

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75X012

School Name:

P.S. X012 LEWIS AND CLARK SCHOOL

Principal:

KUVANA JONES-SANDERS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Lewis and Clark School School Number (DBN): 75x012
Grades Served: 6-12
School Address: 2555 Tratman Avenue, Bronx, NY, 10461
Phone Number: 718-409-9040 Fax: 718-931-8121
School Contact Person: 718-409-9040 Email Address: WCamarena@schools.nyc.gov
Principal: Kuvana Jones
UFT Chapter Leader: Patricia Pabon
Parents' Association President: Wanda McDonald
SLT Chairperson: Patricia Pabon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Rubirose Alberti
Benjamin Rutherford

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, New York, 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: (212)802-1501 Fax: (212)802-1678

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, New York, 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718)828-7776 Fax: (718)828-6280

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)
Kuvana Jones	*Principal or Designee	
Patricia Pabon	*UFT Chapter Leader or Designee	
Wanda McDonald	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rubirose Alberti	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Benjamin Rutherford	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jack Green	Member/Parent	
Charmain Francis	Member/Parent	
Melinda Mendoza	Member/Parent	
Sandra Hildago	Member/Parent	
Raul Rosell	Member/Teacher	
Wydna Martinez	Member/Paraprofessional	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennilee Faustino	Member/Teacher	
	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 Lewis and Clark School is a special education school that serves 256 students from 6th through 12th grade with intellectual disability and who are on the autism spectrum in a 12:1:1, 8:1:1, and 6:1:1 classroom setting. The school population comprises 35% Black, 58% Hispanic, 3% White, and 2% Asian students. The student body includes 31% English language learners and 100% special education students. Boys account for 72% of the students enrolled and girls account for 28%. The average attendance rate for the school year 2014-2015 was 84%. The Lewis and Clark School is located at 2555 Tratman Avenue in the Westchester Square area of the Bronx.

Our school delivers an educational program that meets the academic, social, and behavioral needs of individual learners in an inclusive way, providing an education that fits the child rather than the child trying to be fitted to the program. Our Mission is to prepare our students for independent living and thinking in a safe, respectful, and therapeutic environment that promotes social and academic development. Our goal is to facilitate in the development of highly educated, well-rounded students who are excited about learning; children who are enthusiastic, confident and inspired to realize their highest potential. Our school is a physically and emotionally safe, positive, student-centered climate that nurtures problem solving and encourages risk-taking as part of the learning process. Our teachers facilitate different avenues of learning, empowering students to make choices in their learning process, which we believe creates an environment where everyone can succeed.

As an organization, we have continued to work very hard to improve our instructional programs in a manner that provides the most meaningful access for all learners. We combine traditional educational methodologies with adaptations and/or modifications, to provide stimulating instruction for all students. This promotes a positive movement towards meeting the Common Core Standards of college\career readiness and employment.

Our work is predicated on a set of principles and beliefs that include:

- Embedding best practices
- Engaging in Positive Behavior Intervention and Supports
- Establish a culture at Lewis and Clark based on providing continuously improving services which are responsive to the needs of all students
- Encouraging the commitment of all staff to self-evaluate as the basis for school improvement
- Providing academic rigor that is consistent at all levels, and that classroom activities are challenging, engaging and purposeful
- Provide staff with appropriate and comprehensive professional development

Throughout the course of the past year, we have successfully transitioned from a school that educated students suffering from emotional disabilities, to students who are on the autistic spectrum with additional co-morbid features that include cognitive, emotional, and behavioral challenges. In an effort to provide our students with access to the Common Core Standards, we implemented some programmatic changes such as that teachers are expected to teach

from the essence of the Common Core Standards, which are provided within the New York State Alternate Assessment; this adaptation of the standards provide our students with the access they require.

In addition, ongoing, focused professional development has been provided to our teaching staff (both the teachers as well as and the para-professionals) in the area of unpacking the components of the Danielson Framework for Teaching. These workshops have provided classroom teams with the capacity to create Common Core standards-based lessons, which provide access to all learners. Each student will have the opportunity to pursue academic and career education, where they use learned knowledge and skills to solve challenging real-world problems. All students are involved in learning experiences where they apply academic knowledge and skills to the real world.

The elements of the Framework for Great Schools in which we believe we have made the most progress over the course of this past year include effective school leadership and a collaborative and supportive environment.

It is the administrations belief that very student enters our school with wrapped gifts that we must help them unwrap, and beautiful dreams that we must help them turn into goals. Each child is a unique individual and needs to be considered in the planning and choosing of learning tasks. We believe that education has to be individualized for each student and that its purpose is much more than just an acquisition of facts. Rather, it is the building up of the students' character and helping them to find ways to become productive and useful members of the society they live in.

The communicated belief has been that it truly takes **all** of us as partners to produce great schools where **all** children CAN, and DO learn; That the roles of the teachers, administrators, and parents are crucial elements in guiding students through journeys of success, enabling them to become creative thinkers, responsible citizens and lifelong learners.

In over four years at the school, the principal has fostered a positive school culture. All school stakeholders have embraced a unified school vision regarding students' preparedness for the world of work. The principal and administration team has established and implemented socio-emotional developmental health programs to ensure that appropriate supports are accessible to all students. There is a sense of belonging to a school community and ownership of the school's emerging identity by parents, teachers and students.

The principal has communicated that education is the key, underlying, and fundamental element in the social process of the individual, and has been adamant in the notion that school is not there just to impart intellectual and academic knowledge. Rather, it is to help to deepen the children's values and morals, ensuring their appropriate growth. With this is mind, this year, we have introduced Thinking Maps to our staff and students. This "new type" of graphic organizer has enabled our students to organize their thoughts in a more visible way. Ongoing professional development has been provided to the staff to ensure that they have a more complete understanding of how to embed the correct Thinking Map to support the desired learning outcome; resulting in the students' increased ability to respond to higher order thinking skills.

As aforementioned, we have transitioned from serving all standardized students with emotional disability to serving predominantly alternate assessment students with Autism Spectrum Disorder and Intellectual Disability. With this transition, even our teachers with 10+ years of experience have become novice teachers, as their area of expertise is working with students with emotional disability. In the interest of "what is best for the students" they have been willing, and eager to learn from their younger colleagues. Subsequently, we have been providing all of staff with professional development including: visits with the District 75 Autism coach, attending workshops on TEACCH methodology, and visiting, and participating in workshops given by our partner school, The NYC Autism Charter School.

Since we believe in fostering a collaborative work environment, all staff including school safety agents,

administrative staff, school aides, and parents have learned how to reframe and reconstruct their thinking relative to communication. To meet this objective, our speech providers have presented workshops on using symbols and AAC devices and our Occupational and Physical Therapists have been training staff on sensory input and output.

75X012 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	256	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		80.1%
% Free Lunch	78.9%	% Reduced Lunch		0.8%
% Limited English Proficient	32.1%	% Students with Disabilities		98.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		36.2%
% Hispanic or Latino	58.5%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.0%	% Teaching Out of Certification (2013-14)		25.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		3.92
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.

In the 2014-2015 school year the school had an 5% increase of students with intellectual disabilities and autism. With the increase of the populations the school has identified a need to continue to provide rigorous and vocational domain based curricula. As evidenced by the 2014-2015 Quality Review, it is the school’s belief that students with disabilities learn best through small group, differentiated, customized instruction, and positive interactions with their teachers is evident across the majority of classes. Additionally, the supports and extensions made to the curriculum increase student learning.

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, all students in alternate assessment programs will receive customized Common Core aligned rigorous instruction to demonstrate improvement in reading comprehension and mathematical comprehension as evidenced by an increase of 5% above baseline scores as measured by FAST (Reading for Information and math) assessments.

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) <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>Identification of rigorous customized Common Core curricular and vocational domains for each classroom</p>	<p>14- 6:1:1 Teachers 5- 8:1:1 Teachers 12- 12:1:1 Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers Paraprofessionals Instructional Support Coordinators Data Specialist AP Principal</p>
<p>Action plan and develop strategies to address the needs of students</p>	<p>14- 6:1:1 Teachers 5- 8:1:1 Teachers 12- 12:1:1 Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers Paraprofessionals Instructional Support Coordinators Data Specialist AP Principal</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>Consultants Instructional Support Coordinators Internal Facilitators</p>

Data Specialist											
AP											
Principal											
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	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

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 10, 2016 , all stakeholders involved will review progress towards meeting the annual goal and make adjustments to the action 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 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.

In order to meet the diverse and unique needs of our new population of students with autism spectrum disorder and intellectual disability. We analyzed 2014-2015 school year data from the Violent and Disruptive Reporting (VADIR) System and noticed a trend in the specific types of behaviors that was impacting our level 3 to level 5 incidents. Our new matrix expectations will support those identified behaviors.

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 of 2016, 100% of our students will be actively involved in a school-wide Positive Behavioral Intervention Supports Program (PBIS) reducing our level 3-5 incidents by 10%.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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>1. Modification of school matrix</p> <p>2. Individual target behaviors to represent what the matrix elements would look like for each student</p>	14- 6:1:1 students and teachers	September 2015-June 2016	1) Teachers and Paraprofessionals

3. Parent Survey	5- 8:1:1 students and teachers		2)Instructional Support Coordinators
4. Weekly PBIS Team meetings			3) Data Specialist
5. Monthly review of OORS data	12- 12:1:1 students and teachers		4)AP
6. PBIS kickoff assembly			5) Principal
7. Monthly review of the School-Wide Information System (SWIS) with the PBIS team to gauge the use of behavior management strategies learned and incentives received by all students.			

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.											
The use of human resources, instructional resources, and schedule adjustments will be utilized to achieve this annual goal and implement this action plan.											
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	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

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 10, 2016, all stakeholders will review progress towards meeting the annual goal and make adjustments to the action 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.

In order to meet the diverse and unique needs of our population of students and improve upon teacher performance; P12x will continue to implement low-inference observations based upon ADVANCE and the DOE Citywide instructional expectations. As evidenced by our 2014-2015 Quality Review the school uses common assessments and teacher made assessments across classrooms, consistency of checks for understanding and peer assessments were not evident across the vast majority of 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, there will be a 5% improvement in the use of targeted instructional strategies aligned to student Individual Educational Plans (IEP’s) as evidenced by increased student engagement measured by low-inference observations.

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 teacher-parent collaborations to improve student achievement. 	<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>
<p>1. IEP Professional Development trainings for staff (new teacher trainings & advanced teacher trainings)</p>	<p>14- 6:1:1 teachers</p>	<p>September 2015-June 2016</p>	<p>1) Teachers and Paraprofessionals</p>

2. Pupil Personnel Team (PPT) meetings for staff based on student IEP's	5- 8:1:1 teachers		2)Instructional Support Coordinators
3. Common Planning for teachers to identify student instructional targets	12- 12:1:1 teachers		3) Data Specialist
4. Weekly and Monthly review of strategies learned by all students			4)AP
			5) Principal

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.											
The use of human resources, instructional resources, and schedule adjustments will be utilized to achieve this annual goal and implement this action plan.											
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	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

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 10, 2016, all stakeholders will review progress towards meeting the annual goal and make adjustments to the action 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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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.

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.

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>

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.

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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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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)	FAR, SANDI, FAST	Interactive writing, Teachers & Writers Collaborative, Smile, Thinking Maps, Meeville-to-Weeville, FAR	Small group, one-to-one	During the school day
Mathematics	FAR, SANDI, FAST	Interactive writing, Teachers & Writers Collaborative, Smile, Meeville-to-Weeville, Thinking Maps, FAR	Small group, one-to-one	During the school day
Science	FAR, SANDI, FAST	Interactive writing, Teachers & Writers Collaborative, Smile, Meeville-to-Weeville, Thinking Maps, FAR	Small group, one-to-one	During the school day
Social Studies	FAR, SANDI, FAST	Interactive writing, Teachers & Writers Collaborative, Smile, Meeville-to-Weeville, Thinking Maps, FAR	Small group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	FAR, SANDI, FAST	Interactive writing, Teachers & Writers Collaborative, Smile, Meeville-to-Weeville, Thinking Maps, FAR	Small group, one-to-one	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. **Lewis and Clark School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Lewis and Clark School** will support parents and families of Title I students by:

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

Lewis and Clark School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>P12X</u>	DBN: <u>75X012</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

- The program will cover the following standards:

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

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an

Part B: Direct Instruction Supplemental Program Information

organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

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

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

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

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

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

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

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

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

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

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

Bilingual Progressions

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

Emerging

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

Transitioning

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

Types of Materials:

The use of the iPads will also help integrate our students into the modern world of technology, a world they often don't have access to because of their socio-economic conditions. Our after school program will help prepare our students to transition into the world of work and commerce by teaching students the real world tasks of logging into a website, uploading and downloading documents, pictures and other files, and maintaining an online portfolio that they can access from anywhere, as well as making videos with a video camera and printing informational materials in color. According to an article titled Why iPads Make Great Gifts for Kids with LD in the December 2010 LD OnLine Newsletter, "As technology improves, so do the educational options for students with disabilities. Parents and schools should consider investing in Smartphones and tablet computers to make learning accessible and fun." Furthermore, in an article published online on October 12, 2011 on the Education Week website www.edweek.org by Francesca Duffy, it states that finding the right technology to match a student's

Part B: Direct Instruction Supplemental Program Information

disability 'can be an ordeal', but that 'One key is to ensure you understand the student's challenges first, and then to match the right technology to his or her needs.' One of the major challenges for our students is their persistent lack of organizational skills, which has been influenced by the unstable environments they come from, such as ADHD, Autism, various learning disabilities, as well as incarceration, multiple foster home assignments, and long stays in residential treatment facilities. The use of iPads to access an online portfolio will ameliorate this problem for them by serving as a tool to help them manage and organize their academic work. Also, using Title III funds, we will purchase the Inspiration software, which is a graphic organizer that helps students with ADHD, autism, dyslexia and aphasia organize their writing.

- Subgroups and Grade Levels to be Served:

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

- Schedule and Duration

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

Part C: Professional Development

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

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

Begin description here: _

Our Title III program at P12X will also provide 7 sessions of professional development for 1 hour each, from 2:30 pm to 3:30 pm on Fridays. These PDs will align with our Title III program by providing teachers exposure to the latest technologies which will help them deliver instruction in the classroom. The topics for these 7 sessions will be 1. What is BICS vs CALP? 2. What is the difference between Academic Vocabulary and Content Area vocabulary? 3. How do I use iBooks Author to create adapted books using academic vocabulary for use in the content area classroom? 4. What are the different types of scaffolding through technology used with ESL students? 5. How do the Common Core Standards, technology, and the English Language Learner all fit together? 6. What is the role of technology in the content area classroom? 7. Wrap-up, Review, and Next Steps. The format of these PD sessions will be a collaborative discussion among the presenter and the teachers, utilizing questions provided in advance of the sessions. These PD sessions will take place each month throughout the program (November through May) beginning one week prior to the start of the program. The sessions will be taught by the certified ESL teacher, Victor Abruzzese, who will discuss with the participants the needs of ELLs to learn how to do the following tasks: fill out forms online; research the internet for job openings; keep information organized in files and folders; track data; manage their time by using a calendar that

Part C: Professional Development

provides audible prompts; use technology to control other devices, such as projectors and monitors; keep audio and video records; print documents; upload and download information from the internet; install updates onto their computer; read, write and send emails; etc. The PD sessions will be for 1 member of each of the departments of science, math, social studies, and ELA (4 total) and they will be paid the training rate. A supervisor will be present but will not need to be paid from Title III funds and a paraprofessional will also be included and be paid from 2:30 pm to 3:30 pm. The purpose of these training sessions is to reinforce the idea that teaching academic vocabulary across the content areas helps reinforce the retention of the academic vocabulary the students learn. The PD sessions will also be aligned to the purpose of the after school program in that content will be delivered using the iPads and utilizing the Finalcut pro software and the iBooks Author software.

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

Our Title III program at P12X will also involve parents by providing two workshops after school. There will be one workshop at the beginning of the program in December and one at the end in April . The workshops will be 2 hours long, beginning at 2:30 pm and ending at 4:30 pm, on Fridays, which will not overlap the days of Professional Development workshops. The workshops for parents will be conducted by a certified ESL teacher, Victor Abruzzese, and 1 paraprofessional. Both the ESL teacher and the paraprofessional speak Spanish and will be able to provide additional support in the parents native language. A supervisor will also be present to answer any questions and provide additional support and will be paid from 2:50 pm until 4:35 pm. Refreshments will also be provided.

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

- Parents will be notified of the Title III program in writing in November of 2014. The information will also

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$9,502.66</u>	<u>Student Program</u> <u>1 ESL teacher x 31 sessions x 2 hrs x \$50.50 = \$3,131.00</u> <u>1 paraprofessional x 31 sessions x 2 hrs x \$29.05 = \$1,801.10</u> <u>1 supervisor (AP) x 31 sessions x 1.75 hrs (2:50 pm to 4:35 pm) x \$52.84= \$2,866.57</u> <u>Professional Development Program</u> <u>1 ESL teacher x 7 sessions x 1 hr x \$50.50 = \$353.50</u> <u>4 Content Area Teachers x 7 x 1hr x \$23.00 = \$644.00</u> <u>1 paraprofessional x 7 sessions x 1 hr x \$29.05 = \$203.35</u> <u>Professional salaries for Parent Pgm.</u> <u>1 ESL teacher x 2 sessions x 2 hrs x \$50.50 = \$202.00</u> <u>1 paraprofessional x 2 sessions x 2 hrs x \$29.05 = \$116.20</u> <u>1 supervisor (AP) x 2 session x 1.75 hrs (2:50 pm to 4:35 pm) x \$52.84= \$184.94</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0</u>	<u>0</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1,290.00</u>	<u>2 iPads x \$495 = \$990.00</u> <u>1 HD Camera x \$300 = \$300.00</u> <u>2 iPads</u> <u>1 HD camera</u>
Educational Software (Object Code 199)	<u>\$299.99</u>	<u>Final Cut Pro Software</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.
Travel	<u>0</u>	<u>0</u>
Other	<u>\$107.35</u>	<u>Refreshments for Parents</u>
TOTAL	<u>\$11,200.00</u>	<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 Bronx	School Number 12
School Name Lewis and Clark 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 Dr. Kuvana Jones	Assistant Principal Sholom Fried
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Victor Abruzzese, Aisha Choudh	School Counselor Luis Ramos - Bil. SW
Teacher/Subject Area Janice Jones/Classroom Teacher	Parent Abdul Mumin
Teacher/Subject Area type here	Parent Coordinator Wendy Camarena
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	256	Total number of ELLs	77	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	77	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	77
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	39	Long-Term (ELLs receiving service 7 or more years)	33

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										0
DL										0
ENL	5	2		39			33			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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							0	1	12	16	18	12	10	0
Chinese														0
Russian														0
Bengali									1	2			1	0
Urdu														0
Arabic													1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other African										2			1	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	13	20	15	10	10	0
Emerging (Low Intermediate)											3	2	3	0
Transitioning (High Intermediate)														0
Expanding (Advanced)														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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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					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									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)									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 currently uses SANDI and SANDI Fast as a schoolwide assessment for all students. ENL teachers also use teacher made assessments which utilize rubrics to determine student proficiency levels. The data from these assessments show that students are functioning at mostly the entering level of proficiency in the English Language. At the middle school level, all students are at the entering level of proficiency on the NYSESLAT. However, at the highschool level, 22% achieved an emerging level on the NYSESLAT. Therefore, we will provide targeted instruction especially to middle school students to help them move into the emerging level of proficiency by focusing on reading comprehension and writing skills. And at the highschool level, we will provide targeted instruction especially in the area of academic vocabulary development.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT scores show that the students scoring at the entering level came within 10 points of the emerging level based on the total score for each student.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on our 2015 NYSESLAT scores, we hope to achieve AMAO #1, which states that students will advance one proficiency level on the test. We will use the data to amend lesson plans which will allow better targeted instruction to meet these goals.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - According to the 2015 NYSESLAT, 100% of middle school students scored at the entering level of proficiency and 22% of our highschool students scored at at the emerging level.
 - Our school currently uses SANDI to inform instrution.

- C. SANDI scores indicate our ELLs continue to need help in reading comprehension. Classroom teachers are encouraged to create bilingual word walls whenever possible.
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*.]
Currently, 12X serves ELLs in grades 6-12.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teachers make recommendations to the administration and to the School Leadership Team on a regular basis.
 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?
Currently 12X only features an ENL program.
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate student progress based on various factors. We look for an increase in student participation as demonstrated by teacher evaluations of classwork using a rubric. We also look for an increase in their CALP (Cognitive Academic Language Proficiency) development as demonstrated by the use of academic vocabulary. We also look at SANDI scores to check for English language development. And finally we look for progress in the four modalities of the NYSESLAT.

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.
At P12X, the process of identifying ELLs begins with printing out a number of reports from ATS. The ATS reports used to identify ELLs are the RDGS, RYOS, RPOB, RLER- English LAB-R/LAB for students eligible for LAB-R testing, and RLER-LAT for students eligible for NYSESLAT testing. We also print out the CAP Detail Placement Sheet and the IEP Student Profile. Additionally, when there is a new student intake, the parents are asked to fill out a Home Language Identification Survey (HLIS). If this survey is not completed at the CSE level, it is completed at the school level along with an informal oral interview by the certified ENL teacher named Victor Abruzzese who also speaks Spanish. Furthermore, if a student is identified as having just arrived from another country, the certified ENL teacher will give them the NYSITELL, and if necessary the Spanish LAB for Spanish speaking students. The HLIS, LAB-R and/or Spanish LAB will be administered within 20 school days of admission. Our students are primarily Spanish speaking, therefore, during intake, we have a number of bilingual Spanish speaking staff that assist the parents, including paras, school aides, and family workers. In the case of a parent who speaks a language other than Spanish, we would contact the translation unit for assistance. Once the students are identified, the parents are contacted and informed of the ENL services the students need. Beginning in July of 2015, we will also have in place an LPT (Language Proficiency Team) which will consist of the ENL teacher, Parent Coordinator, an Administrator, the parent of a new student, and a content area teacher. This team will help determine if a student is an English Language Learner in the case of a new student.

At the beginning of the year, students are identified primarily according to the RDGS, RLAT and the RELC lists in ATS as well as their CAP and IEP mandates. Once students are identified, the ENL teacher either calls or sends a letter to the parent and introduces himself, and then explains the schools program for ELLs. Students who are mandated to receive ENL are assigned a schedule with the mandated number of minutes according to CR Part 154. Students who are mandated to receive bilingual services will receive the required amount of ENL mandated services as stated in CR Part 154 from the ENL teacher, and will receive assistance in all other subject areas from a bilingual classroom para or alternate placement paraprofessional. Additionally, if there is a sufficient number of bilingual students, they will either receive Native Language Arts instruction by a certified bilingual teacher, or, if possible, a bilingual class will be created for them.
2. 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).
First, we administer the oral interview questionnaire. Second, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomers SIFE (LENS). The RSFE (SIFE Report in ATS) is used as well as an informal interview with the parent.

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 LPT consists of Mr. Abruzzese the ENL teacher, Mr. Fried the AP, and Ms. Wendy Camaren the Parent Coordinator, and the student's parent. Interpretation service for the parent will be provided if necessary. This team will be activated when a potentially new ELL student is identified. The LPT recommendation will be accepted or rejected within 20 days.
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.
In District 75, entitlement and non-entitlement parent identification letters are distributed at the CSE.
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).
During the LPT meeting, the parent will be informed of their right to appeal their decision within 45 days.
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.
In District 75, this process is done at the CSE.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
In District 75, entitlement and non-entitlement parent identification letters are distributed at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75, entitlement and non-entitlement parent identification letters are distributed at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In District 75, entitlement and non-entitlement parent identification letters are distributed at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL related documents including but not limited to those listed below will be kept in the students cumulative record. The ELL documents will be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, these documents will be held by the ENL teacher. All necessary staff members will have access to these documents.
 1. HLIS
 2. Program Placement Letter
 3. Entitlement Letter (Newly Identified ELLs)
 4. Continued Entitlement Letter (Continuing ELLs)
 5. Non-Entitlement Letter
 6. Language Proficiency Team NYSITELL Determination Form
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.
Various ATS reports including the IEPs are used to determine NYSESLAT eligibility including the RLAT, RPOB, and the RELC. The ENL teacher will create a schedule to maximize the administration of the test. Since our students have high rates of absenteeism, the students will be placed in cohorts that are based on their grade levels and also by attendance. This will allow the bulk of the students with good attendance to be tested first, and the remaining students to be tested in small groups as they come in. Parents are also informed in detail about the NYSESLAT test several weeks prior to the testing period. They are sent a letter that outlines the testing dates and that describes the test as a State test. The students are also informed of the testing dates and the types of test they will be taking, whether it be the reading, writing, listening or speaking test. We currently have two certified ENL teachers (Victor Abruzzese and Aisha Choudhari) and two certified bilingual teachers (Damarys Abreu and Mauricio King).
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All students receive an entitlement letter at the beginning of the year. Additionally, the ENL teacher works closely with the school's transition coordinator to translate all letters into the parents preferred language.
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).
In District 75, entitlement and non-entitlement procedures are handled at the CSE.

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.

The instructional model used is a mix of integrated co-teaching model along with some stand-alone classes taught by the certified ENL teachers named Victor Abruzzese Aisha Choudhari. A schedule is created at the beginning of the year in collaboration with the classroom teachers and content area teachers which provides all students with a mix of integrated co-teaching and stand-alone ENL as per the new CR Part 154 requirements. Our free-standing ENL consists of groups of students who are brought to a separate location in which they received more targeted instruction. Also, students are grouped based on student need to facilitate meeting the required number of minutes as per CR Part 154. In the group composition list which is sent to the district, the students are placed in groups that account for their grade levels and the number of minutes they require service as per their NYSESLAT scores. There is also additional support by a certified bilingual teacher, who teaches a self-contained class of bilingual and ENL students. Furthermore, instruction will occur in collaboration with content area teachers. The ENL teacher will meet formally during common preps and informally on a regular basis with content area teachers in order to align the ENL program with content area instruction and the common core standards, create content specific vocabulary lists, and identify topics related to content area classes.

- b. TBE program. *If applicable.*

Currently, P12X features only a freestanding ENL program.

- c. DL program. *If applicable.*

Currently, P12X features only a freestanding ENL 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)?

A schedule is created at the beginning of the year based on the NYSESLAT results to determine the number of minutes for each student based on their proficiency levels. All students at the middle school level scored at the entering proficiency level so they were scheduled to receive as best as possible 1 unit of integrated ENL and 1 unit of standalone ENL. At the highschool level, 78% scored at the entering level and 22% scored at emerging level. These students were scheduled to receive as best as possible a total of 3 units per week if they scored at the entering level and a total of 2 units per week if they scored at the emerging level.

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.

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

The model used is mostly an integrated ENL program along with some stand-alone ENL instruction. The ELLs are grouped whenever possible to facilitate programming their schedules and working with them as a small group within a class during the push-in periods.

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

of individual tutoring when available.

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

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

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

Assignments in the native language are given periodically to assess their native language abilities. These assignments are usually created by the classroom teacher if the home language is Spanish because many of our Spanish speaking ELLs are in classes with Spanish speaking teachers. In the case of other languages, such as Bengali and Arabic, the Alternate Placement para will assist in creating these assignments. Also, bilingual glossaries are used to help content area teachers assess the student's academic vocabulary acquisition in both the English and native languages.

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

The ENL teacher conducts periodic assessments in all four modalities at the end of each unit of study to check for English acquisition. Additionally, our SANDI and NYSAA assessments incorporate tests in all four modalities which allow us to understand student progress in all areas.

6. How do you differentiate instruction for 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

We have 5 newcomers at this time. For these newcomers we will provide tutoring, buddy system and a nurturing environment to facilitate language production in addition to incorporating ENL strategies across the content areas. Students here from 4 to 6 years and 6 or more years will receive AIS during teacher admin. We have 2 SIFE students at this time and we will provide them with the following: ENL instruction that follows the Common Core Standards as well as the NYS ENL Standards and incorporates ENL strategies such as: Total Physical Response (TPR), Language Experience, Cooperative Learning, and Graphic Organizers. ELA Standards will also be a part of ENL instruction. Long Term ELLs will receive tutoring from teachers, academic and emotional support from buddy students and paraprofessionals. The school will continue to provide services until the student scores proficient on the NYSESLAT and their IEP changes to reflect they are no longer in need of ENL support. Also, long term ELLs will receive more explicit instruction in standard English forms. Former ELLs will receive at least one half of one unit of study of English as a New Language and will be eligible for certain specified testing accommodations.

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.

The principal will consult with the ENL teacher, the parent/guardian and the student in order to determine if the student's academic progress has been adversely affected. If the principal, based on the recommendation of the ENL teacher and consultation with the parent or guardian believes that the student has been adversely affected by the determination, the principal must provide additional support services to the student as defined by CR Part 154-2.3(j).

Chart 1: 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?

Teachers at P12X use the UNIQUE curriculum which provides different levels of the same text which benefit both ELLs and SWDs. Additionally, the ENL teachers create materials that target a range of student abilities by allowing students to answer using their preferred method of response, whether it be written, visual, responding verbally or kinesthetically etc. Another instructional strategy used to help ELLs in the classroom is the use of grouping with a Native Language Para to make the core content more accessible.

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?

Teachers at P12X use the UNIQUE curriculum which provides different levels of the same text which benefit both ELLs and SWDs. This curriculum along with SANDI provide IEP goals which the ENL teacher uses to help plan instruction. Additionally, the ENL teachers create materials that target a range of student abilities by allowing students to answer using their preferred method of response, whether it be written, visual, responding verbally or kinesthetically etc. Also, ENL students are identified and programmed in order to accommodate the necessary number of minutes they require. Also, within each class students are grouped to maximize their potential for learning. Also, ENL teachers work collaboratively with classroom teachers and content area teachers to plan instruction and to find ways to infuse ENL strategies into content area instruction.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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.)	
Chart 1: FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

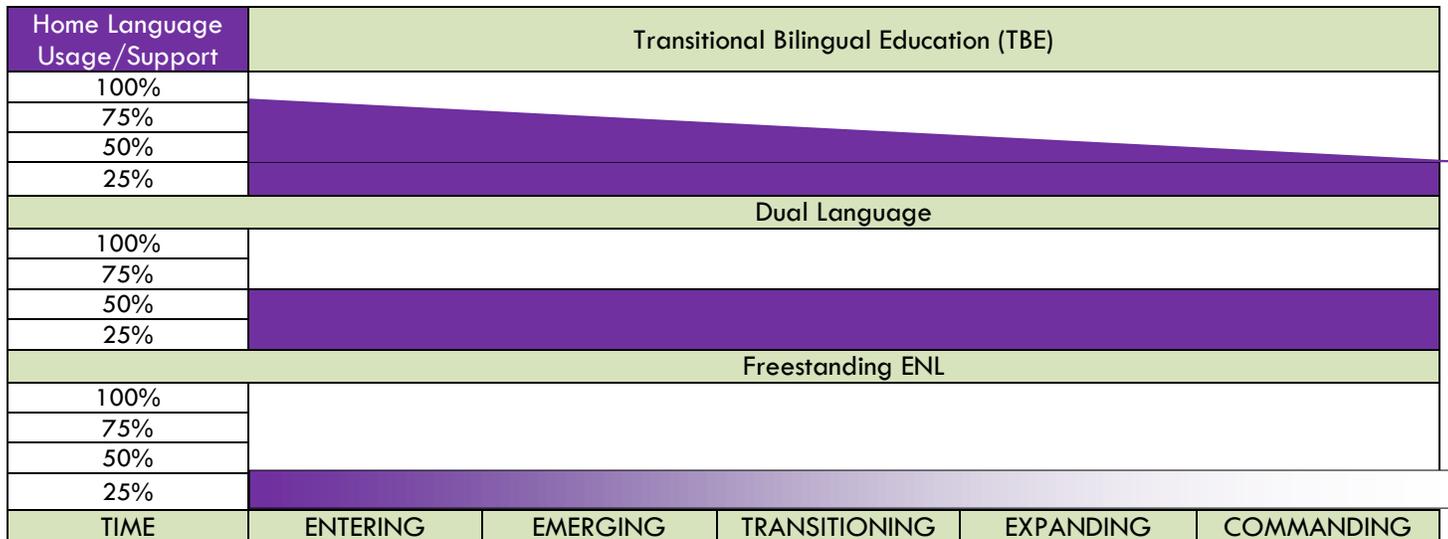


*Note: “other approved services” does not apply to New York City at this time.

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. At the middle and high school levels, we use the UNIQUE curriculum which provides different levels of the same text. This curriculum covers ELA, Science and Social Studies. For math, the ENL teacher collaborates with the math teacher to provide integrated instruction in the classroom. Additionally, at the high school level, the primary program used for targeted intervention is the series Vocabulary Power: Practicing Essential Words by Pearson and Longman. This program offers a research based approach to teaching academic vocabulary. The series provides three texts, Vocabulary Power 1, 2, and 3 that contain high frequency academic vocabulary words that are found in complex texts across all content area which are often referred to in the Common Core Standards. Additionally, bilingual glossaries will be provided to all content area teachers, including but not limited to Math, Social Studies, Science, American History, Global History, and Art. Furthermore, we have an AIS program for math, social studies and science.
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 AIS program provides a good source of intervention as seen from SANDI and NYSAA data as it relates to both content and language development. Also, the UNIQUE curriculum is designed to target various levels of student proficiency levels and helps provide academic language development and content area development.
12. What new programs or improvements will be considered for the upcoming school year?
A new program under consideration is the use of voice recorders and video equipment to record role plays in the English language. Additionally, we have an after school program that uses technology and incorporates the academic vocabulary they encounter in the regular program and which will incorporate more video to help them acquire the vocabulary.
13. What programs/services for ELLs will be discontinued and why?
Currently, we do not plan to discontinue any programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We also offer programs throughout the school year for our students, such as CHAMPS for after school, our Title III after school program, school holiday events, parent workshops, talent shows and essay contests. ELLs, and their parents if appropriate, are invited to these events through announcements in English and Spanish. Additionally, students are always invited to perform, write or speak in their native language when appropriate.
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.
The use of iPads to keep an electronic journal, as well as an online portfolio are used to help the students. Students also access a teacher made website to access various classroom assignments. We also use teacher made adapted books and various vocabulary building Apps across all levels. Furthermore, the ENL teacher makes extensive use of the Smartboard to help scaffold writing assignments by providing the students with a common text for them to use and interact with.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The use of the students native language is encouraged throughout the program where appropriate. When possible, students are grouped by home language to create a more supportive learning environment. Alternate placement paraprofessionals are provided to students who are dominant in the native language. Often iPads and the Smartboard are used to provide support in the home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our school is a 6-12 school servicing children who primarily have the diagnosis of Autism Spectrum Disorder. Our ELL instructional program focuses on the development of practical literacy for everyday use and social interaction as well as the development of academic vocabulary for students who may transition out of this program and into an inclusion program. In order to prepare them for the college and career readiness standards, students in the middle school will participate in various schoolwide internship projects in which the ENL teacher will focus on practical language whereas students at the high school level will participate in outside work-study programs in which the ENL teacher will provide more support with academic and professional language development.
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).
If possible, new ELLs are invited to an orientation session in the fall. Also, new students are often given an orientation session by the ENL teacher and may also be paired with a student buddy to help them become accustomed to the new school environment.
19. What language electives are offered to ELLs?
Currently, our school does not offer any language electives.
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)?

Currently, 12X only features an ENL program.

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.)
During the school year, P12X will hold professional development workshops that will teach ENL methodologies, strategies and approaches to all staff including paraprofessionals. These sessions will occur at various times of the year during our extended Monday PD sessions. These sessions will be conducted by the ENL teacher. The sessions will also include research in the field of ENL education. The school leadership will also refer teachers, guidance counselors, OT and PT staff, the school psychologist and the school social worker, as well as the speech therapists and the parent coordinator to appropriate staff development workshops conducted by various outside agencies including RBERN (Regional Bilingual Education Resource Network) to further assist in their development and understanding of the ELL population. Teachers will also be required to attend Jose P. workshops if necessary as they become available by the district, or maintain a record of the Jose P. training they have attended in their files.
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?
Our ENL teachers are currently attending professional development workshops conducted by the Office of English Language Learners at our Central office and will be expected to attend sessions from other initiatives, e.g. the Universal Design for Learning workshops. Our teachers will also attend conferences focused on the education of ELLs provided by the New York State Department of Education, as well as District 75 Office of ELLs Professional Development workshops. In turn, they will turnkey this information at various in-house PDs for the other staff at the school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Guidance counselors and the transition coordinator will attend on-going PDs to help them better support our students as they transition from middle school to high school and from high school to post-secondary activities.
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.
A review of teachers professional development courses will be conducted by the administration to ensure that the new mandates of CR Part 154.2 are met.

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?
ENL teachers will schedule individual meetings with parents throughout the school year. At the time of the meeting, Language Translation and Interpretation services will be provided.
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.
The ENL teacher along with the Parent Coordinator will keep a file of meetings as well as provide outreach to the parents on a regular basis.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to participate on the school leadership team by the parent coordinator. The common method of parental involvement is through individual meetings with teachers, counselors, and the SBST. Parent surveys are also done as well as mailings to all parents to inform them of new school initiatives. All informational materials are also translated into the native language. Additionally, an ELL parent workshop is scheduled by the first parent teacher conference night. Translation and interpretation services will be provided as needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We also have a bilingual parent coordinator, Wendy Camarena, who is currently working with a variety of agencies including the Bronx District Attorney's office and the Social Security Administration to schedule them to come in and give parent workshops. We will also have a transition fair with various agencies that will provide support in the areas of housing, vocational, and transitional assistance. These workshops will support our Spanish speaking parents through notices sent out in English and Spanish as well as with the support of Spanish speaking staff during the workshops. Since we have a number of Spanish speaking staff, we usually do all of our translations in-house, as well as phone outreach in Spanish. For our parents who speak Bengali and Arabic, a Bengali or Arabic speaking para will assist the parents.
5. How do you evaluate the needs of the parents?
The parent coordinator sends out surveys on a regular basis. These surveys are translated in the appropriate language by in-house staff.
6. How do your parental involvement activities address the needs of the parents?
Our parent coordinator, along with the administration and school leadership team determine parent need from the surveys and then plan parent activities accordingly.

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.

Paste response here:

School Name: <u>Lewis and Clark School</u>		School DBN: <u>75X012</u>	
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)
Dr. Kuvana Jones	Principal		10/28/15
Mr. Sholom Fried	Assistant Principal		10/28/15
Ms. Wendy Camarena	Parent Coordinator		10/28/15
Mr. Victor Abruzzese	ENL/Bilingual Teacher		10/28/15
Abdul Mumin	Parent		10/28/15
Janice Jones	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Luis Ramos	School Counselor		10/28/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

According to the demographics of the school in ATS, over 60% of the students come from households where the first language is not English, which means they potentially need translation and interpretation services. To accurately assess which families need translation and interpretation services, P12X will conduct a home language survey when new students enter the school to determine the parents' preferred language of communication. This information will also be gathered from the students' blue cards.

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.

According to ATS, all parents preferred mode of communication is English. However, we will provide translation and interpretation services for Spanish, Bengali, Arabic, and various African languages as needed.

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.)

We will distribute the following documents in September: Annual handbooks, calendars, parent-teacher conference announcements, after-school program information, general overview of student curriculum, and a letter from the school leadership. In the Spring we will distribute NYSESLAT announcement letters. Also, we will distribute announcements about special school events and a newsletter on an on-going basis.

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.

Formal: parent-teacher conference nights on Nov. 10 and Mar. 11, a parent orientation meeting as scheduled in December, Title III meetings which will occur once in the fall and once in the Spring, graduation and other special events, annual reviews, annual yearly ENL progress meetings scheduled when parents are available on a monthly basis. Informal: random chance meetings when parents come in.

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.

Currently, in-house staff have been able to provide translation services. An over-the-phone interpreter will be used as needed. If necessary, the school will also utilize the DOE's Translation and Interpretation Unit as well as the DOE approved vendor known as The Big Word.

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.

Currently, in-house staff have been able to provide interpretation services. If necessary, the school will also utilize the DOE's Translation and Interpretation Unit as well as the DOE approved vendor known as The Big Word.

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.)

Extended day Mondays, which are used for PD time, will be used to provide training to staff regarding how to use translation services and over-the-phone interpretation 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

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

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

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)

The parent coordinator will conduct parent surveys and parent conferences in which we gather feedback on parents' needs as well as the quality and availability of services.