classes. There are three programs in which students are placed here at 811K. They are Bilingual, ENL and Alternate placement in a monolingual class. We continue to review the Parent Survey and Program Selection forms as in previous years. Parents remain happy with the program their child is in.

As new students come to our school parents are given the HLIS. They have the choice to have their child in the ENL program, Bilingual Spanish class or in a monolingual Sped class with assistance from an alternate Placement Paraprofessional who speaks their home language. The data to support this trend is the HLIS which are kept by the Pupil Personnel Secretary in the office.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Here at 811K, our organizational models consist of the delivery of instruction through departmentalized, Push-in, Pull-out, collaborative and a self-contained format. The ENL push-in, pull-out and ENL self contained groups follow the specified number of minutes for ENTERING (Beginning) EMERGING (Low Intermediate) TRANSITIONING (Intermediate) EXPANDING (Advanced) COMMANDING (Proficient) 360. Most of the students at 811K are in the entering level and receive (540 min.) of ENL per week as per CR Part 154. Our program consists of four classroom ratios, 12:1:1 (students with moderate cognitive and possible physical and social emotional delays) 6:1:1 and 8:1:1 students that fall under the autistic spectrum, which have communication and social emotional delays and 12:1:4 students with severe to profound multiple disabilities including cognitive and social emotional delays.

B. 811K's program models consists all of the mentioned models. We have classes that travel together as a group (block), We have all students regardless of grade in one class (ungraded), we have classes where the proficiency level is the same in one class (homogeneous).

- b. TBE program. *If applicable.*

P811K has one Bilingual self contained class (Spanish). The class is ungraded. The TBE class is in a self contained classroom with a teacher who has bilingual certification and follows the instructional mandates of the specified number of minutes for both ENL and Native Language Arts for her students.

c. DL program. *If applicable.*

811K does not have a dual language program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

By grouping according to NYSESLAT results and grades. This enables us to follow New York State rules for the specified number of minutes.

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

3. Describe how core content is delivered in each program model. 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.

Every classroom follows the same curriculum and pacing calendar. Every subject is taught in every classroom using the appropriate modifications necessary to stay in compliance with each students mandates. In the Bilingual class instruction is delivered daily in Spanish language for one period in the morning and in the English language across all content areas throughout the rest of the day while following the school curriculum which is connected to the CC Learning standards. In the ENL and SP ED classes instruction is delivered in the English language throughout the day following the school Curriculum including ELA, Math, Science and Social Studies which are also connected to the CCL standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are formally evaluated using the Sandi and the Fast as well as teacher made tests. We service ELL students with Alternate Placement paraprofessionals that translate the content, who are taught by special education teachers, using ESL methodologies. Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, French, Polish, Albanian, Arabic, Urdu, Cantonese and Spanish. On line libraries are utilized. Books and materials can be read in the students' native languages in order to help increase comprehension. Alternate Grade Level Indicators from the NYSAA Standards are used by the teachers when planning for instruction.

The Bilingual students are assessed in their native language with the help of the Alternate placement paraprofessionals and the Bilingual/ENL teacher with the use of ENL methodologies.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

811K is a high school. We follow the regular high school schedule and materials for our students. We use/modify regular, age appropriate materials for our students. We used KWL charts and Venn diagrams. This is done to suit our population. The level of instruction is based on functional living skills and vocational preparation. Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. Math skills are community based as shopping trips emphasize money handling and counting quantities (more/less). Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules. We have a Universal Design for Learning Lab, which allows for assessments on computer access, such as Scantron. We also use in our classrooms smart boards, ipads, math manipulatives, academic supports, and manipulatives to allow a multisensory approach to enhancing the educational experiences for all of our students.

8. 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?

Our schedule's flexibility makes room for our ELLs and SWDs to participate in co-curricular activities like culinary arts, music, creative arts, theatre arts and industrial arts in the school workshop. These activities which take place in yet less restrictive environments than the classroom help our students achieve their IEP goals and attain proficiency in the English Language.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our schedule's flexibility makes room for our ELLs and SWDs to participate in co-curricular activities like culinary arts, music, creative arts, theatre arts and industrial arts in the school workshop. These activities which take place in yet less restrictive environments than the classroom help our students achieve their IEP goals and attain proficiency in the English Language.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

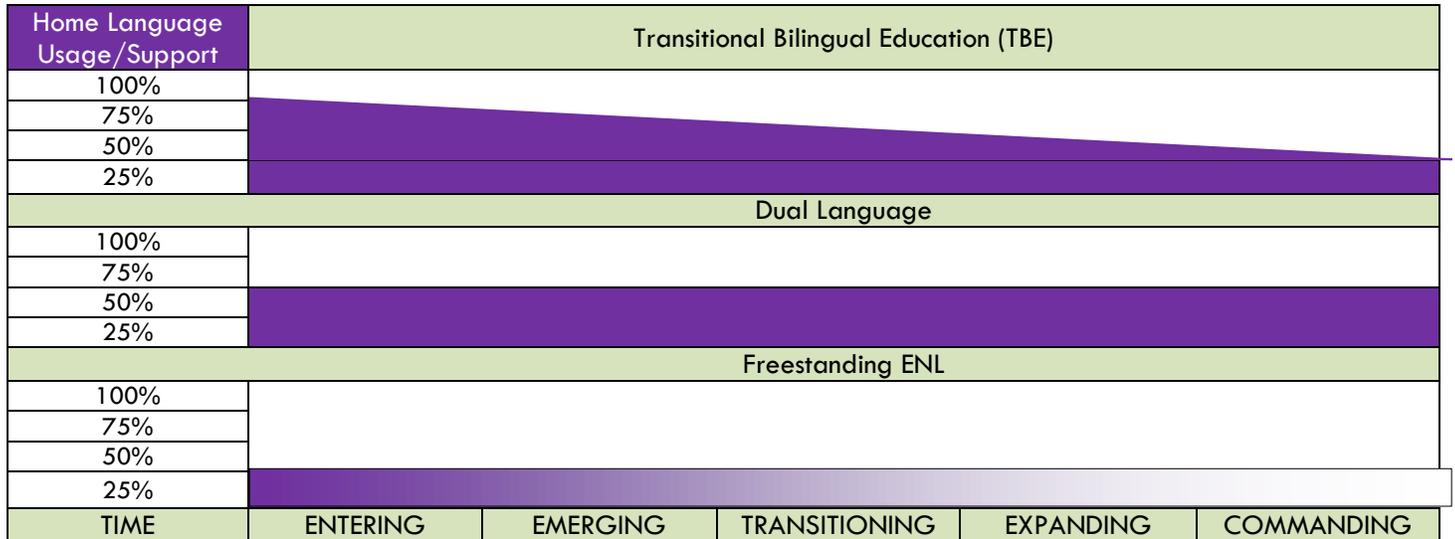


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted program offered here at 811K is Academic Intervention Services(A.I.S) for the 12:1:1, 8:1:1, 6:1:1 and 12:1:4 ELL student. This service is offered in English and not in the students native language. Alternate placement paraprofessionals are sought to translate content to ensure comprehension. Functional skill developments are integrated into academic content areas to increase usability and functionality. Our goal is to build competence in functional academics (e.g., reading, math, writing, problem solving) and transition (e.g., money management, personal-social, career awareness, self-advocacy, goal setting) skills; participation in a transition planning process that promotes self-determination and self-regulation.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program consists of a curriculum that's in place which is aligned to the common core. It contains formal and informal assessments, like SANDI, FAST, which help assess the students using their entry points as a baseline. It contains programs like Attainment, Equals and SmiLE to teach and assess the content areas. We use ENGRADE to document the students progress and teachers meet three times a week to discuss and collaborate on student work and progress. Portfolios are kept to show student work and teachers are able to align their lesson plans to the pacing calendar. Every teacher scaffolds their lessons, uses graphic organizers and incorporates the Depth of Knowledge on a daily basis. All ELLs are benefitting from the curriculum and all staff working with ELLs are required to teach ELLs using ESL methodologies to ensure that they are understanding the program in its entirety.
12. What new programs or improvements will be considered for the upcoming school year?

All ELL students will be offered participation in the Title III afterschool program. Students will learn new dances,learn how to sew and how to transfer images onto t shirts. All students are offered AHRC afterschool program on the days before, during and after the title III program is in session.
13. What programs/services for ELLs will be discontinued and why?

We are shutting down one Bilingual (TBE) classroom for the 2015-2016 school year. Unless enrollment changes there will be only one bilingual class this upcoming school year. Presently there are no plans to cancel any other programs/services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs are afforded the same access to all school programs as their peers. We have two programs in place that are open to all students, including ELLs. Those programs are the AHRC after school program and CHAMPS. In addition our ELLs, and only they, are provided with extended instructional time through the Title III after-school program. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. ELLs are afforded equal access to all school programs. ELLs are encouraged to participate in all school programs and activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Students use communication devices, the smart board, ipads, computers and audio supports for all ELLs. Technology is used in the classroom. Students have access to ipads and the smart board. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. These include supplemental multi-sensory supports for students with severe disabilities. To assure that students meet the learning standards, ENL instruction follows the NYS ENL Standards and incorporates extensions.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The TBE program delivers instruction in both English and Spanish languages. Our TBE classroom is made up of High School age students who have severe to profound disabilities (12:1:4) and who participate in Alternate Assessment. The teacher assigned to this class is NYS certified and provides instruction in both languages in all subject areas. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (e.g., color codes). Native language support in the ENL groups is provided by Alternate Placement Paraprofessionals who speak the students' home language. 811K does not have a dual language program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

While students are placed in their classrooms according to their age, the support they receive is differentiated according to their academic level. As explained in 1(b) above each classroom block is homogeneous and travel together. We endeavour to place students of the same age and grade range in each group and where this is not achievable we ensure that each group is not more than three years apart in either age or grade or both. With this arrangement both the required services and the resources match the ELLs that receive them.

All materials are adapted for our students on a daily basis. Books are modified for the students. Lessons are age-appropriate for the students. We adapt and create books for our students books that are used in regular high schools so that students can experience the same materials as their general education counterparts.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

All ELLs are invited to attend Chapter 683 during the summer. Parents of all newly enrolled students are invited to visit the school during the summer program and see all activities and programs that the school offers. Parents meet and are introduced to the Bilingual and ENL staff. Home language surveys are completed. They are made aware of the activities offered at the school. All parents are given the opportunity to determine if the school meets the needs of their child. All students, including ELLs, participate in all activities derived from the curriculum. All ELLs are given the opportunity to participate in all afterschool programs. Our ELLs receive on-going support all year round.

19. What language electives are offered to ELLs?

We do not have language electives in our school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

811K is not a dual language school.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All ELL personnel are offered the following school based professional development opportunities for school years 2015-2016 :

 - Reading and writing the IEP
 - Instructional planning that is aligned to our school curriculum
 - Working as a team within the classroom , differentiated instruction
 - Augmentative devices, ie. "How to program"
 - NYSAA
 - Lesson planning for ELL students

ELL software and web-based programs

 - How to administer and evaluate school based assessments
 - Professional development on ELL strategies such as Total Physical Response, CALLA and The Natural Approach graphic organizers.
 - Autism
 - Positive Behavior Support
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In addition to the workshops for the generality of teachers, the English Language Learners Department of District 75 offer a series of professional developments where teachers of ELLs, ENL and bilingual teachers, receive training in methodology as they engaged in the Common Core Learning Standards. They also receive specialized training on how to complete the Bilingual Education Students Identification Survey (BESIS), administration of the NYSESLAT and on the numerous data required for compliance to State and federal regulations. These PD's help teachers remain fresh in their practice as well as remain in compliance with the implementation of 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?

Our staff enjoy on-going support that helps them plan for our students as they transition from Middle to High school and eventually to the work force. In order to address and meet the ELL needs of our students, our staff is expected to attend IEP meetings to be apprised of the needs of their students and to support the parents of their ELLs by answering any lingering questions.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ELL teachers are encouraged to look at the D75 PD book and sign up for all upcoming PD's regarding ELL compliance and practice. Anyone who does not attend their assigned pd an email is sent to the principal indicating that teachers non attendance. Bilingual and ENL teachers are signed up for ELL related pd's in the beginning of the school year. As the year progresses ELL professional development workshops are offered and teachers sign up for them based on their needs. Records of attendance are kept in a folder and each teacher provides proof of attendance when proof of attendance is requested.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Each ELL student has a scheduled IEP conference in which parents are invited to attend and at that time ENL goals and progress are discussed. The student's ELL teacher is at the meeting informing the parent of the student's goals, the progress of their language development and the results of the language proficiency assessments. Prior to that meeting parents are offered translation services, if needed. If translation is needed then a staff member who speaks the language is sought out or is asked to translate. If no one in the building speaks the language then the language translation and interpretation unit is contacted and an interpreter is scheduled to sit at the meeting and interpret for the parent.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

ELL teachers keep a record of the meetings they attend. Any individual meeting held are also noted and a record is kept indicating the outcome of the meeting. Letters of any upcoming meetings are sent to them and a copy is kept in a binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL Parents are invited to participate in all school activities. The Parent coordinator schedules a Parent meeting every month. The topics are topics of Parental interest based on the results of a parent survey. The meet and greet is scheduled two times a year so that parents can come and familiarize themselves with their child's teacher, see what their child is doing in school and give input on the educational process of their child. ELL Parents are asked to participate in the Title III program.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P811K partners with many agencies which provide services with persons with developmental disabilities. If the agency cannot service a family due to language barriers they will make referrals to agencies that specialize in meeting the needs of persons who speak specific languages. In some situations this is not feasible due to rare dialects and languages.

Some agencies who have partnered with P811K include:

Elmy's Special Services

AHRC

HeartShare Human Services

YAI

Sinergia

Maidstone

Community Resources and Services for Children.

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

5. How do you evaluate the needs of the parents?

The needs of parents are assessed by a school survey distributed at the beginning of the school year, teacher /staff outreach. Also, a meeting is held for parents of ELL students at the beginning of the school year. This meeting is geared to greet the parents and to introduce the Title III program for the ELLs. At this time, parents are asked to express any needs they might have in order to allow the school to address them in a timely fashion. Parents in need of translation services are identified. Information is acquired and stored for all future meetings. An interpreter will be available and in attendance at all future meetings. This will encourage the parents to attend and have the confidence of knowing that they will understand the topics at hand as well as be heard because of the translation services provided.

6. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator schedules monthly meetings to provide information on a variety of topics/services that help relieve the stress that often accompanies caring for a person with a developmental disability. If there is interest from parents on a particular service P811K will work with parents to obtain the service(s). Parents are always encouraged to obtain Medicaid Service Coordination. The parent coordinator provides parents with workshops on topics of interest, specifically, Guardianship. Parents in need of translation services are identified. Information is acquired and stored for all future meetings. An interpreter will be available and in attendance at all future meetings. This will encourage the parents to attend and have the confidence of knowing that they will understand the topics at hand as well as be heard because of the translation services provided.

D. Additional Information

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

School Name: **P811K**

School DBN: **75K811**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antionette Rose	Principal		
Kathy Santana	Assistant Principal		
Donna Donegan	Parent Coordinator		
Margaret Zavaglia	ENL/Bilingual Teacher		
Maria Marquez	Parent		
Victoria Ajayi, ENL	Teacher/Subject Area		
Joseph Zhou, ENL	Teacher/Subject Area		
	Coach		
	Coach		
Yuliana Contecha	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Catherine Gomez	Other <u>Related service Prov</u>		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 75K811 School Name: T
Superintendent: Gary Hecht

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Ats reports POB/Lanf?Geo (RPOB) and Emergency contact lists (RCON)is analyzed to identify the home languages sudents use at home. The Home Language survey of new students are checked as well, to identify their home language and a review of the current school uear student Emergenty Contact cards are reviewed to identify the parents preferred language in which they wish to receive notices.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parent preferred languages are:

English
Spanish
Chinese
Russian
Bengali
Urdu
Arabic
Haitian Creole
French
Polish
Cantonese

Fulani
Oneida
Nepali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

In-House Bilingual personnel is used to translate documents that need to be sent home. Per-session funds have been set aside for this purpose. NYCDOE Translation /Interpretation services is used when parents request interpretation and school based personnel is unavailable. Telephone Interpretation services is then requested. Paraprofessional staff is used to do oral interpretation during school Leadership Team (SLT) meetings, Parent Association meetings as well as Town Hall meetings. All notices regarding the Title III after school program are translated in Parent preferred languages as well as the monthly Parent counseling meetings.. All documents mentioned above including up to the minute news and announcements.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parents are called in for Parent Teacher conferences Two times during the year. The fall conference is held in October and the Spring conference is held in March. Curriculum nights are also held two times a year. They are held in November and in April. Parents are conferenced on an individual basis to discuss their child's Behavior intervention plan, Individual Educational Plan meetings, Parent counseling, school events (plays, fairs), and student assessment.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

811K uses its own staff to translate most documents in our ELL students native language. Presently we are able to translate 11 out of the 14 identified languages of our ELLs. The remaining three languages (Fulani, Oneida and Nepali) are translated by the translation and interpretation unit, when necessary. Documentation will be translated within a two week time frame. Any information needed to be translated in an emergency situation will be done by the translation and interpretation unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In-House Bilingual personnel is used to translate documents that need to be sent home. Per-session funds have been set aside for this purpose. NYCDOE Translation /Interpretation services is used when parents request interpretation and school based personnel is unavailable. Telephone Interpretation services is then requested. Paraprofessional staff is used to do oral interpretation during school Leadership Team (SLT) meetings, Parent Association meetings as well as Town Hall meetings. All notices regarding the Title III after school program are translated in Parent preferred languages as well as the monthly Parent counseling meetings.. All documents mentioned above including up to the minute news and announcements. Oral interpretation will be provided by 811K's inhouse school staff.School staff is able to accomodate 11 identified languages needed to be interpreted. The other 3 languages will be interpreted by the translation interpretation team at theN.Y.C. D.O.E.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year 811K holds a staff meeting where all policy and procedures are outlined and presented verbally and in a disk and is distributed to staff. In that disc the policy for language translation and interpretation is outlined. If a teacher needs an interpretator for any conferences held with parents throughout the year, in a language other than English they are able to know how to illicit translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All notifications to parents will be translated, as needed, by school staff. Any language not accommodated will be sent to the Language Translation and Interpretation unit for translation. Verbal emergency services will be met using the Language Translation and Interpretation unit over the phone.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

811K will provide surveys for parental feedback regarding language translation services.