

721K

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75/K/721

ADDRESS: 64 AVENUE X BROOKLYN, NY 11223

TELEPHONE: (718) 996-8199

FAX: (718) 449-2176

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 721K **SCHOOL NAME:** Roy Campanella Occupational Training Center

SCHOOL ADDRESS: 64 Avenue X Brooklyn, NY 11223

SCHOOL TELEPHONE: (718) 996-8199 **FAX:** (718) 449-2176

SCHOOL CONTACT PERSON: Wendy weiss **EMAIL ADDRESS:** Wweiss6@school s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marilyn Reich / Dorothy Mazzola

PRINCIPAL: Wendy Weiss

UFT CHAPTER LEADER: Marilyn Reich

PARENTS' ASSOCIATION PRESIDENT: Ellien Santana

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** Network 5

SSO NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). **Note:** *If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Wendy Weiss	*Principal or Designee	
Marilyn Reich	*UFT Chapter Chairperson or Designee	
Ellien Santana	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
H. Chichester	Member/ Paraprofessional / Secretary	

E. Ferrara	Member/ Teacher	
S. Shields	Member/Parent	
B. Schneider	Member/ Teacher	
D. Mazzola	Member/Paraprofessional / Co-chairperson	
S. Chan	Member/ Parent	
E. Landi	Member/ Parent	
M. Matos	Member/Parent	
E. Ortiz	Member/Parent	
M. Nunez	Member/Student	
K. Thomas	Member/Student	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Section I

The Roy Campanella Occupational Training Center, 721K, is committed to effecting a permanent, positive change in the lives of young men and women who have developmental disabilities and/ or autism through an instructional program that utilizes active, first hand experiences to prepare them for work and independence in the home and community. The Roy Campanella OTC is a secondary level special education school educating 492 students in departmentalized / self-contained /or inclusion classes with 12:1:1, 8:1:1, 6:1:1 and 12:1:4 ratios who are between the ages of 14.0 and 21 years of age and who live in various and diverse neighborhoods throughout Brooklyn. All students have been classified as needing special education and all have Individualized Education Plans that specify the class size, supports, and educational goals and objectives. All students are exempt from standardized assessment and their IEPs reflect their Alternate Assessment needs.

The vision of 721K is, "To maximize the students' talents, strengths and capabilities in order to live and work in their communities as independently as possible." In order to accomplish this goal, instruction in the four major subject areas is aligned with school wide themes and participation in authentic culminating activities. All instruction is infused with our school's commitment to emphasize student transition plans. The themes provide a center point for planning projects, for differentiating instruction, and for threading transitional goals throughout our students' instructional program.

A listing of our accomplishments and highlights are as follows:

Community Based Instruction

- Completion of student resumes to reflect student experiences at community based vocational training sites
- 65% of our total student population volunteer in our community based work training sites
- Coordination with travel training unit to reroute students to places of employment as well as to new worksites

School Based Instruction

- Continuation of data collection system to chart student progress in every subject area and related service
- Individual student portfolios in each subject area
- Brigance inventories conducted for each student. Information used to drive instruction
- 11 Collaborative Inquiry Teams created with goals of infusing transition throughout the curriculum areas
- School-wide celebratory fairs in Science, Literacy/ Social Studies and Art
- Star Reporter and Eden Curriculum for students in 8:1:1, 6:1:1 and 12:1:4 classes

- School-based vocational training
- Introduction of 2 new vocational shops (Bike Repair Shop, Bake shop)
- Collaborative meetings – to review NYSAA, IEPs, Brigance, Data Collection Sheets
- \$500,000 Reso A awarded for construction
- Continue Golden Apple recycling grant
- After school / holiday programs
- Annual Transition Fair-adult service representatives providing information on recreation, day programs, respite, service coordination, residential, guardianship and summer camp opportunities
- We offer evaluative services in our school from outside Article 16 and 28 Clinics to provide evaluations which are required for OMRDD eligibility
- Worked in conjunction with adult service providers and parents to help create new day habilitation initiatives- (Day Hab Without Walls)
- Graduates can attend classes, full time, at Kingsborough Community College in partnership with our AHRC collaboration
- Maintain tracking of prior graduates in their vocational endeavors
- Assist parents in obtaining benefits such as SSI and Medicaid
- Day and evening guardianship workshops so that parents can complete applications with attorneys while on school site
- Adult service agencies attend our Parent Teacher Conferences during the day and the evening to introduce parents to services available.

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. K721			
District:	75	DBN #:	75k721	School BEDS Code #: 307500013721

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> x 9	<input type="checkbox"/> x 10	<input type="checkbox"/> x 11	<input type="checkbox"/> x 12	<input type="checkbox"/> x Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					89.1/85.9				
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					92.6		91.5		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	1	0	0		74.8	21.9	0.0		
Grade 8	0	0	0						
Grade 9	1	1	2	Students in Temporary Housing: Total Number					
Grade 10	0	1	2	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	1	1	3		2	3	12		
Grade 12	126	0	188						
Ungraded	325	480	272	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	454	483	467		5	3	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	454	483	467	Principal Suspensions	0	1	7		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	3	3		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		

DEMOGRAPHICS							
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	0
# in Trans. Bilingual Classes	32	1	6	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	32	43	24	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	37	55	41	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	75	75	82
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	98	101
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	55	55
	72	77	70				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.7	100.0
American Indian or Alaska Native	0.9	0.8	0.9	Percent more than two years teaching in this school	85.3	85.3	78.0
Black or African American	50.4	49.9	47.5	Percent more than five years teaching anywhere	61.3	68.0	62.2
Hispanic or Latino	18.9	20.1	20.6				
Asian or Native Hawaiian/Other Pacific Isl.	8.8	8.3	10.3	Percent Masters Degree or higher	91.0	89.0	84.0
White	20.9	20.9	20.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	96.3	100.0
Multi-racial							
Male	61.4	60.9	59.5				
Female	38.6	39.1	40.5				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> X Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> X <input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification: _____	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:		ELA:
	Math:		Math:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

As per needs assessment, as well as the results of the Quality Review and District 75 initiatives, the following areas for improvement were indicated:

- o 721K needs to establish goal development plans for teachers to identify and apply their learning from professional development and provide a clear link with the school-wide goals
- o 721K needs to increase the amount of vocational instruction for students at worksites
- o 721K needs to maximize and individualize students' Transition Plans so that they are written in SMART terms and reflect the students' interests, desires and capacities.

One major obstacle that challenges improvement within our school is the consistent increase in the number of students referred to our school. In June 2009, 59 students graduated. Since September 9, 2009, we have admitted 101 students to our school. All of our classes are filled to capacity. Despite the overcrowded building, much is being accomplished in advancing the instruction of our students.

Another barrier has been the placement of students into our school who live in Northern Brooklyn. These students require a great deal of travel time to get to school and home again. It is especially difficult when a student is mandated for a special transportation paraprofessional to ride the school bus with him/her. We have discussed this problem with the District 75 Placement Office and efforts are being made to resolve this difficulty. However, since there are only 2 schools with accessibility, sometimes students need to travel for as long as 1 ½ or even 2 hours. It would really be beneficial if a site that is wheelchair accessible was identified and made available in Mid-to-Northern Brooklyn.

Our greatest accomplishments include, but are not limited to, a positive learning environment where students' have an opportunity to build relationships and socialize. This is the place to discover and develop their abilities and raise their self-esteem. They increase their academic and vocational skills, but also become empowered to develop self-advocacy skills. According to our Quality Review, "the school consistently conveys high expectations to parents and students about learning, behavior and attendance." In addition, we gather and analyze data to show progress of all students and have established effective collaborative work that enables staff to maximize student instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

In order to raise the instructional standards for the students, the following goals will be implemented:

- By the end of the 2009-2010 school year, 75% of teachers at our main site will improve their instructional techniques by selecting 2 out of the 5 Professional Teaching Indicators as evidenced by their individual PTS portfolios.
- By June 2010, we will hone the students' work hardening skills and implement the new D75 SOPM curriculum, at eight of our full time work sites as evidenced by a reduction of students' travel time and an increase of vocational instruction time.
- As recommended by our latest Quality Assurance reviewer, 75% of our students' IEPs will address their interests and abilities as identified through their Level 1 Assessment and overall Transition Plan as evidenced by administrative review of SMART IEP goals.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Instructional Practices

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2009-2010 school year, 75% of teachers at our main site will improve their instructional techniques by selecting 2 out of the 5 Professional Teaching Indicators as evidenced by their individual PTS portfolios.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Principal and Asst. Principal will visit another school that has successfully participated in PTS. PTS will be shared with the Cabinet and then with the rest of the teachers at the monthly faculty conference. D75 support staff will present to teachers. Teachers will complete their Individual Learning Plan for PTS Pre-observation conferences include discussion of teacher self-assessment summary and professional development plans to support teacher goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>School-based Coach assistance. Paid coverage and substitute teachers will be funded so that faculty members can attend professional development workshops to support the PTS. Pre and post observation meetings with principal and asst. principals.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance at orientation and faculty conferences for PTS training. Individual administrator logs in order to document meetings with teachers. Documentation of teachers’ PTS areas for growth. Teachers’ professional development evaluation forms. Pre-observation review which includes the goal and plan. Observation which will reflect the teacher’s success in the PTS rubric areas. Creation of individual PTS portfolio.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Vocational Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will hone the students’ work hardening skills and implement the new D75 SOPM curriculum, at eight of our full time work sites as evidenced by a reduction of students’ travel time and an increase of vocational instruction time.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>After discussions with OPT supervisors and the D75 liaison, new bus codes will be authorized so that students who volunteer at the 4 – WO classes (5 days per week) will travel from home directly to the volunteer worksite via school bus. Staff will be trained in routing procedures and will re-route independent travelers so that they can broaden their experiences at new worksite. Job developer will coordinate the routing process. Classes V22, V23, V24 and V25 (4 day per week worksites) will travel to the worksites using public transportation. Lunch applications will be submitted to food service so that lunches can be provided from schools near the worksites. Related services for these students will be evaluated to determine if services should be terminated. Meet with PPT to discuss reevaluations of related services and CMPs for students going to worksites. Parents will be informed regarding busing from home to worksite and back home again. Parents will be informed and will sign consent forms giving permission for students to travel by public transportation to their worksites while being escorted by 721K staff members. Train passes and city bus passes will be issued for students and staff to travel to 4 worksites.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Job developer will coordinate staff to do re-routing Train passes and city bus passes obtained with the assistance of job developer and D75 liaison. Discussion with executive board of Parents' Assoc. regarding maximizing time at vocational training sites. Funding for substitute paras to cover those who are engaged in re-routing</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance at orientation meeting in September, 2009. Attendance by job developer and paras at D75 Travel Training routers meeting. School bus routes from students' homes directly to worksites will be established. Routers' logs to document successful training. Consent forms signed by parents for students to be routed by staff. Consent forms signed by parents for students to travel by public transportation, with 721 staff, from school to worksite. Logs from PPT meetings regarding reduction and termination of related services and CMPs. Type II recommendations for reduction and termination of related services and CMPs.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Transition

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As recommended by our latest Quality Assurance reviewer, 75% of our students’ IEPs will address their interests and abilities as identified through their Level 1 Assessment and overall Transition Plan as evidenced by administrative review of SMART IEP goals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Review of findings and recommendations of Quality Assurance to determine scope of intervention necessary to meet school goal. Training of pertinent staff in techniques of SMART Goal writing and Transition Plans at Faculty Meetings and other Professional Development Opportunities including District 75 offerings and 721K training on Election Day 2009. Review proposed plans and goals with parents and other stakeholders at various meetings including Teacher – Parent Conference. Administrative review of Teacher drafts in progress and revision of both goals and plans as needed. Parent meetings will be conducted by the parent coordinator and the transition linkage coordinator to provide parents with an overview regarding the Transition Plan Profiles. Teachers and students will complete the Level 1 Vocational assessment. Parent forms will be sent home, will be available at parent-teacher conference and at all PA meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>School-based coach assistance for all teachers, particularly newly hired ones. Paid coverage and substitute teachers will be provided in order to allow staff to attend pertinent workshops on goal topics. Asst. principals and unit coordinator will present workshops regarding SMART goals, and job developer / TLC will present modified Person Centered Plan workshops – funding will be provided to cover teachers to attend these meetings.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Transition Goals reflecting criteria of SMART Goals.

Transition Plans reflecting student wants and desires.

Appropriate meetings documenting parent and other stakeholder participation.

Attendance of participating staff at appropriate workshops and trainings.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Although 721k does not have students who participate in any NY State standardized tests and do not use AIS curriculums in their entirety, we do utilize or adapt portions of some AIS curriculums and we do provide as part of our regular programming small group and one to one instruction during the school day. Our regular staffing provides for the extra help necessary for our students. To further supplement and illustrate instruction, we frequently use graphic organizers. As well as using resources including three mobile labs with 12 computers on each. Students create culminating projects for each of our themes. Our school-based Literacy Fair takes place in April. We also participate in the District 75 Literacy Fair. We have incorporated portions of the Edmark Reading Program (high interest, age appropriate, low reading level program) and the Steck-Vaughn Power Up Series (remedial program which includes an interactive computer program to reinforce content skills – high interest, age appropriate, low reading level). We use Quick Reads (Leveled, short-reads that increase comprehension skills which infuse ELA, science and social studies) and have ordered additional materials for next year. In addition to our school library, each classroom utilizes their classroom library. Classroom libraries include factual / fictional literature.
Mathematics:	Utilizing math concepts as they apply to functional living and working skills is our focus. Our math teachers utilize manipulatives to support instruction. We also meet collaboratively to review, share and order materials. We have used Summer Success Math (remediation program designed to enrich basic math concepts). Each math teacher received literacy-based math books. Portions of Functional Academic Curriculum for Exceptional Students (FACES) were utilized for math instruction.
Science:	We have incorporated the use of Apple Laptop Carts into our science curriculum. Every science teacher received full science kits regarding weather, life cycles, the senses, HIV/AIDS and horticulture. Each science teacher uses microscopes, magnifying stands and SmartBoard. Science is integrated into other areas such as cooking (in our Food Preparation and Coffee Shop classes). All students receive at least 6 periods of instruction regarding HIV/AIDS awareness. Culminating science projects are displayed at our Annual Science Fair in February. We also participate in the District 75 Science Fair. Our Adaptive Physical Education (APE) classes include lessons on nutrition, fitness and body functions. Classes use "News to You" for students with limited or no reading skills. We have two ADL/ Life Skills rooms so that the students can learn to cook, clean, operate a washer/dryer.
Social Studies:	Use of our mobile Apple Laptop Carts is an integral part of social studies instruction. Social studies is covered during our after school programs. Current events are covered during social studies and literacy classes. Classes receive a copy of the New York Post daily. In addition, many of our more challenged students participate in the use of News 2 You (current events program utilizing Mayer-Johnson symbols in conjunction with the text – on various levels using limited text and pictures as needed). New York City Travel training program for Brooklyn is housed in our building. They work with our students to develop independent travel skills as well as to develop mobility skills with a class as a whole. A major component of our school is our community based instructional program where students volunteer to train at one of 27 work-sites ranging from enclave situations (Meals on Heels) to independent work (Kingsborough Community College).

At-risk Services Provided by the Guidance Counselor:	<p>In addition to fulfilling the IEP mandates for counseling, all four of our guidance counselors actively participate in our Ideation (ideas of suicide) Team, our Child Abuse and Neglect (CAN) Team and our Pupil Personnel Team (PPT). They interview the children prior to our Team meetings so that they can contribute the most up-to-date information. In addition, they see non-mandated students who are in a crisis situation such as grief counseling after a family member's death or illness. They are also active members of the Principal's Cabinet.</p>
At-risk Services Provided by the School Psychologist:	<p>Both our bilingual and non-bilingual school psychologists, according to IEP mandates, tests students and meet with parents to fulfill triennial requirements and Type III Recommendations. In addition, they actively participate in our Ideation Team and our Pupil Personnel Team (PPT) and provide support for students who are in a crisis situation.</p>
At-risk Services Provided by the Social Worker:	<p>We do not have a social worker on staff.</p>
At-risk Health-related Services:	<p>Each class is scheduled for a separate and distinct Health Class twice each week. All students receive at least 6 periods of instruction in HIV/AIDS awareness and, unless parents write a letter to the contrary, HIV/AIDS prevention. We also participate in the condom availability program and eleven staff members have been trained by the DOE. Students are notified of the condom availability program and schedule during their Health Class. In addition, our nurses distribute medication to 38 students, as per DOE guidelines.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9th -12th grades **Number of Students to be Served:** 63 LEP 429 Non-LEP

Number of Teachers 74 **Other Staff (Specify)** 25 (OTs, PTs, Speech, Counseling, Vision and Hearing

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P721K is a District 75 self contained special needs secondary school which services 492 developmentally disabled students (non ELLs, LEP/ ELLs, newcomers, SIFE and long term ELLs, grades 9-12) . All the students are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests(with the exception of NYSAA, LAB/LABR and NYSESLAT) in order to chart competencies in all subject areas. 63 students are LEP/ELLs (SIFE, newcomers and long term ELLs) in a bilingual Spanish class, a pullout and self contained ESL program models (9- grade 9, 13-grade 10, 13-grade 11, and 28-grade12) and 43 ELLs that are X coded(monolingual without ESL services). for a total of 106 ELLs. This total number includes students whose IEPs indicate ESL only(14), 49 students in Alternate Placement(1 Turkish, 15 Cantonese, 1 Mandarin, 3 Russian, 4 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 3 Arabic, 2 Bengali, 1 Korean, 2 Hebrew, 1 Yiddish, 1 Vietnamese and 3 Urdu). Each student who is mandated to receive ESL services as per the IEP receive ESL instruction by 2 certified ESL teacher(s) and 1 ESL teacher with a conditional ESL certificate through a pull out, and departmentalized model of instruction. Since these students are functioning on a beginning level of proficiency according to their scores on their pervious NYSESLAT and or LAB/LABR and in analyzing the patterns in students' results, we have found that all the students(9) who took the NYSESLAT in the Spring of 2009, scored "invalid" on the test because they were not able to complete all parts of the test or they remained on a beginners level in each of the proficiency levels(reading, writing, listening and speaking, which was consistent with their LAB/LABR scores when they entered the NYC public school system, therefore(as prescribed by NYS guidelines for ELLs functioning on a beginners level) they are provided with a minimum of 11 periods (50 min each period)each

week for a minimum of 550minutes-1000 minutes of ESL instruction in English in the subject areas of social studies, vocational, mathematics, literacy or science.

Students(12) in the TBE/Bilingual Spanish class the students are placed in a self contained class where the certified Bilingual Spanish teacher with the supports of a bilingual Spanish speaking paraprofessional is responsible for teaching the academic subject areas. This delivery model enables the teacher to more efficiently access and document the students' acquisition and usage of the English language as well as their practical implementation of literacy skills in the school environment. Since we only have one Bilingual Spanish Class, the teacher is able to monitor, first hand, the progress of the students in the TBE class in the area of Literacy from year to year. In order to meet the range of language and academic needs of the students and to plan appropriate course of study and AIS, the TBE/Bilingual teacher takes into consideration each students proficiency in both languages(English and in Spanish) scores on the LAB/ LABR , NYSESLAT, Brigance Inventories and other summative and formative assessments. All 12 students in the Bilingual Spanish TBE class are performing on a beginners level based on their proficiency scores on the NYSESLAT and LABR, NYSAA and other informal assessments. The students in the TBE Spanish class are receiving the following mandated minutes of instruction from their Bilingual Spanish teacher: in Spanish for Native Language Arts (12 periods/600 min) and in English for ESL (13 periods/650 min). Students receive 650 hours of instruction daily, which includes lunch(50 min.). The breakdown of instruction for the TBE students by their certified Bilingual Spanish teacher according to subject area is as follows: Health/Science-150 min (3 periods)/NL, Health/Science-100min(2 periods)/English using ESL for a total of 250 min/Health-Science, Literacy-200min(4 periods)/NL and Literacy300 min(6 periods)/English using ESL for a total of 500 min/Literacy., Social Studies-Transition-100min/NL, Social Studies-Transition250 min(5 periods/English using ESL. For a total of 350 min/Social Studies-Transition. TBE students who demonstrate a proficiency in the acquisition and usage of the English Language based on their performance on the LAB/LBR, NYSESLAT, NYSAA and a variety of formative and summative data/assessments may have their language services reviewed by the school's Pupil Personnel Team and LAP team on a regular basis throughout the school year. Progress and modifications are discussed with the student and parent and submitted on an individual basis and as needed for reevaluation to the school's SBST team. These TBE students will continue to be serviced with AIS services for a period up to two years.

Students(49) who are designated on the IEP as requiring Bilingual services and where a class in their native language or instructional ratio is not available, receive the services of a fulltime alternate placement paraprofessional to help clarify and translate information in monolingual and ESL classes. Students in 12:1:1 instructional ratio and who speak the same language are grouped together whenever possible and receive instruction in English. Students who require the services of an AP paraprofessionals have their paraprofessionals travel with them from class to class to assist in instruction by providing clarification in both English and the students' native language when needed. These ELLs receive the supports of IEP driven AP paraprofessionals who also assists the teacher as a conduit for t to communicate to parents and parents to communicate with teachers regarding the needs and progress of the student.

Newcomer ELLs and students designated as SIFE who are not in the Bilingual Spanish Class, are placed in a class with a certified ESL teacher and receive the supports of an alternate placement paraprofessional who speaks the students' native language. These newcomers and SIFE students are placed in a self contained ESL class with other ELLs that speak the same native language where the teacher uses peer tutoring and cooperative learning techniques among other strategies to integrate and facilitate language acquisition and usage. These ELLs in these classes also serve as role models(language usage) for the newcomers and SIFE students and can assist them in a more social situation where the newcomer and SIFE students may come into contact with their non ELL peers. The academic interventions for these students would be the same as for any other students. Deficits and strengths in language acquisition and skills in other academic areas are assessed, instruction is then differentiated and adapted to meet the needs of the student. These students also have the opportunity to participate in the Title III afterschool program, two days a week in order to further strengthen and hone their Literacy skills.

A request for an extension of services has been processed for ELLs that are in their 4th and 5th years of ESL/BIS services. Instructional and language services of long term ELLs are closely monitored and reevaluated by the LAP team and PPT teams respectively. The LAP team which is made up of and not limited to administrators, programming coordinator, BIS teacher, ESL teacher, alternate placement paraprofessional if applicable, subject specific monolingual teacher, school psychologist, job developer, and related service providers review the services/mandates of ELL and long term ELL students on an annual basis. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the students age, time in the country, peer interactions, functioning abilities, needs, desires, future placement-after graduation, etc. As ELLs are reevaluated to less restrictive language service models, we continue monitor student progress and functioning in all areas academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed. (see the description of the various instructional language models that 721K has to offer, stated earlier in the LAP). Those long term ELLs that continue to receive language services as per their IEP, receive differentiated instruction that is adapted to meet their needs, upon analysis of per various assessments(Brigance, NYSAA, student data sheets, NYSESLAT and LABs, etc). These students continue to benefit from peer tutoring, small group and individual instruction, as well as additional supplemental instructional programs such as the Title III afterschool program.

All of the ELLs students(SIFE, long term ELLs, newcomers) who took the Spring 2009 NYSESLAT scored a level 1 or the test was deemed invalid due to the fact that when scoring the test booklets, the students were not able to follow the directions of the test, nor comprehend what was being asked of them. The majority of these high school aged (16-21), alternate assessment students are long term ELLs . Due to their cognitive disability these ELLs were not able to score above a beginners level on the Spring 2009 NYSESLAT, therefore, never being able to reach proficiency, based on this assessment. However, these same students scored level 3 and 4 on the 2009 NYSAA (in the subject areas taken-Math, Science, S.S and ELA).Based on the outcome of the 2009 NYSESLAT and in comparison to that of the 2009 NYSAA, it is clear that instructional goals must continue to be individualized that teachers must use other forms of formative and summative assessments to determine student progress in English language proficiency. In addition to any informal assessments that classroom teachers may use to assess the students' functioning level, at the beginning of the school year(October through the first week in November) a Brigance Inventory is completed for each student. The data collected from the administration of the Inventories enable teachers to establish a base line of language and content area skills by assessing the student's areas of strength and deficits in order to plan an appropriate unit of study and AIS in all subject specific areas(appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.). Classroom portfolios and student binders are kept for ELLs in all subject areas which contain student progress sheets and other summative and formative assessment and student work samples depicting the acquisition of specific skills is in all subject areas including language. This information is accumulated, tracked and evaluated on a regular basis and interventions put in place as needed in order to bring the student's functioning to the next level.

ELLs who are scheduled to participate in the 2010 NYSAA have been identified. Student work will be collected and evaluated in the Spring of 2010. Classroom Portfolios are kept for each student including ELLs *in all subject* areas. Since communication skills and literacy skills are major deficit areas for all our students (monolingual, ELLs, newcomers, SIFE and long term ELLs) approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning, pictorial visual aids, and the use of assistive technology and communication devices.

Since 1992, limited-English-proficient (LEP) student enrollment has nearly doubled. Most recent data from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) indicate that there are close to five million students identified as LEP (NCELA, 2002).. These skyrocketing numbers of LEP students underscore the importance of ensuring that student academic success becomes a reality and that teachers provide them with every opportunity to excel.

The No Child Left Behind Act of 2001 (NCLB, 2002) clearly sets a goal for LEP students to meet the same challenging state academic achievement standards and state academic content standards expected of all students. The law also states that all students should be technologically literate, regardless of student background or family socioeconomic status. LEP students, moreover, will be tested in English after they have attended school in this country for three years.

It is evident that instructional goals must continue to be individualized while addressing the student's needs and taking into account individual strengths, deficits, modes of communication and age. Instruction must be differentiated and presented in a variety of modalities. In addition, materials must be adapted in order to meet the needs of all ELL students (newcomers, SIFE and long term ELLs). Instruction for all students including all level and classification of ELLs is driven by goals set forth in the student's IEP and is differentiated and adapted in order to strengthen and build upon skills in order to address individual student needs. I.E.P. goals for the 2009-2010 school year are currently being done for all students in all subject areas (including language and Native language and ESL goals and will be completed by December 2009. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important areas for all the students to develop in order for them to reach their potential and function in as independently as possible in the school environment and in their home communities. These are major deficit areas for all our students (monolingual, ELL and long term ELLs), approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning are effective in working with ELL students. The Mayer Johnson communication system is also utilized with ELLs who have major language/communication deficits. ELL students who have major language/communication deficits are evaluated for communication devices as needed. These students are also screened for the use of augmentative communication devices (when appropriate). To supplement and support classroom learning the school and classroom library include a variety of books on all reading levels that reflect the diverse cultural backgrounds and interests of the students of school.

In the TBE class, the classroom library contains books both in English and in Spanish. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. In the TBE class, the classroom library contains books both in English and in Spanish. In addition, the TBE teacher also uses other instructional aides such as the Jump Start Language skills kit and conversation Cue Cards, Real World Picture Series (PCI Education), Newcomers Themes Classroom Kit for ELLs and Theme Readers Classroom Library for ELLs (ETA), Evaluation Del Desarrollo De La Lectura 2(EDL2)(Pearson Learning), etc.

In addition through the use of technology in the classroom (classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In other words, it greatly helps build on their confidence. At 721K, the use of technology (computers, assistive communication, smartboards, etc) is incorporated into ESL and content area instruction as a means to provide students with additional support. Each classroom had a minimum of 2 computers and teachers had access to mobile computer labs to aid in instruction. The use of technology provided students with a more hands on approach by allowing them to access information and instructional materials/manipulatives as independently as possible. The more connected students are to the lesson, the better the chances for retention. For this reason each student is looked at individually and instructional strategies and interventions are planned according to their individual needs and learning style. As students become more proficient in English, they become more confident and have more opportunities to practice the language skills taught in school in a community setting such as community worksites. In these worksites, the paraprofessional's role is more of a job coach. It is up to them to ensure that the student understands and can perform all the responsibilities of the job.

In order to reinforce and supplement student learning and as an academic intervention , funding has been scheduled in the school budget for a Title III afterschool program for the 2009-2010 school year. 12 ELL students have been identified(TBE, SIFE, newcomers and long term ELLs), parents contacted and busing requests have been submitted. A certified ESL Teacher will provide instruction 2 days a week from 3:00-5:00 through the end of May 2010. The AIS focus of the Title III after school program is to provide ELLs with additional opportunities to further develop, reinforce and strengthen English language skills.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers(monolingual, ESL and Bilingual) participate in the Professional Teaching Standards. Every teacher (including ESL and Bilingual) has the chance to evaluate their strengths and areas of need on their individual learning plan. Throughout the school year, every teacher is responsible for seeking appropriate course of action in order to accomplish their personal goals. This includes but is not limited to: attending PD provided by District 75(best practices, regulations, new methodologies, infusing ELS methodologies in content areas),Jose P Training for anyone who needs to fulfill mandated hours, college and online courses, inter class and school visitations to gather information and observe best practices in their areas of need, attending conference, and doing in-depth research. In addition, every teacher shares common professional periods in order to meet collaboratively with colleagues that teach similar populations and subject. During these meeting times, teachers are able to bring up various issues, explore viable solutions and share best practices., including how to incorporate ESL methodologies while addressing the school wide instructional themes and successful strategies to meet the needs of ELLs in monolingual classes. . In June 2010 we plan to have PD conducted by the BIS and ESL teachers to the rest of the staff to inform them of effective strategies to instruct ELLs.

Funds have been scheduled in order for teachers to attend workshops during the school day if needed. In addition, 721K is planning to provide staff with professional development during the school year on creating SMART goals on the IEP, threading Transition goals in all subject areas, assessment, NYSAA, use of various technology such as the smartboard, boardmaker, imovie, to as a means to enhance and facilitate language and literacy etc. New teachers receive the support and ongoing professional development through a school based mentor. The school based instructional coach is also available to provide 1:1 or small professional development as needed.

P 721K 's teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the District's Bilingual Department and the school based instructional coach. In addition, P721K will ensure the attendance of ESL, monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. For the past several years ESL teachers and alternate placement paraprofessionals attended the SABE conference with the parents of the school. Staff will be notified when the conference will take place for the 2009-2010 school year, in order to register. Staff is also notified in advance of any after school and weekend PD that may be pertinent.

: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Updated December 17, 2009

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 12 (12:1:1)

LEP 106 Non-LEP 386

Number of Teachers 1 certified ESL Teacher Other Staff (Specify) 2 paraprofessionals, 1 supervisor and school secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

2009-2010 Title III after school plans

Overview of Program

P721K is a District 75 self contained special needs secondary school which services 492 developmentally disabled students(12:1:1&8:1:1), autism(6:1:1.& 8:1:1) and multiple handicaps(12:1:4) (non ELLs, LEP/ ELLs, newcomers, SIFE and long term ELLs, grades 9-12) . All the students are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests(with the exception LAB/LABR and NYSESLAT) in order to chart competencies in all subject areas. 63 students are LEP/ELLs (SIFE, newcomers and long term ELLS) in a bilingual Spanish class, a pullout and self contained ESL program models (9- grade 9, 13-grade 10, 13-grade 11, and 28-grade12) and 43 ELLs that are X coded(monolingual without ESL services). for a total of 106 ELLs. This total number includes students whose IEPs indicate ESL only(14), 49 students in Alternate Placement(1 Turkish, 15 Cantonese, 1 Mandarin, 3 Russian, 4 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 3 Arabic, 2 Bengali, 1 Korean, 2 Hebrew, 1 Yiddish, 1 Vietnamese and 3 Urdu). Each student who is mandated to receive ESL services as per the IEP receive ESL instruction by 2 certified ESL teacher(s) and 1 ESL teacher with a conditional ESL certificate through a pull out, and departmentalized model of instruction.

Students(12) in the TBE/Bilingual Spanish class(12:1:1) are placed in a self contained class where the certified Bilingual Spanish teacher with the supports of a bilingual Spanish speaking paraprofessional is responsible for teaching the academic subject areas. This delivery model enables the teacher to more efficiently access and document the students' acquisition and usage of the English language as well as their practical implementation of literacy skills in the school environment. Since we only have one Bilingual Spanish Class, the teacher is able to monitor, first hand, the progress of the students in the TBE class in the area of Literacy from year to year. In order to meet the range of language and academic needs of the students and to plan appropriate course of study and AIS, the TBE/Bilingual teacher takes into consideration each students proficiency in both languages(English and in Spanish) scores on the LAB/ LABR , NYSESLAT, Brigance Inventories and other summative and formative assessments. All 12 students in the Bilingual Spanish TBE class are performing on at beginner level based on their proficiency scores on the 2009 NYSESLAT which is consistent with their scores on the LAB/LABR. The students in the TBE Spanish class are receiving the following minutes of instruction from their Bilingual Spanish teacher: in Spanish for Native Language Arts for a minimum of 180 min weekly.(5 periods wk=250

min), Content area in the Native Language (7 periods wk=350 minutes) and in English for ESL (13 periods/650 min). The breakdown of instruction for the TBE students by their certified Bilingual Spanish teacher according to subject area is as follows: Health/Science-150 min (3 periods)/NL, Health/Science- 100min(2 periods)/English using ESL for a total of 250 min/Health-Science, Literacy-200min(4 periods)/NL and Literacy300 min(6 periods)/English using ESL for a total of 500 min/Literacy., Social Studies-Transition-100min/NL, Social Studies-Transition250 min(5 periods/English using ESL. For a total of 350 min/Social Studies-Transition.

Students (49) who are designated on the IEP as requiring Bilingual services and where a class in their native language or instructional ratio is not available, receive the services of a fulltime alternate placement paraprofessional to help clarify and translate information in monolingual and ESL classes. Students in 12:1:1 instructional ratio and who speak the same language are grouped together whenever possible and receive instruction in English. Students who require the services of an AP paraprofessionals have their paraprofessionals travel with them from class to class to assist in instruction by providing clarification in both English and the students' native language when needed. These ELLs receive the supports of IEP driven AP paraprofessionals who also assist the teacher as a conduit for to communicate to parents and parents to communicate with teachers regarding the needs and progress of the student.

ELL students, who are not in the Bilingual Spanish Class, are placed in a class with a certified ESL teacher and receive the supports of an alternate placement paraprofessional (as per their IEPs) who speaks the students' native language. The remainder of ELL students(37)receive ESL services via push in/pull out model and those requiring the supports of an alternate placement paraprofessional receive it as well. The teacher uses peer tutoring and cooperative learning techniques among other strategies to integrate and facilitate language acquisition and usage.

All of the ELL students(SIFE, long term ELLs, newcomers and the students who will participate in the Title III after school program/pending approval from District 75) who took the Spring 2009 NYSESLAT scored at the beginner level of proficiency(reading, writing, listening and speaking) or the test was deemed invalid. In analyzing the patterns across proficiency levels on the NYSESLAT, we have found that the students were not able to follow the directions of the test, nor comprehend what was being asked of them. Therefore, could not complete enough of the test to be scored. These results were consistent with their LAB/LABR scores when they entered the NYC public school system

9 ELLs participated in the 2009 NYSAA and scored level 3 and 4 in the subject areas taken: Math, Science, S.S and ELA. Based on the outcome of the 2009 NYSESLAT and in comparison to that of the 2009 NYSAA, it is clear that instructional goals must continue to be individualized that teachers must use other forms of formative and summative assessments to determine student progress in English language proficiency. In addition to any informal assessments that classroom teachers may use to assess the students' functioning level, at the beginning of the school year(October through the first week in November) a Brigance Inventory is completed for each student and a post Brigance Inventory is conducted the following May. The data collected from the administration of the Inventories enable teachers to establish a base line of language and content area skills by assessing the student's areas of strength and deficits in order to plan an appropriate unit of study and AIS (including the Title III after school program)in all subject specific areas(appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.). Classroom portfolios and student binders are kept for ELLs in all subject areas which contain student progress sheets and other summative and formative assessment and student work samples depicting the acquisition of specific skills in all subject areas including language. This information is accumulated, tracked and evaluated on a regular basis and interventions put in place as needed in order to bring the student's functioning to the next level. This system of assessment will also take place for the 2009-2010 Title III after school program(pending approval).

All ELL students who demonstrate proficiency in the acquisition and usage of the English Language in English on the NYSESLAT and mastery of IEP goals(including language) have their language services reviewed by the school's Pupil Personnel Team. Student progress in the acquisition and usage of English language is discussed with the student and parent on an ongoing basis throughout the school year (during triennials, annual

reviews, Parent-Teacher conferences and parent request.). Any requests for changes or modifications in language services are reviewed by the school's PPT committee, and submitted on an individual basis for reevaluation to the school's SBST team. These ELL students, who reach English Language proficiency, will continue to receive ESL support or AIS services, including access to the Title III after-school program, for two years after testing out of the NYSESLAT.

Upon analyzing all of the test data (NYSESLAT, LAB/LABR, NYSAA) and other formative and summative assessments including the student's IEP, it is evident that instructional goals must continue to be individualized for all ELLs (including those students that will attend the Title III after school program-pending approval) while addressing the student's needs and taking into account individual strengths, deficits , modes of communication and age. Instruction must be differentiated and presented in a variety of modalities. In addition, materials must be adapted in order to meet the needs of all ELL students (newcomers, SIFE and long term ELLs). Instruction for all students including all level and classification of ELLs (newcomers, SIFE, long term and students participating in the Title III after school program/pending approval) is driven by goals set forth in the student's IEP and is differentiated and adapted in order to strengthen and build upon skills in order to address individual student needs. I.E.P. goals for the 2009-2010 school year are currently being done for all students in all subject areas (including language and Native language and ESL goals and will be completed by December 2009. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important areas for ELL students to develop in order for them to reach their potential and function in as independently as possible in the school environment and in their home communities. These are major deficit areas for all our students (monolingual, ELL and long term ELLs), approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning are effective in working with ELL students. The Mayer Johnson communication system is also utilized with ELLs who have major language/communication deficits. ELL students who have major language/communication deficits are evaluated for communication devices as needed. These students are also screened for the use of augmentative communication devices (when appropriate). To supplement and support classroom learning during the regular school day and during the Title III after school program(pending approval) the school library and the classroom library(every class has one) includes a variety of books on all reading levels that reflect the diverse cultural backgrounds and interests of the students of school.

In the TBE class, the classroom library contains books both in English and in Spanish. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. In the TBE class, the classroom library contains books both in English and in Spanish. In addition, the TBE teacher also uses other instructional aides such as the Jump Start Language skills kit and conversation Cue Cards, Real World Picture Series (PCI Education), Newcomers Themes Classroom Kit for ELLs and Theme Readers Classroom Library for ELLs (ETA), Evaluation Del Desarrollo De La Lectura 2(EDL2)(Pearson Learning), etc.

RESEARCH

The No Child Left Behind Act of 2001 (NCLB, 2002) clearly sets a goal for LEP students to meet the same challenging state academic achievement standards and state academic content standards expected of all students. The law also states that every student should be technologically literate, regardless of student background or family socioeconomic status. LEP students, moreover, will be tested in English after they have attended school in this country for three years.

Since 1992, limited-English-proficient (LEP) student enrollment has nearly doubled. Most recent data from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) indicate that there are close to five million students

identified as LEP (NCELA, 2002).. These skyrocketing numbers of LEP students underscore the importance of ensuring that student academic success becomes a reality and that teachers provide them with every opportunity to excel.

In addition, at 721K, the use of technology (computers, assistive communication, smartboards, etc) is incorporated into ESL and content area instruction (including the Title III after school program/pending approval) as a means to provide students with additional support. Every classroom is outfitted with computers and other technology (smartboards, communication devices, cameras, recorders etc), is available to all teachers including the Title III teacher(pending approval of the program). Technology enables LEP students to learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In other words, it greatly helps build on their confidence.

The use of technology provides students with a more hands on approach by allowing them to access information and instructional materials/manipulatives as independently as possible. The more connected students are to the lesson, the better the chances for retention. For this reason each ELL is looked at individually and instructional strategies and interventions (including Title III after school program) are planned according to their individual needs and learning style. As students become more proficient in English, they become more confident and have more opportunities to practice the language skills taught in school in a community setting such as community worksites. In these worksites, the paraprofessional's role is more of a job coach. It is up to them to ensure that the student understands and can perform all the responsibilities of the job.

Since 2005, 721K has provided 12 ELLs (all developmentally disabled 12:1:1 ELLs all designated as alternate assessment according to the IEP) on a first come first served basis, additional (AIS) opportunities to hone, practice and develop additional English language skills after school 2 days a week from 3:00-5:00 from November-May. Based on previous years, many parents of ELLs and the students themselves do not sign up for the after school program for a variety of reason including: the students do not live in the immediate community and parents have stated that their children get home too late, the students receive other services outside of school (OT, PT, therapy etc.), they attend another after school program (non-academic)the after school program is disruptive to individual family schedules, their children are too tired or do not want to attend, etc.

721K plans to continue to provide 12 /12:1:1 ELLs (**5 AP Cantonese**- 3/12th grade, 1/11th grade, 1/10th grade; **2 AP Russian**- 10th grade;**1 AP Urdu** -11th grade; **2 TBE Spanish**12th grade and 10th grade; **2 ESL/Haitian Creole**, , Spanish(12th grade) with additional AIS opportunities after school to continue to build upon, strengthen, and hone English Language/Literacy skills and communication skills already acquired in the classroom in another setting.

Instructional Focus

Upon approval of the plan, the Title III after school program will operate on Tuesdays and Wednesdays (3:00-5:00) from January 5, 2010 through June 8, 2010 (2 hours/per session X 2 session/ea week X 20 weeks, for a total of 88 hours). All 12 students require transportation home and names will be provided to OPT. A certified ESL teacher will instruct the class and 2 paraprofessionals will provide the supports (Cantonese and Russian speaking- the parents of these ELLs are not fluent in English and needs to have someone who speaks their native language on hand during the program) . 1 assistant principal will supervise the program and 1 secretary will process the payroll and assist with any paperwork associated with the after school program.

Students in 721K's Title III after school program(pending approval) will research, compare and contrast various aspects(work, family life, games/leisure time activities, clothing, climate, recipes, etc) of 6 cultures (Oriental-Cantonese/Vietnamese/Japanese , Haitian Creole/Caribbean, Spanish-Mexican/South American/Spain , Arabic , Russian and American) . Students will explore a new culture each month by drawing upon

what is familiar to them, utilizing a variety of resources, such as; the internet, multicultural books and classroom libraries, newspapers, magazines, videos, and any other resource that may be used during the regular school day as described above. Vocabulary will be expanded and literacy/comprehension skills strengthened through conversation, role playing utilizing all ESL methodologies described in detail in the ELL delivery program for P721K. By the end of the program each student will create a book of original illustrations, writings and recipes to take home. In addition, family members will be invited to a special celebration where they will have the opportunity see a cultural presentation by the students, followed up by a cultural tasting prepared by the students.

Each student's I.E.P goals , Brigance Inventories, 2009-2010 NYSAA, LAB/LABR, 2009 NYSESLAT scores will be made available to the teacher of the Title III program. Informal pre and post assessments will be conducted and student formative and summative data sheets will be generated for each student in order to document progress during the Title III program. The teacher of the program will communicate and update student progress with the daytime teachers of the ELLs participating in the Title III after school program once a month during regular school time collaborative meetings, email and other written correspondence. Instruction will be planned and differentiated(described above, using the same strategies as used during the regular school day) in order to address each individual student's needs and learning styles; taking into consideration the patterns of student scores on the LAB/LABR, Brigance Inventories, NYSESLAT and NYSAA. In addition, students will use technology to research and prepare the class culminating project. Individual student portfolios will be kept for each student and samples of student will be sent home at the end of the program.

The Title III after school teacher will be available to speak to the parents regarding the progress of the students during parent teacher conferences and IEP conferences. Parents will receive a progress report twice (March 2010 and the last week in May 2010) during the Title III program.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

On Saturday, January 9, 2010, the ESL teacher, who will instruct students enrolled in the Title III after school program, will attend a professional development session which is specifically geared to enhancing research of the 6 cultures, which will be explored by students in the proposed Title III program. In addition, once a month, supervisor, paraprofessionals and teacher of the Title III program will meet for ongoing PD(January 2010-June 2010=6/ 2 hour sessions) with a focus on exploring and adapting multicultural books, magazines and other materials for the use of our students in the Title III program.

PARENT INVOLVEMENT/PARENT ORIENTATION

At the beginning of September, a parent orientation workshop was conducted (day and in the evening) in order to provide parents with an overview of the school program and instructional focus for the 2009-10 school year. This overview included various after school programs which we have had and plan to continue during the current school year, including the Title III after school. At the orientation session, parents interested in the Title III after school program completed a form in order to be contacted at a later date. October 2009, parents of ELLs received official notices in their native language (Bengali, Urdu, Russian, Spanish, Cantonese, Mandarin, Vietnamese, Turkish, Hebrew, Haitian Creole, Yiddish, Italian, and Greek) describing the proposed Title III program. Those languages where the District did not provide translation for, 721K staff provided the written notices in the parent language. In addition, notices were also available during parent teacher conferences (evening and afternoon meetings). Translators were available in the parent's native language for all of the meetings. Any parent showing interest in the proposed Title III after school program was contacted by a school translator and the particulars of the program were discussed over the phone. If the parent was still interested, permission

forms were sent home). Parents were notified and students(12) were taken on a first come first served basis. Many ELLs who have attended the Title III after school program in previous years advocated for themselves at the beginning of the school year and these students were given preference.

Official Title III letters have been sent to parents in a language they understand detailing the proposed Title III after school program at 721K. A parent orientation concerning the Title III program took place on December 9, 2009 . Translation and interpretation was provided by the Parent Coordinator and paraprofessionals who speak the parents' native languages.

Once a month parents will be invited to attend the Title III program along with their student and participate in the program's activities for that day. A culminating activity and celebration will take place with all participating students and their families at the end of program.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: \$17, 660.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$307.40	Professional staff for Title III program 10 secretary hours X \$30.74/hour=307.40
	\$3,991.20	88 teacher hours per session rate \$49.89 per hour/ 1 teacher X 2 hours per day (\$112.25) X 2 days per week(\$224.50) X 20 weeks=\$3,991.20
	\$4,176.80	88 supervisor hours per session rate \$52.21 per hour/1 supervisor X 2 hours per day (\$117.47) X 2 days per week (\$234.94) X 20 weeks = \$4,176.80
	\$4,636.80	176 paraprofessional hours/ 2 paraprofessionals(Cantonese & Russian speaking) X 88 hours each
Subtotal	\$13,112.20	per session rate\$28.98 per hour/ 2 hours per day(\$57.96) X 2 days per week (\$115.92) X 20 weeks=\$2,318.40 X 2 paraprofessionals =\$4,636.80
	\$598.68	Professional Development Per Session for 1 supervisor/2 paraprofessionals and teacher to attend PD 1X a month X 2 hours X 6 months(January 2010-June 2010)
	\$626.52	12 teacher hours (per session rate \$49.89per hour/ 1 teacher X 2 hours(\$99.78)X 6 sessions(1 per month)= \$598.68
	\$695.52	12 supervisor hours (per session rate \$52.21 per hour/ 1 supervisor X 2 hours(\$104.42) X 6 sessions(1 per month)=\$626.52
Subtotal		24 paraprofessional hours/ 2 paraprofessionals-12 hours each(per session rate \$28.98

	\$1,920.72 Total= \$15,032.92	per hour /X 2 hours(\$57.96) X 2 paraprofessionals (\$115.92) X 6 sessions(1 per month)=\$695.52
Supplies and materials	\$1,372.08	Purchase materials such as books and materials to be used to support instruction as outlined in 721K's Title III plan for the 2009-2010 school year
Other	\$50.00 \$405.00 \$550.00 \$250.00 Total \$ 1,255.00	Payment for cost of workshop on January 9, 2010 Metro cards to attend Title III program and activities. Metro cards(\$2.50 each way/\$4.50 round trip X 90 participants =\$405.00 Weekly allotment to purchase for food items to cook by students as described in the Title III afterschool program description.(\$25.00 X 22 weeks= \$550.00) Also funding to purchase items for the end of session family celebration.
TOTAL	\$17, 660.00	

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

October 2009 2009-2010 LAP Narrative/721K

The LAP team which is made up of and not limited to Wendy Weiss(Principal) Rosemary DeMastri , Ed Kinder, and Charles Leone(APs), Ms. Rosoff-programming coordinator, Vivian Soto-Parent Coordinator, Ms. Brantes- BIS teacher, Ms. Bakastova and Ms. Puccio-ESL teachers, Jenny Yan-alternate placement paraprofessional if applicable, subject specific monolingual teacher, Pat Hayes-school psychologist, Allen Weiner-job developer, Mitch Goldstein-TLC and Michael Mocombe-related service providers review the services/mandates of ELL and long term ELL students on an annual basis. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the students age, time in the country, peer interactions, functioning abilities, needs, desires, future placement-after graduation, etc. As ELLs are reevaluated to less restrictive language service models, we continue monitor student progress(NYSESLAT, LAB/LABR, NYSA, IEP goals, and other formative and summative assessments) and functioning in all areas academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed. Students whoAre X coded on the IEP (monolingual services without ESL) continue to receive supports as needed up to 2 years.

ELL Identification Process

Prior to attending the program at 721K most parents and students tour the program (spring and summer of the preceding year) prior accepting placement . Members of the LAP team provide tours and explain all aspects of the program at 721K including language services/programs. Although there are 3 language programs, 721K only offers 2 types of programs. TBE Bilingual Spanish program and a freestanding self contained ESL program for younger students under 18 and a pullout ESL program for those students who are over 18 and are involved in full time community based volunteer work program. Each of these programs are explained to parent and students in depth. Translators are provided as needed to provide clarification and ensure that parents and students are receiving information in their native language. In addition, at the beginning of the school year(first few weeks in September) a parent orientation meeting is held at the school during the day and at night(to accommodate parents who are working). Translations are provided to parents in their native languages as needed.(Turkish, Haitian Creole, Russian, Spanish, Cantonese, Mandarin, Arabic, Hebrew, Yiddish, Vietnamese, Bengali, Urdu, French, Italian, Greek , and Albanian). Parents have the opportunity to meet the administration, various members of the LAP team, teachers, and other parents in order to learn more about the school program, language services

and models and to ask questions for clarification. Parents have ample time to have their specific issues addressed with one of the members of the LAP team.

All new students including (ELLs, newcomers, SIFE, and long term ELLs) who are articulating into the school program meet with the Unit Coordinator, Parent Coordinator, administrators and any other members of the LAP team as needed. Once referrals are made, student records (referral forms, IEPs, CAP, ARIS, Home Language Surveys, Level 1 Vocational Assessments. are checked for services.) In addition, parents together with the student complete an in depth intake package at the school with the assistance of various members of the LAP team. The intake packet document and details students likes, dislikes, strengths, areas of need, family history, medical history, linkages to outside agencies etc. Translators are provided to the families as needed. Notices are translated into several Languages and sent home accordingly. When written translation is not available, phone calls in the student's native language are made by staff to the families. If the information needed can not be taken over the phone parents are invited to school where staff can assist them in completing the information. Many parents have OMRDD service coordinators that act as advocates for the family and student. Where this service is available contact is made to the service provider to assist in ensuring that the family understands the issues and to complete any documents required. We also use Parent Association workshops, Parent – Teacher conferences, and other school events to give out and obtain information such as the Parent Surveys.

Students are placed in language programs (BIS or ESL) according to the mandates as set forth in the student's IEP and in CAP.IEP goals are developed during the months of November and December. Parents, students and teachers have the opportunity to discuss progress and student needs at this time. In addition language mandates are added or lessened or dropped when parents request a reevaluation. Since the student's language services are driven by the IEP, (parents and students take part in the IEP process)parents must sign off if they agree with the services or can request a modification or change during the scheduled times(annual review and Triennials) or as needed.

In addition, since the translators are school based, they are available to attend all conferences (IEP, Triennials, reevaluations, Parent/Teacher conferences, and etc) and clarify options available to their children. Money has been scheduled in MY Galaxy in order to pay for translators for meetings and events which occur after school hours. Based on the feedback of all personnel including the LAP team, student and their families, recommendations are made to the school pupil personnel team to continue BIS or ELL services or to modify them according to the student's progress or need, officially through a triennial or IEP review. Often times, students and or their families advocate to modify the mandates (Bilingual services to ESL or ESL to monolingual without ESL) once students attend classes at the inclusion site(John Dewey High School) and attending classes provided by a monolingual English speaking teachers or at a full time volunteer worksite, because they feel that the students have mastered enough English language to be able to function smoothly and independently in school and in their community.

Programming and Scheduling

ELLs, newcomers, SIFE and long term ELLs, grades 9-12) . All the students are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests(with the exception of NYSAA, LAB/LABR and NYSESLAT) in order to chart competencies in all subject areas. 63 students are LEP/ELLs (SIFE, newcomers and long term ELLS) in a bilingual Spanish class, a pullout and self contained ESL program models (9- grade 9, 13-grade 10, 13-grade 11, and 28-grade12) and 43 ELLs that are X coded(monolingual without ESL services). for a total of 106 ELLs. This total number includes students whose IEPs indicate ESL only(14), 49 students in Alternate Placement(1 Turkish, 15 Cantonese, 1 Mandarin, 3 Russian, 4 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 3 Arabic, 2 Bengali, 1 Korean, 2 Hebrew, 1 Yiddish, 1 Vietnamese and 3 Urdu). Each student who is mandated to receive ESL services as per the IEP receive ESL instruction by 2 certified ESL teacher(s) and 1 ESL teacher with a conditional ESL certificate through a pull out, and departmentalized model of instruction. Since these students are functioning on a beginning level of proficiency according to their scores on their pervious NYSESLAT and or

LAB/LABR and in analyzing the patterns in students' results, we have found that all the students(9) who took the NYSESLAT in the Spring of 2009, scored "invalid" on the test because they were not able to complete all parts of the test or they remained on a beginners level in each of the proficiency levels(reading, writing, listening and speaking, which was consistent with their LAB/LABR scores when they entered the NYC public school system, therefore(as prescribed by NYS guidelines for ELLs functioning on a beginners level) they are provided with a minimum of 11 periods (50 min each period)each week for a minimum of 550minutes-1000 minutes of ESL instruction in English in the subject areas of social studies, vocational, mathematics, literacy or science.

Students(12) in the TBE/Bilingual Spanish class the students are placed in a self contained class where the certified Bilingual Spanish teacher with the supports of a bilingual Spanish speaking paraprofessional is responsible for teaching the academic subject areas. This delivery model enables the teacher to more efficiently access and document the students' acquisition and usage of the English language as well as their practical implementation of literacy skills in the school environment. Since we only have one Bilingual Spanish Class, the teacher is able to monitor, first hand, the progress of the students in the TBE class in the area of Literacy from year to year. In order to meet the range of language and academic needs of the students and to plan appropriate course of study and AIS, the TBE/Bilingual teacher takes into consideration each students proficiency in both languages(English and in Spanish) scores on the LAB/ LABR , NYSESLAT, Brigance Inventories and other summative and formative assessments. All 12 students in the Bilingual Spanish TBE class are performing on a beginners level based on their proficiency scores on the NYSESLAT and LABR, NYSAA and other informal assessments. The students in the TBE Spanish class are receiving the following mandated minutes of instruction from their Bilingual Spanish teacher: in Spanish for Native Language Arts (12 periods/600 min) and in English for ESL (13 periods/650 min). Students receive 650 hours of instruction daily, which includes lunch(50 min.). The breakdown of instruction for the TBE students by their certified Bilingual Spanish teacher according to subject area is as follows: Health/Science-150 min (3 periods)/NL, Health/Science-100min(2 periods)/English using ESL for a total of 250 min/Health-Science, Literacy-200min(4 periods)/NL and Literacy300 min(6 periods)/English using ESL for a total of 500 min/Literacy., Social Studies-Transition-100min/NL, Social Studies-Transition250 min(5 periods/English using ESL. For a total of 350 min/Social Studies-Transition. TBE students who demonstrate a proficiency in the acquisition and usage of the English Language based on their performance on the LAB/LBR, NYSESLAT, NYSAA and a variety of formative and summative data/assessments may have their language services reviewed by the school's Pupil Personnel Team and LAP team on a regular basis throughout the school year. Progress and modifications are discussed with the student and parent and submitted on an individual basis and as needed for reevaluation to the school's SBST team. These TBE students will continue to be serviced with AIS services for a period up to two years.

Students(49) who are designated on the IEP as requiring Bilingual services and where a class in their native language or instructional ratio is not available, receive the services of a fulltime alternate placement paraprofessional to help clarify and translate information in monolingual and ESL classes. Students in 12:1:1 instructional ratio and who speak the same language are grouped together whenever possible and receive instruction in English. Students who require the services of an AP paraprofessionals have their paraprofessionals travel with them from class to class to assist in instruction by providing clarification in both English and the students' native language when needed. These ELLs receive the supports of IEP driven AP paraprofessionals who also assists the teacher as a conduit for t to communicate to parents and parents to communicate with teachers regarding the needs and progress of the student.

Newcomer ELLs and students designated as SIFE who are not in the Bilingual Spanish Class, are placed in a class with a certified ESL teacher and receive the supports of an alternate placement paraprofessional who speaks the students' native language. These newcomers and SIFE students are placed in a self contained ESL class with other ELLs that speak the same native language where the teacher uses peer tutoring and cooperative learning techniques among other strategies to integrate and facilitate language acquisition and usage. These ELLs in these classes also serve as role models(language usage) for the newcomers and SIFE students and can assist them in a more social situation where the newcomer and SIFE students may come into contact with their non ELL peers. The academic interventions for these students would be the same as for any other students. Deficits and strengths in language acquisition and skills in other academic areas are assessed, instruction is then

differentiated and adapted to meet the needs of the student. These students also have the opportunity to participate in the Title III afterschool program, two days a week in order to further strengthen and hone their Literacy skills.

A request for an extension of services has been processed for ELLs that are in their 4th and 5th years of ESL/BIS services. Instructional and language services of long term ELLs are closely monitored and reevaluated by the LAP team and PPT teams respectively. The LAP team which is made up of and not limited to administrators, programming coordinator, BIS teacher, ESL teacher, alternate placement paraprofessional if applicable, subject specific monolingual teacher, school psychologist, job developer, and related service providers review the services/mandates of ELL and long term ELL students on an annual basis. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the students age, time in the country, peer interactions, functioning abilities, needs, desires, future placement-after graduation, etc. As ELLs are reevaluated to less restrictive language service models, we continue monitor student progress and functioning in all areas academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed. (see the description of the various instructional language models that 721K has to offer, stated earlier in the LAP). Those long term ELLs that continue to receive language services as per their IEP, receive differentiated instruction that is adapted to meet their needs, upon analysis of per various assessments(Brigance, NYSAA, student data sheets, NYSESLAT and LABs, etc). These students continue to benefit from peer tutoring, small group and individual instruction, as well as additional supplemental instructional programs such as the Title III afterschool program.

All of the ELLs students(SIFE, long term ELLs, newcomers) who took the Spring 2009 NYSESLAT scored a level 1 or the test was deemed invalid due to the fact that when scoring the test booklets, the students were not able to follow the directions of the test, nor comprehend what was being asked of them. The majority of these high school aged (16-21), alternate assessment students are long term ELLs . Due to their cognitive disability these ELLs were not able to score above a beginners level on the Spring 2009 NYSESLAT, therefore, never being able to reach proficiency, based on this assessment. However, these same students scored level 3 and 4 on the 2009 NYSAA (in the subject areas taken-Math, Science, S.S and ELA).Based on the outcome of the 2009 NYSESLAT and in comparison to that of the 2009 NYSAA, it is clear that instructional goals must continue to be individualized that teachers must use other forms of formative and summative assessments to determine student progress in English language proficiency. In addition to any informal assessments that classroom teachers may use to assess the students' functioning level, at the beginning of the school year(October through the first week in November) a Brigance Inventory is completed for each student. The data collected from the administration of the Inventories enable teachers to establish a base line of language and content area skills by assessing the student's areas of strength and deficits in order to plan an appropriate unit of study and AIS in all subject specific areas(appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.). Classroom portfolios and student binders are kept for ELLs in all subject areas which contain student progress sheets and other summative and formative assessment and student work samples depicting the acquisition of specific skills is in all subject areas including language. This information is accumulated, tracked and evaluated on a regular basis and interventions put in place as needed in order to bring the student's functioning to the next level.

ELLs who are scheduled to participate in the 2010 NYSAA have been identified. Student work will be collected and evaluated in the Spring of 2010. Classroom Portfolios are kept for each student including ELLs *in all subject* areas. Since communication skills and literacy skills are major deficit areas for all our students (monolingual, ELLs, newcomers, SIFE and long term ELLs) approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning, pictorial visual aids, and the use of assistive technology and communication devices.

Since 1992, limited-English-proficient (LEP) student enrollment has nearly doubled. Most recent data from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) indicate that there are close to five million students identified as LEP (NCELA, 2002).. These skyrocketing numbers of LEP students underscore the importance of ensuring that student academic success becomes a reality and that teachers provide them with every opportunity to excel.

The No Child Left Behind Act of 2001 (NCLB, 2002) clearly sets a goal for LEP students to meet the same challenging state academic achievement standards and state academic content standards expected of all students. The law also states that all students should be technologically literate, regardless of student background or family socioeconomic status. LEP students, moreover, will be tested in English after they have attended school in this country for three years.

It is evident that instructional goals must continue to be individualized while addressing the student's needs and taking into account individual strengths, deficits , modes of communication and age. Instruction must be differentiated and presented in a variety of modalities. In addition, materials must be adapted in order to meet the needs of all ELL students(newcomers, SIFE and long term ELLs). Instruction for all students including all level and classification of ELLs is driven by goals set forth in the student's IEP and is differentiated and adapted in order to strengthen and build upon skills in order to address individual student needs. I.E.P. goals for the 2009-2010 school year are currently being done for all students in all subject areas(including language and Native language and ESL goals and will be completed by December 2009. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important areas for all the students to develop in order for them to reach their potential and function in as independently as possible in the school environment and in their home communities. These are major deficit areas for all our students (monolingual, ELL and long term ELLs), approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning are effective in working with ELL students. The Mayer Johnson communication system is also utilized with ELLs who have major language/communication deficits. ELL students who have major language/communication deficits are evaluated for communication devices as needed. These students are also screened for the use of augmentative communication devices (when appropriate). To supplement and support classroom learning the school and classroom library include a variety of books on all reading levels that reflect the diverse cultural backgrounds and interests of the students of school.

In the TBE class, the classroom library contains books both in English and in Spanish. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. In the TBE class, the classroom library contains books both in English and in Spanish. In addition, the TBE teacher also uses other instructional aides such as the Jump Start Language skills kit and conversation Cue Cards, Real World Picture Series (PCI Education), Newcomers Themes Classroom Kit for ELLs and Theme Readers Classroom Library for ELLs (ETA), Evaluation Del Desarrollo De La Lectura 2(EDL2)(Pearson Learning), etc.

In addition through the use of technology in the classroom(classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In other words, it greatly helps build on their confidence. At 721K,the use of technology(computers, assistive communication, smartboards, etc) is incorporated into ESL and content area instruction as a means to provide students with additional support. Each classroom had a minimum of 2 computers and teachers had access to mobile computer labs to aid in instruction The use of technology provided students with a more hands on approach by allowing them to access

information and instructional materials/manipulatives as independently as possible. The more connected students are to the lesson, the better the chances for retention. For this reason each student is looked at individually and instructional strategies and interventions are planned according to their individual needs and learning style. As students become more proficient in English, they become more confident and have more opportunities to practice the language skills taught in school in a community setting such as community worksites. In these worksites, the paraprofessional's role is more of a job coach. It is up to them to ensure that the student understands and can perform all the responsibilities of the job.

In order to reinforce and supplement student learning and as an academic intervention, funding has been scheduled in the school budget for a Title III afterschool program for the 2009-2010 school year. 12 ELL students have been identified (TBE, SIFE, newcomers and long term ELLs), parents contacted and busing requests have been submitted. A certified ESL Teacher will provide instruction 2 days a week from 3:00-5:00 through the end of May 2010. The AIS focus of the Title III after school program is to provide ELLs with additional opportunities to further develop, reinforce and strengthen English language skills.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers (monolingual, ESL and Bilingual) participate in the Professional Teaching Standards. Every teacher (including ESL and Bilingual) has the chance to evaluate their strengths and areas of need on their individual learning plan. Throughout the school year, every teacher is responsible for seeking appropriate course of action in order to accomplish their personal goals. This includes but is not limited to: attending PD provided by District 75 (best practices, regulations, new methodologies, infusing ELS methodologies in content areas), Jose P Training for anyone who needs to fulfill mandated hours, college and online courses, inter class and school visitations to gather information and observe best practices in their areas of need, attending conference, and doing in-depth research. In addition, every teacher shares common professional periods in order to meet collaboratively with colleagues that teach similar populations and subject. During these meeting times, teachers are able to bring up various issues, explore viable solutions and share best practices, including how to incorporate ESL methodologies while addressing the school wide instructional themes and successful strategies to meet the needs of ELLs in monolingual classes. In June 2010 we plan to have PD conducted by the BIS and ESL teachers to the rest of the staff to inform them of effective strategies to instruct ELLs.

Funds have been scheduled in order for teachers to attend workshops during the school day if needed. In addition, 721K is planning to provide staff with professional development during the school year on creating SMART goals on the IEP, threading Transition goals in all subject areas, assessment, NYSAA, use of various technology such as the smartboard, boardmaker, imovie, to as a means to enhance and facilitate language and literacy etc. New teachers receive the support and ongoing professional development through a school based mentor. The school based instructional coach is also available to provide 1:1 or small professional development as needed.

P 721K 's teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the District's Bilingual Department and the school based instructional coach. In addition, P721K will ensure the attendance of ESL, monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. For the past several years ESL teachers and alternate placement paraprofessionals attended the SABE conference with the parents of the school. Staff will be notified when the conference will take place for the 2009-2010 school year, in order to register. Staff is also notified in advance of any after school and weekend PD that may be pertinent.

Parent Involvement

P721K has an open door policy. Parents of students who currently attend, as well as former students, are welcomed to speak to support staff, administrators, parent coordinator, etc. or utilize any resources that the school has to offer in order to assist the family in meeting the needs of the student.

Through the school's Parent Coordinator, P 721K offers parents of ELLs on- going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Notices that are sent home are translated in various languages.

Parents of ELLs play an active role in the development, modification, implementation and evaluation of the school program by participating on the Leadership Team, LAP team, key positions on the Parent Association Board.

In addition, every month the Parent Association meet set an agenda and have on going meetings on a monthly basis. Topics vary from year to year and include, behavior management strategies, transition, travel training, services provided by adult service agencies etc. Parents proficient in English as well as a specific native languages, as well as alternate placement paraprofessionals, serve as translators at transition meetings, parent meetings, IEP meetings, Parent Teacher conferences in an effort to promote parental involvement and awareness of their children's school performance. Some of the topics of the meetings have been: Guardianship, recreation and respite care, travel training, life after 21, programs for students on the autism spectrum, summer camp etc.

Parents are notified of all meetings in writing in various languages i.e. Russian, Cantonese, Urdu, Haitian Creole etc. Services that are available to their children are also discussed. In addition, once a year in the Spring, P721K has a Transition Fair where parents can meet with OMRDD(Office of Mental Retardation and Developmental Disabilities) funded adult service agencies to learn about and sign up for outside services (case management, summer camp, respite, guardianship, medical, SSI etc) for their students. Several agencies have a strong ethnic base and staff to help address and support the students and parents who need it , i.e. Hasc and Bais Ezra (Hebrew and Yiddish), GHO (Asian), Women's Caribbean Organization, Eihab Community Outreach (Arabic and Middle Eastern), Synergia (Spanish)etc. OMRDD service providers are available at all Parent Teacher conferences to provide information regarding additional services that may be available to their young adults.

The Parent Coordinator coordinates and does outreach by phone and letters in the parents' native languages informing them about the SABLE Conference, District 75's Best Practice Fair, special school events , parent association meetings and any other issue that is pertinent to their young adult.

Title III/AIS

Prior to the start of the title III after school program, all instructional staff (AP, teacher, and support staff) will meet after school to discuss the parameter of the after school program. AIS Instructional focus of the after school program based on the needs of the student. Various informal assessments will be discussed and disseminated. Time keeping and attendance procedures will be discussed. In addition, the teaching staff will meet several times prior to the start of the program in order to plan, discuss and complete an instructional theme worksheet which will include student groupings based on informal assessments; an overview of the instructional unit ending with a culminating project to showcase and celebrate what students have learned; teaching strategies that will be used, instructional materials and supplies that will be needed and adapted., etc. The school based instructional coach and technology specialist are available on an individual basis to provide additional support as needed

The Title III afterschool program for the 2009-2010 school year will service 12 ELLs(3 Spanish, 7 Cantonese and 2 Arabic), 2 days a week from 3:00-5:00 from mid November through the end of May 2010. The program will be taught by a certified ESL teacher and supported by a bilingual Cantonese speaking paraprofessional.

Once the Title III after school program begins, parents are contacted by the staff to inform them about the particulars of the program, homework expectations and any culminating activities that the parents may attend.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Students' home language is determined by the Home Language Survey.

Students and families who require translation, both written and oral, are identified and linked to the language of preference.

Participating staff who are assigned as interpreters are matched with the family who requires this preferred language.

Parent meetings, workshops, parent-teacher conferences and telephone conversations frequently need, and are provided with, interpreters. Other accommodations included translations of written notices that are sent home..

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

The number of families who need translation is determined by the responses for translation services. We provide translators from staff from within our school in the following languages: Spanish, Russian, Cantonese, Mandarin, Haitian Creole, Vietnamese, Bengali, Urdu, Turkish, Italian, Greek, Polish, Arabic, Hebrew, Yiddish, Korean and French Zarma.

Our findings have been that interpretation services were needed mainly in Spanish, Russian and Cantonese. Bilingual paraprofessionals and teachers, who speak and write the preferred language, were notified. The staff, in general, was notified that translation services were available when needed. Postings for translation paras were made available and paraprofessionals responded to these postings. Teachers and paras were notified at faculty conferences, paraprofessional meetings, through the Principal's News Flash newsletter, and on the daily announcement board. If necessary, the D75 translation office is contacted.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
721K has identified staff members who will translate written documents for students and their families in need of these services. Notices, announcements, letters and permission forms are translated on a regular basis so that the families are kept informed of the ongoing services and activities in which the student participates. We have met this need via per session funding for staff members.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
721K has identified staff members who will translate oral conversations for students and families in need of these services. Teachers and/or paraprofessionals are available for translation at parent-teacher conferences, 721K's Transition Fair, Annual Reviews, PA workshops, intake interviews, telephone conversations and individual meetings. We have met this need via per session funding. We are aware of the services that are available from the translation unit.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.
The parents' bill of rights is provided during Annual review time (in our school October – November). Interpretation notice signs and letters are provided to parents via the Parents' Association and the Parent Coordinator. Letters home are also translated. 721K offers parents of ELLs ongoing information in their home language and training on different aspects of their children's education such as effective parent participation in school activities and home activities to support learning. Paraprofessionals proficient in English as well as a specific native language serve as translators at transition meetings, parent meetings, parent-teacher conferences and Annual Review conferences.

Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS
NOT APPLICABLE TO SCHOOL

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year_____
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

NOT APPLICABLE TO SCHOOL

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)
NOT APPLICABLE TO SCHOOL

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written

curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

721K is a special education self-contained school which consists of adolescents who are all categorized as alternate assessment. Diagnostic tools used for assessment include Brigance Inventories, NYSAA, as well as tools found in special education curriculums such as Star Reporter, WAVE Curriculum, DORA and DOMA. The majority of students that participated in NYSAA in the Spring of 2009 primarily scored on Levels 3 and 4 in Math and ELA. Based on the assessments that we utilize, we have determined that the findings are not relevant to our school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The relevance of these findings are not applicable because all of our students have severe cognitive delays resulting in a variety of obstacles in their learning process. Due to these obstacles, adaptations made to the curriculum in order to assist our students in learning may not align with standard general education curriculum. In addition, instructional materials which are on the students' functioning level frequently are not age appropriate for adolescents.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Given our students' disabilities, math taught may be as varied and entry level spatial relations to a level not much higher than simple functional math skills. Based on that reality, the findings are not applicable.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence includes students' assessments which reveal lack of conceptual understanding in most math curriculums.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School will review instruction pedagogy and monitor student skill acquisition through the use of student progress data sheets. Inquiry Team interpreted the findings and determined strengths and weaknesses of current systems in place and made recommendations. Collaborative departmental teams worked out the particulars to use the findings in the classroom.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

With students in special education, all instruction must be differentiated in order to address the student's learning style and cognitive ability if there learning is to take place. Since each student is on a different functioning level, all instruction must be individualized and presented in a variety of modalities. Through observations, it is noted that the accent is on differentiation of instruction and individually leveled assignments.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School will review instruction pedagogy and monitor student skill acquisition through the use of student progress data sheets. Inquiry Team interpreted the findings to determine strengths and weaknesses of current systems in place and made recommendations. Collaborative departmental teams worked out the particulars in order to use the findings in the classroom.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

With students in special education, all instruction must be differentiated in order to address the student's learning style and cognitive ability if learning is to take place. Since each student is on a different level, all instruction must be individualized and presented in a variety of modalities. Through observations, it is noted that the accent is on differentiation of instruction and individually leveled assignments.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration has reviewed the history of our teachers and teacher stability is good. There have been a number of retirements. A Human Resource Committee was formed to assist with the selection of new teachers.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data reveals that a high percentage of teachers are tenured and have achieved this tenure at our school.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The review of D75 Professional Development opportunities reveals the number of teachers who have attended ELL training. All teachers are aware of, and have reviewed, the PD workshops available to them.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Given the nature of our populations, the number of PD opportunities requested by staff are in other areas including autism spectrum and positive behavior supports. Money has been scheduled in myGalaxy to cover classes when teachers attend PD workshops.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all

teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELLs that are in attendance at 721K for the most part have had a LAB or LABR administered at the time of entry to the school system (for most students this was in Kindergarten) to determine their level of English Language proficiency. The majority of students received a composite score of level one, signifying the beginning stages of English language acquisition and usage. Although, all students including ELLs at 721K(according to their latest CSE IEP) are in an alternate assessment category and exempt from taking standardized tests to determine academic proficiencies, we have been directed by NYS Department of Education to administer the standardized NYSESLAT each year. In 2009, ELLs that took the NYSESLAT had their tests invalid and a level of English language proficiency was not able to be determined; therefore keeping them at the lowest level beginning level.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The administration of the NYSESLAT was extremely time consuming, due to the student's attention span and level of accommodations that needed to be put in place in order for the students to be able to participate in the testing process, and not to produce any relevant data on language proficiency for students in alternate assessment. Therefore, this assessment should not be used for students in alternate assessment. These same ELLs scored level 3 and 4 on the NYSAA(where applicable) in all subject areas. It is clear that we must continue to use a variety of alternative assessments to determine student progress IEP goals for the 2009-2010 are currently being done for all students in all subject areas (including language and native language arts and ESL goals) and will be completed by November 2008. During this time all related services including Language Services are reviewed and reevaluated by the SBST as warranted. In addition a Brigance Inventory was also be completed for each student of the school in the areas of Math and Literacy (covering the same areas as in the NYSESLAT)in October, 2009(pre assessment) and mastery of those skills will be reevaluated again in May of 2010(post assessment). The data collected from the administration of the Inventories will aid the ESL teachers and content area teachers to see where the student is functionally, in order to plan an appropriate unit of study in all subject specific areas (appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.)

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All teachers and paraprofessionals have attended professional development workshops given by school based staff, D75 presenters and outside vendors in all relevant areas.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The nature of our student population requires the development of IEPs including reading, writing and parental consultations.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All the students at 721K are alternate assessment and therefore the premise is that all classroom practices are adapted to address the individual needs of the student as per their IEPs. Student progress is monitored through the use of student skill acquisition data sheets. Applicable interventions including behavior strategies are included where needed.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Collaborative Inquiry Teams will work with departmental collaborative teams to meet the standards set forth in Key Finding #7.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10
NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
We have 7 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A – School does not receive any set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
N/A

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Update December 3,2009

2009-2010 LAP Narrative/721K

The LAP team which is made up of and not limited to Wendy Weiss(Principal) Rosemary DeMastri , Ed Kinder, and Charles Leone(APs), Ms. Rosoff-programming coordinator, Vivian Soto-Parent Coordinator, Ms. Brantes- BIS teacher, Ms. Bakastova and Ms. Puccio-ESL teachers, Jenny Yan-alternate placement paraprofessional if applicable, subject specific monolingual teacher, Pat Hayes-school psychologist, Allen Weiner-job developer, Mitch Goldstein-TLC and Michael Mocombe-related service providers review the services/mandates of ELL and long term ELL students on an annual basis. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the students age, time in the country, peer interactions, functioning abilities, needs, desires, future placement-after graduation, etc. As ELLs are reevaluated to less restrictive language service models, we continue monitor student progress(NYSESLAT, LAB/LABR, NYSAA, IEP goals, and other formative and summative assessments) and functioning in all areas academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed. **Students who are X coded (monolingual services without ESL) are serviced as per their IEPs and are administered the NYSELAT every spring**, continue to receive supports as needed up to 2 years.

ELL Identification Process

ELLs are initially identified as part of the testing/screening process at CSE when they first enter the school system. A Home Language Identification Survey(HLIS) is completed at that time. Prior to attending the program at 721K most parents and students tour the program (spring and summer of the preceding year) prior accepting placement . Members of the LAP team provide tours and explain all aspects of the program at 721K including language services/programs. Although there are 3 language programs, 721K only offers 2 types of programs. TBE Bilingual Spanish program and a freestanding self contained ESL program for younger students under 18 and a pullout ESL program for those students who are over 18 and are involved in full time community based volunteer work program. Each of these programs are explained to parent and students in depth. Translators are provided as needed to provide clarification and ensure that parents and students are receiving information in their native language. In addition, at the beginning of the school year(first few weeks in September) a parent orientation meeting is held at the school during the day and at night(to accommodate parents who are working). Translations are provided to parents in their native languages as needed.(Turkish, Haitian Creole, Russian, Spanish, Cantonese, Mandarin, Arabic, Hebrew, Yiddish, Vietnamese, Bengali, Urdu, French, Italian, Greek , and Albanian). Parents have the opportunity to meet the administration, various members of the LAP team, teachers, and other parents in order to learn more about the school program, language services and models and to ask questions for clarification. Parents have ample time to have their specific issues addressed with one of the members of the LAP team.

All new students including (ELLs, newcomers, SIFE, and long term ELLs) who are articulating into the school program meet with the Unit Coordinator , Parent Coordinator, administrators and any other members of the LAP team as needed. Once referrals are made, student records (referral forms, IEPs, CAP, ARIS, Home Language Surveys, Level 1 Vocational Assessments. are checked for services.). In addition, parents together with the student complete an in depth intake package at the school with the assistance of various members of the LAP team. **If a Home Language Survey is not part of the student packet, then a Home Language Survey is completed at this time.** In addition, ATS reports(RLER-LAB-R) are cross referenced to identify ELLs that are eligible for LAB-R testing. The intake packet document and details students likes, dislikes, strengths, areas of need, family history, medical history, linkages to outside agencies etc. Translators are provided to the families as needed. Notices are translated into several Languages and sent home accordingly. When written translation is not available, phone calls in the student's native language are made by staff to the families. If the information needed can not be taken over the phone parents are invited to school where staff can assist them in completing the information. Many parents have OMRDD service coordinators that act as advocates for the family and

student. Where this service is available contact is made to the service provider to assist in ensuring that the family understands the issues and to complete any documents required. We also use Parent Association workshops, Parent –Teacher conferences, and other school events to give out and obtain information such as the Parent Surveys.

Students are placed in language programs (BIS or ESL) according to the mandates as set forth in the student's IEP and in CAP.IEP goals are developed during the months of November and December. Parents, students and teachers have the opportunity to discuss progress and student needs at this time. In addition language mandates are added or lessened or dropped when parents request a reevaluation. Since the student's language services are driven by the IEP, (parents and students take part in the IEP process)parents must sign off if they agree with the services or can request a modification or change during the scheduled times(annual review and Triennials) or as needed.

In addition, since the translators are school based, they are available to attend all conferences (IEP, Triennials, reevaluations, Parent/Teacher conferences, and etc) and clarify options available to their children. Money has been scheduled in MY Galaxy in order to pay for translators for meetings and events which occur after school hours. Based on the feedback of all personnel including the LAP team, student and their families, recommendations are made to the school pupil personnel team to continue BIS or ELL services or to modify them according to the student's progress or need, officially through a triennial or IEP review.

Programming and Scheduling

ELLs, newcomers, SIFE and long term ELLs, grades 9-12) . All the students are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests(with the exception of NYSA, LAB/LABR and NYSESLAT) in order to chart competencies in all subject areas. **721K services a total of 493 students. 63 or 12.78% are LEP/ELL students (SIFE, newcomers and long term ELLS) who are currently receiving language services as per their IEPs in a bilingual Spanish class, a pullout and self contained ESL program models (9- grade 9, 13-grade 10, 13-grade 11, and 28-grade12) and 43 or 8.72% are ELLs that are X coded(monolingual without ESL services) . 106 students or 21.50% of the total student population are ELLs who are currently receiving language services or have been X coded(monolingual without ESL language services) as per their IEPs. This total number includes 14 students whose IEPs indicate ESL only(8 Spanish, 4 Cantonese, 1 Haitian Creole and 1 Urdu), 49 students in Alternate Placement(1 Turkish, 15 Cantonese, 1 Mandarin, 3 Russian, 4 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 3 Arabic, 2 Bengali, 1 Korean, 2 Hebrew, 1 Yiddish, 1 Vietnamese and 3 Urdu).** Each student who is mandated to receive ESL services as per the IEP receive ESL instruction by 2 certified ESL teacher(s) and 1 ESL teacher with a conditional ESL certificate through a pull out, and departmentalized model of instruction. Since these students are functioning on a beginning level of proficiency according to their scores on their pervious NYSESLAT and or LAB/LABR and in analyzing the patterns in students' results, we have found that all the students(63) who took the NYSESLAT in the Spring of 2009, scored "invalid" on the test because they were not able to complete all parts of the test are considered on a beginners level, or they scored on a beginners level in each of the proficiency levels(reading, writing, listening and speaking, which was consistent with their LAB/LABR scores when they entered the NYC public school system, therefore(as prescribed by NYS guidelines for ELLs functioning on a beginners level) they are provided with a minimum of 11 periods (50 min each period)each week for a minimum of 550minutes-1000 minutes of ESL instruction in English in the subject areas of social studies, vocational, mathematics, literacy or science.

Students(12) in the TBE/Bilingual Spanish class the students are placed in a self contained class where the certified Bilingual Spanish teacher with the supports of a bilingual Spanish speaking paraprofessional is responsible for teaching the academic subject areas. This delivery model enables the teacher to more efficiently access and document the students' acquisition and usage of the English language as well as their practical implementation of literacy skills in the school environment. Since we only have one Bilingual Spanish Class, the teacher is able to monitor, first hand, the progress of the students in the TBE class in the area of Literacy from year to year. In order to meet the range of language and academic

needs of the students and to plan appropriate course of study and AIS, the TBE/Bilingual teacher takes into consideration each student's proficiency in both languages (English and in Spanish) scores on the LAB/ LABR , NYSESLAT, Brigance Inventories and other summative and formative assessments. All 12 students in the Bilingual Spanish TBE class are performing on a beginners level based on their proficiency scores on the NYSESLAT and LABR, NYSA and other informal assessments. The students in the TBE Spanish class are receiving the following mandated minutes of instruction from their Bilingual Spanish teacher: in Spanish for Native Language Arts (12 periods/600 min) and in English for ESL (13 periods/650 min). Students receive 650 hours of instruction daily, which includes lunch(50 min.). The breakdown of instruction for the TBE students by their certified Bilingual Spanish teacher according to subject area is as follows: Health/Science-150 min (3 periods)/NL, Health/Science- 100min(2 periods)/English using ESL for a total of 250 min/Health-Science, Literacy-200min(4 periods)/NL and Literacy300 min(6 periods)/English using ESL for a total of 500 min/Literacy., Social Studies-Transition-100min/NL, Social Studies-Transition250 min(5 periods/English using ESL. For a total of 350 min/Social Studies-Transition. TBE students who demonstrate a proficiency in the acquisition and usage of the English Language based on their performance on the LAB/LBR, NYSESLAT, NYSA and a variety of formative and summative data/assessments may have their language services reviewed by the school's Pupil Personnel Team and LAP team on a regular basis throughout the school year. Progress and modifications are discussed with the student and parent and submitted on an individual basis and as needed for reevaluation to the school's SBST team. **TBE students who no longer require bilingual instruction and where the IEP has been amended to state that bilingual instruction is no longer required continue to be serviced with AIS services for a period up to two years in addition to ESL services(if a teacher's schedule permits), Title III, CHAMPS, and /or Tutoring in order to assist in their transition to a completely monolingual setting. If the student is placed at a full time community based worksite, every effort is made to place the student with a staff member(teacher or paraprofessional) who speaks the student's native language**

Students(49) who are designated on the IEP as requiring Bilingual services and where a class in their native language or instructional ratio is not available, receive the services of a fulltime alternate placement paraprofessional to help clarify and translate information in monolingual and ESL classes. Students in 12:1:1 instructional ratio and who speak the same language are grouped together whenever possible and receive instruction in English. Students who require the services of an AP paraprofessionals have their paraprofessionals travel with them from class to class to assist in instruction by providing clarification in both English and the students' native language when needed. These ELLs receive the supports of IEP driven AP paraprofessionals who also assists the teacher as a conduit for t to communicate to parents and parents to communicate with teachers regarding the needs and progress of the student.

Newcomer ELLs and students designated as SIFE who are not in the Bilingual Spanish Class, are placed in a class with a certified ESL teacher and receive the supports of an alternate placement paraprofessional who speaks the students' native language. These newcomers and SIFE students are placed in a self contained ESL class with other ELLs that speak the same native language where the teacher uses peer tutoring and cooperative learning techniques among other strategies to integrate and facilitate language acquisition and usage. These ELLs in these classes also serve as role models(language usage) for the newcomers and SIFE students and can assist them in a more social situation where the newcomer and SIFE students may come into contact with their non ELL peers. The academic interventions for these students would be the same as for any other students. Deficits and strengths in language acquisition and skills in other academic areas are assessed, instruction is then differentiated and adapted to meet the needs of the student. These students also have the opportunity to participate in the Title III afterschool program, two days a week in order to further strengthen and hone their Literacy skills.

A request for an extension of services has been processed for ELLs that are in their 4th and 5th years of ESL/BIS services. Instructional and language services of long term ELLs are closely monitored and reevaluated by the LAP team and PPT teams respectively. The LAP team which is made up of and not limited to administrators, programming coordinator, BIS teacher, ESL teacher, alternate placement paraprofessional if applicable, subject specific monolingual teacher, school psychologist, job developer,

and related service providers review the services/mandates of ELL and long term ELL students on an annual basis. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the students age, time in the country, peer interactions, functioning abilities, needs, desires, future placement-after graduation, etc. As ELLs are reevaluated to less restrictive language service models, we continue monitor student progress and functioning in all areas academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed. (see the description of the various instructional language models that 721K has to offer, stated earlier in the LAP). **Those long term ELLs in which an extension of services has been requested that continue to receive language services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT.** In addition they receive differentiated instruction that is adapted to meet their needs, upon analysis of per various assessments(Brigance, NYSAA, student data sheets, NYSESLAT and LABs, etc). These students continue to benefit from peer tutoring, small group and individual instruction, as well as additional supplemental instructional programs such as the Title III afterschool program.

All 63 ELLs students(SIFE, long term ELLs, newcomers) who took the Spring 2009 NYSESLAT scored a level 1/beginners level or the test was deemed invalid due to the fact that when scoring the test booklets, the students were not able to follow the directions of the test, nor comprehend what was being asked of them. The majority of these high school aged (16-21), alternate assessment students are long term ELLs . Due to their cognitive disability these ELLs were not able to score above a beginners level on the Spring 2009 NYSESLAT, therefore, never being able to reach proficiency, based on this assessment. **However, these same students scored level 3 and 4 on the 2009 NYSAA in the subject areas taken(Math -7scored level 4 and 2 scored a level 3; Science-8 scored level 4 and 1 scored a level 3; S.S-6 scored level 4 and 3 scored level 3 and ELA- 7 scored level 4 and 2 scored level 3) which was comparable levels to their Standarized peers..**Based on the outcome of the 2009 NYSESLAT and in comparison to that of the 2009 NYSAA, it is clear that instructional goals must continue to be individualized that teachers must use other forms of formative and summative assessments to determine student progress in English language proficiency. In addition to any informal assessments that classroom teachers may use to assess the students' functioning level, at the beginning of the school year(October through the first week in November) a Brigance Inventory is completed for each student. The data collected from the administration of the Inventories enable teachers to establish a base line of language and content area skills by assessing the student's areas of strength and deficits in order to plan an appropriate unit of study and AIS in all subject specific areas(appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.). Classroom portfolios and student binders are kept for ELLs in all subject areas which contain student progress sheets and other summative and formative assessment and student work samples depicting the acquisition of specific skills is in all subject areas including language. This information is accumulated, tracked and evaluated on a regular basis and interventions put in place as needed in order to bring the student's functioning to the next level.

ELLs who are scheduled to participate in the 2010 NYSAA have been identified. Student work will be collected and evaluated in the Spring of 2010. Classroom Portfolios are kept for each student including ELLs *in all subject* areas. Since communication skills and literacy skills are major deficit areas for all our students (monolingual, ELLs, newcomers, SIFE and long term ELLs) approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning, pictorial visual aids, and the use of assistive technology and communication devices.

Since 1992, limited-English-proficient (LEP) student enrollment has nearly doubled. Most recent data from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) indicate that there are close to five million students identified as LEP (NCELA, 2002).. These skyrocketing numbers of LEP students underscore the importance of ensuring that student academic success becomes a reality and that teachers provide them with every opportunity to excel.

The No Child Left Behind Act of 2001 (NCLB, 2002) clearly sets a goal for LEP students to meet the same challenging state academic achievement standards and state academic content standards expected of all students. The law also states that all students should be technologically literate, regardless of student background or family socioeconomic status. LEP students, moreover, will be tested in English after they have attended school in this country for three years.

It is evident that instructional goals must continue to be individualized while addressing the student's needs and taking into account individual strengths, deficits, modes of communication and age. Instruction must be differentiated and presented in a variety of modalities. In addition, materials must be adapted in order to meet the needs of all ELL students (newcomers, SIFE and long term ELLs). Instruction for all students including all level and classification of ELLs is driven by goals set forth in the student's IEP and is differentiated and adapted in order to strengthen and build upon skills in order to address individual student needs. I.E.P. goals for the 2009-2010 school year are currently being done for all students in all subject areas (including language and Native language and ESL goals and will be completed by December 2009. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important areas for all the students to develop in order for them to reach their potential and function in as independently as possible in the school environment and in their home communities. These are major deficit areas for all our students (monolingual, ELL and long term ELLs), approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning are effective in working with ELL students. The Mayer Johnson communication system is also utilized with ELLs who have major language/communication deficits. ELL students who have major language/communication deficits are evaluated for communication devices as needed. These students are also screened for the use of augmentative communication devices (when appropriate). To supplement and support classroom learning the school and classroom library include a variety of books on all reading levels that reflect the diverse cultural backgrounds and interests of the students of school.

The TBE class has a classroom library that contains books both in English and in Spanish. Age and grade appropriate multisensory and multicultural materials of an eclectic nature are infused throughout all aspects of instruction and come from various sources including but not limited to Santillana, Benchmark, Pearson, Edcon, Able-net., Write time for Kids and the Write Source. Jump Start Language skills kit and conversation Cue Cards, Real World Picture Series (PCI Education), Newcomers Themes Classroom Kit for ELLs and Theme Readers Classroom Library for ELLs (ETA), Evaluation Del Desarrollo De La Lectura 2(EDL2)(Pearson Learning). In addition, TBE teachers a variety of materials to support and facilitate learning such as graphic organizers, picture symbols, augmentative devices (dynovox, Big Mac and switches).

In addition through the use of technology in the classroom (classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In other words, it greatly helps build on their confidence. At 721K, the use of technology (computers, assistive communication, smartboards, etc) is incorporated into ESL and content area instruction as a means to provide students with additional support. Each classroom had a minimum of 2 computers and teachers had access to mobile computer labs to aid in instruction. The use of technology provided students with a more hands on approach by allowing them to access information and instructional materials/manipulatives as independently as possible. The more connected students are to the lesson, the better the chances for retention. For this reason each student is looked at individually and instructional strategies and interventions are planned according to their individual needs and learning style. As students become more proficient in English, they become more confident and have more

opportunities to practice the language skills taught in school in a community setting such as community worksites. In these worksites, the paraprofessional's role is more of a job coach. It is up to them to ensure that the student understands and can perform all the responsibilities of the job.

In order to reinforce and supplement student learning and as an academic intervention, funding has been scheduled in the school budget for a Title III afterschool program (pending approval and detailed in 721K's Title III plan) for the 2009-2010 school year. 12 ELL students have been identified (TBE, SIFE, newcomers and long term ELLs), parents contacted and busing requests have been submitted. A certified ESL Teacher will provide instruction 2 days a week from 3:00-5:00 through the end of May 2010. The AIS focus of the Title III after school program is to provide ELLs with additional opportunities to further develop, reinforce and strengthen English language skills as per described in 721K's Title III plan.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers (monolingual, ESL and Bilingual) participate in **the Professional Teaching Standards for the 2009-2010 school year. Every teacher (including ESL and Bilingual) has the chance to evaluate their strengths and areas of need in order to improve student engagement and assessment on their individual learning plan. Throughout the 2009-2010 school year, every teacher is responsible for seeking appropriate course of action in order to accomplish his or her personal goals. These goals will be individualized and varied according to the needs of the particular teacher. This includes but is not limited to: school-based training (use of the SMART board, Microsoft word, imovie, differentiated instruction, effective use of assistive technology) attending PD provided by District 75 (best practices, regulations, new methodologies, infusing ELS methodologies in content areas), Jose P Training for anyone who needs to fulfill mandated hours, college and online courses, inter class and school visitations to gather information and observe best practices in their areas of need, attending conference, and doing in-depth research. Each teacher's PTS plan is discussed during preobservation and post observation conferences and post classroom walk-throughs. At the end of the 2009-2010 (June) each teacher is responsible for providing evidence that they attended 3 PDs, conferences, workshops, inter/intra visitations etc. in order to fulfill their PTS plan.** In addition, every teacher shares common professional periods in order to meet collaboratively with colleagues that teach similar populations and subject. During these meeting times, teachers are able to bring up various issues, explore viable solutions and share best practices., including how to incorporate ESL methodologies while addressing the school wide instructional themes and successful strategies to meet the needs of ELLs in monolingual classes. . In June 2010 we plan to have PD conducted by the BIS and ESL teachers to the rest of the staff to inform them of effective strategies to instruct ELLs.

Funds have been scheduled in order to provide coverage for teachers to attend workshops during the school day if needed and upon submission and approval of an PTS plan for the 2009-2010 school year. In addition, 721K is planning to provide staff with professional development during the school year on creating SMART goals on the IEP, threading Transition goals in all subject areas, assessment, NYSAA, use of various technology such as the smartboard, boardmaker, imovie, to as a means to enhance and facilitate language and literacy etc. New teachers receive the support and ongoing professional development through a school based mentor. The school based instructional coach is also available to provide 1:1 or small professional development as needed.

P 721K 's teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the District's Bilingual Department and the school based instructional coach. In addition, P721K will ensure the attendance of ESL, monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. For the past several years ESL teachers and alternate placement paraprofessionals attended the SABE conference with the parents of the school.

Staff will be notified when the conference will take place for the 2009-2010 school year, in order to register. Staff is also notified in advance of any after school and weekend PD that may be pertinent.

Parent Involvement

P721K has an open door policy. Parents of students who currently attend, as well as former students, are welcomed to speak to support staff, administrators, parent coordinator, etc. or utilize any resources that the school has to offer in order to assist the family in meeting the needs of the student.

Through the school's Parent Coordinator, P 721K offers parents of ELLs on- going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Notices that are sent home are translated in various languages.

Parents of ELLs play an active role in the development, modification, implementation and evaluation of the school program by participating on the Leadership Team, LAP team, key positions on the Parent Association Board.

In addition, every month the Parent Association meet set an agenda and have on going meetings on a monthly basis. Topics vary from year to year and include, behavior management strategies, transition, travel training, services provided by adult service agencies etc. Parents proficient in English as well as a specific native languages, as well as alternate placement paraprofessionals, serve as translators at transition meetings, parent meetings, IEP meetings, Parent Teacher conferences in an effort to promote parental involvement and awareness of their children's school performance. Some of the topics of the meetings have been: Guardianship, recreation and respite care, travel training, life after 21, programs for students on the autism spectrum, summer camp etc.

Parents are notified of all meetings in writing in various languages i.e. Russian, Cantonese, Urdu, Haitian Creole etc. Services that are available to their children are also discussed. In addition, once a year in the Spring, P721K has a Transition Fair where parents can meet with OMRDD(Office of Mental Retardation and Developmental Disabilities) funded adult service agencies to learn about and sign up for outside services (case management, summer camp, respite, guardianship, medical, SSI etc) for their students. Several agencies have a strong ethnic base and staff to help address and support the students and parents who need it , i.e. Hasc and Bais Ezra (Hebrew and Yiddish), GHO (Asian), Women's Caribbean Organization, Eihab Community Outreach (Arabic and Middle Eastern), Synergia (Spanish)etc. OMRDD service providers are available at all Parent Teacher conferences to provide information regarding additional services that may be available to their young adults.

The Parent Coordinator coordinates and does outreach by phone and letters in the parents' native languages informing them about the SABE Conference, District 75's Best Practice Fair, special school events , parent association meetings and any other issue that is pertinent to their young adult.

Title III/AIS

Prior to the start of the title III after school program, all instructional staff (AP, teacher, and support staff) will meet after school to discuss the parameter of the after school program. AIS Instructional focus of the after school program based on the needs of the student. Various informal assessments will be discussed and disseminated. Time keeping and attendance procedures will be discussed. In addition, the teaching staff will meet several times prior to the start of the program in order to plan, discuss and complete an instructional theme worksheet which will include student groupings based on informal assessments; an overview of the instructional unit ending with a culminating project to showcase and celebrate what students have learned; teaching strategies that will be used, instructional materials and supplies that will be needed and adapted., etc. The school based instructional coach and technology specialist are available on an individual basis to provide additional support as needed

The Title III afterschool program for the 2009-2010 school year will service 12 ELLs(2 Spanish, 8 Cantonese and 1 Arabic, 1 Russian), 2 days a week from 3:00-5:00 from January 5, 2010 through the June 8 ,2010(20 weeks-2/2hour sessions weekly for a total of 88 hours. The program will be taught by a certified ESL teacher and supported by a bilingual Cantonese speaking paraprofessional and a Russian speaking paraprofessional

Once the Title III after school program begins, parents are contacted by the staff to inform them about the particulars of the program, homework expectations and any culminating activities that the parents may attend.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District District 75	School 721K
Principal Wendy Weiss	Assistant Principal Rosemary DeMastri
Coach Kristine Halligan	Coach
ESL Teacher Tatiana Bakastova	Guidance Counselor Michael Mocombe
Teacher/Subject Area Rossina Puccio ESL/Vocational	Parent Ms. Santana
Teacher/Subject Area	Parent Coordinator Vivian Soto
Related Service Provider	SAF
Network Leader Ketler Louissaint	Other Marcy Rossoff (unit coord.)

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	493	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	12.78%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	3	4	4	12
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	8	10	6	12	36
Push-In/Pull-Out	0	0	3	12	15
Total	9	13	13	28	63

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	63
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	30

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1	0	1	3	0	3	8	0	8	12
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	17	12	0	12	22	0	22	51
Total	18	0	18	15	0	15	30	0	30	63

Number of ELLs in a TBE program who are in alternate placement: 12

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1	3	4	4	12
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0

Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	1	3	4	4	12

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

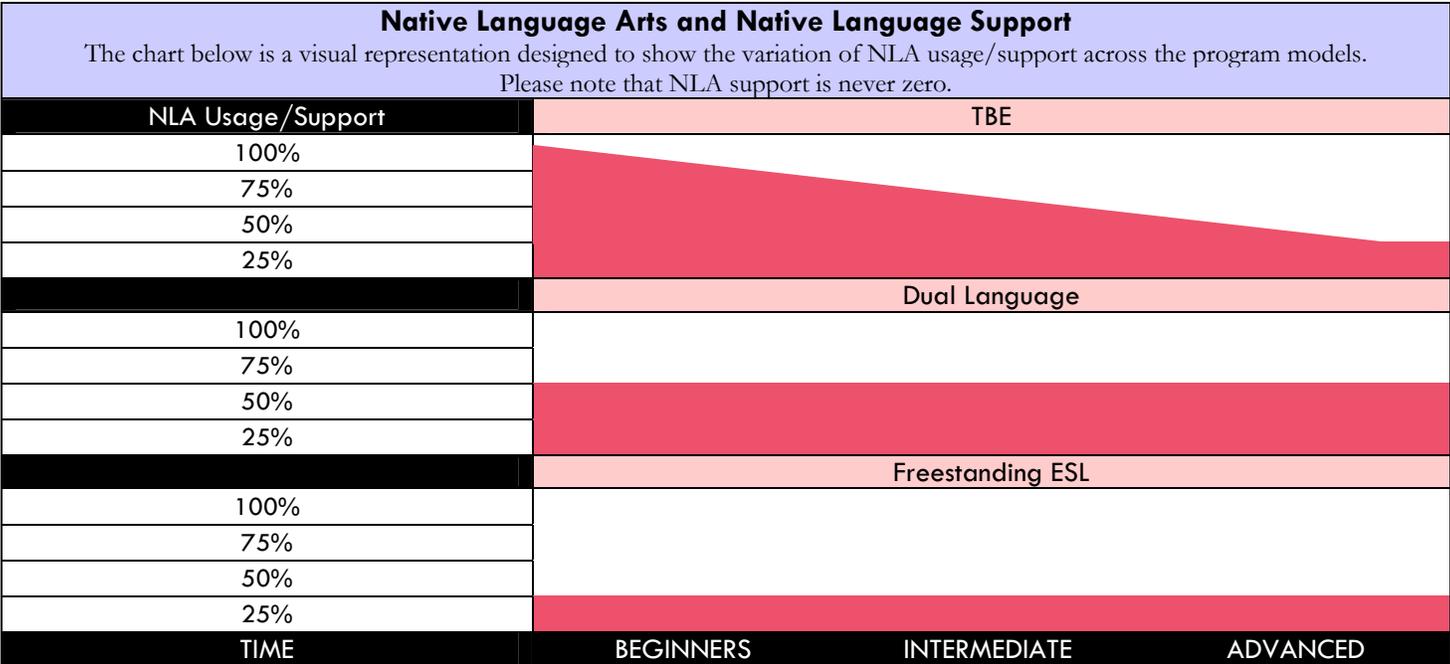
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>0</u>
	Other: <u>0</u>

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	4	2	2	5	13
Chinese	2	4	2	10	18
Russian	0	2	1	0	3
Bengali	0	0	2	0	2
Urdu	0	0	1	2	3
Arabic	0	1	2	2	5
Haitian Creole	0	0	0	1	1
French	0	0	0	0	0
Korean	0	1	0	0	1
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	2	0		3	5

Programming and Scheduling Information					
TOTAL	8	10	10	23	51

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	9	13	13	28	63
Intermediate(I)	0	0	0	0	0
Advanced (A)	0	0	0	0	0
Total Tested	9	13	13	28	63

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	9	13	13	28
	I	0	0	0	0
	A	0	0	0	0
READING/WRITING	B	9	13	13	28
	I	0	0	0	0
	A	0	0	0	0

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math A	0	0	0	0
Math B	0	0	0	0
Integrated Algebra	0	0	0	0
Integrated Geometry	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
NYSAA ELA	9	0	9	0
NYSAA Mathematics	9	0	9	0
NYSAA Social Studies	9	0	9	0
NYSAA Science	9	0	9	0
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0.00%	%

Chinese Reading Test	%	%
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B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemary DeMastri	Assistant Principal		
Vivian Soto	Parent Coordinator		
Tatiana Bakastova	ESL Teacher		
Ailene Santana	Parent		
Rossina Puccio-ESL-Voc&math	Teacher/Subject Area		
	Teacher/Subject Area		
Kristine Halligan	Coach		
	Coach		
Michael Mocombe	Guidance Counselor		
	School Achievement Facilitator		
Ketler Louissaint	Network Leader		
Marcy Rosoff	Other		
	Other		

Signatures

School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

