



[721K – ROY CAMPANELLA SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75K721`

ADDRESS: 64 AVENUE X BROOKLYN NY 11223

TELEPHONE: (718) 996-8199

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 721K **SCHOOL NAME:** Roy Campanella School

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@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marilyn Reich

PRINCIPAL: Wendy Weiss

UFT CHAPTER LEADER: Marilyn Reich

PARENTS' ASSOCIATION PRESIDENT: Ellien Santana

STUDENT REPRESENTATIVE:
(Required for high schools) Kaitlin Thomas

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 5

NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Gary Hecht

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Kaitlin Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natalia Valle-Erdmann	Member/ Teacher	
Amanda Marsala	Member/ Teacher	
Kristine Greene	Member/ School-based Coach	
Patricia Oristano	Member/ School Assessment Team	
Marianela Matos	Member/ Parent	
Desiree Spadaro	Member/ Parent	
Ellen Landi	Member/ Parent	
Bertha Chan	Member / Parent	
Eleanor Ortiz	Member / Parent	

* Core (mandatory) SLT members.

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 self contained special education school educating 492 students in departmentalized / self-contained /work study 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
- 721K staff trained to reroute students to places of employment as well as to new worksites

- Coordination with District 75 Travel Training Unit to screen and train students in order that they travel independently

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
- 9 Collaborative Inquiry Teams created with goals of infusing transition throughout the curriculum areas
- Core Inquiry Team to facilitate and coordinate efforts of Collaborative Inquiry Teams
- School-wide celebratory fairs in Science, Literacy/ Social Studies and Art
- Use of Eden Curriculum for students
- Use of Unique Curriculum for students
- Use of Foss Science Curriculum for students
- School-based vocational training (including: Print Shop Bake Shop, Bicycle Repair, Food Preparation, Food Service, Coffee Shop, Retail Store, Woodworking/plastic and Consumer Education)
- Collaborative meetings – to review NYSAA, IEPs, Brigance, Data Collection Sheets
- \$1,000,000 Reso A awarded for reconstruction of athletic field
- 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.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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: _____				
District: _____	DBN #: _____	School BEDS Code: _____		

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<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)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	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**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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							

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		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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/Teacher 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 your school's 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?
-

After reviewing baseline data regarding student disruptions, we have determined that lack of communication skills between students is a major cause of these disruptions. To that end, we have decided to focus on increasing peer to peer communication thus reducing disruptions. In addition, surveys were coordinated by the Job Developer and conducted by worksite teachers to determine student experience and expertise regarding vocational skills. This data revealed a need to increase and vary the types of opportunities and increase the number of skills that students acquire. Furthermore, baseline data was collected by ELA teachers who were part of one of our Collaborative Inquiry Teams. Data from that IT and from the Learning Environment Survey revealed a need to focus on certain curriculums in order to improve student reading skills.

According to the feedback from the Learning Environment Survey, participation of parents during Parent-Teacher Conferences and IEP meetings are areas identified as needing improvement. Obstacles hindering improvement in these areas have been the geographic location of students' homes in relation to the location of the school. This has been a persistent barrier to the partnership between school and home. 721K accepts students from all parts of Brooklyn including a large portion from Northern Brooklyn that can be up to two hours away in travel time. 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 obstacle. However, the only 2 Brooklyn schools that are accessible, are located in the southern part of Brooklyn. We have urged District 75 to identify a Mid-to-Northern Brooklyn wheelchair accessible school.

Our greatest accomplishments include, but are not limited to, a positive and safe learning environment. This is the place for students 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. Vocational opportunities are stressed. According to our Quality Assurance in December 2009, "an area of strength... is the variety of vocational programs offered." Another area of strength cited in the Quality Assurance Summary is the large number of school-based vocational opportunities. 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.

We continue to make great strides and develop new and innovative programs for our students. Two years ago, we teamed with AHRC and seven of our students attended Kingsborough Community College as non-matriculantes. They attended classes and were involved in a peer tutoring program. This year, these seven young adults graduated and have obtained employment (ie: Barnes and Noble, food preparation kitchen worker, Fridays Restaurant) with the support of the school and AHRC.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

After reviewing data collected from the Learning Environment Survey, Inquiry Team, Collaborative IT, teacher observations, Parent Association meetings, PA Executive Board meetings, SWIS Reports, and student assessments, we have determined the goals and objectives for 2010-2011 include (but are not limited to):

1. By June 2011, students at 721K's volunteer worksites will increase their repertoire of vocational skills by 50% over their baseline as determined by data collected via selected curriculum.
2. By June 2011 students in target group will improve their peer to peer social interactions by 50% over base line determined by SWIS reports. Evidence of success will be measured by a 50% decrease in reported SWIS reports of target group
3. By June 2011, a target group of teachers who instruct 12:1:1 ELA classes will improve 50% of participating students' reading abilities by one level over baseline as evidenced by on-line assessments - Lexia, DORA and Unique Curriculum Assessment.

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 2010-11 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, PLA, 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): Curriculum Development for Transition Area

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students at 721K’s volunteer worksites will increase their repertoire of vocational skills by 50% over their baseline as determined by data collected via selected curriculum</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>	<ul style="list-style-type: none"> • Collaborative Inquiry Teams to determine appropriate target group, curriculum(s) / and academic tools • Creation of a transcript reflecting student worksite experiences • Honing of individual student resumes to reflect specific skills, desires and talents • Utilizing the Eden, WAVE or Unique Curriculum to determine student baseline skills • Data taken on goal progress utilizing the assessment tool of Eden, WAVE or Unique Curriculum • Maintain and evaluate teachers’ monthly student progress reports • Continued training for participating staff on the use of the Eden, WAVE or Unique Curriculum • Funds allocated to provide professional development for participating staff • Job Developer will assess progress reports and facilitate the process and will update administration • Administration will observe all participants in achievement of goals • Vocational skills reflected on Annual IEP, Report Cards and Transition Plans • Students and parents will complete the vocational assessments

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Job Developer and Transition Linkage Coordinator assistance • School based coach assistance • Paid coverage and substitute teachers will be funded so that staff members can attend pertinent professional development workshops • Funds set aside to purchase Eden and Unique curriculum and provide copies to pertinent staff • Inquiry Team funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at staff training sessions • Agendas reviewed and suggestions made from worksite collaborative inquiry team meetings and results entered onto ARIS • Pre and post observation meetings with administrators • Utilizing the Eden, WAVE or Unique Curriculum to determine student baseline skills • Data taken two times per school year on goal progress with a 25% increase in baseline each time utilizing the assessment tool of Eden, WAVE or Unique Curriculum • Agendas reviewed and suggestions made from Work-Study Collaborative Inquiry Team meetings and results entered onto ARIS • Maintain and evaluate teachers' monthly student progress reports • Monthly review of progress reports as well as curriculum data reflecting a 10% improvement will be reviewed by Job Developer and Administrators

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 2010-11 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, PLA, 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): Positive Behavior Supports

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 students in target group will improve their peer to peer social interactions by 50% over base line determined by SWIS reports. Evidence of success will be measured by a 50% decrease in reported SWIS reports of target group</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>	<ul style="list-style-type: none"> • Baseline determined by existing SWIS reports • Baseline of social interaction skills as determined by “Social Skills Training Curriculum” and/or Transition/communication rubric. • Train one additional staff member for SWIS data entry • Training of teachers to develop FBAs and Individual Behavior Plans • Organize a team of pertinent staff to implement and oversee project: including administrators, speech therapists, teachers and paras, SSAs, Crisis Intervention Team and guidance counselors • Select students in target group • Train team members in social skill instruction techniques • Funding provided to support professional development • Establish communications with parents of participating students in order to establish linkages and supports at home • Maintain daily report to parents • Meetings with crisis management paraprofessionals and special transportation paraprofessionals, coordinated by CITs and Asst. Principal, to review and modify Individual Behavior Plans

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Crisis Management Team assistance • School based coach assistance • Speech and language therapists' assistance • Weekly log signed by parents • Safety Team (SSA, guidance counselors, CITs, administrators) assistance • Renew contract with SWIS • Paid coverage and substitute teachers will be funded so that staff members can attend pertinent professional development workshops • Purchase additional "Social Skills Training Curriculum" by Jed Baker
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 2 times per year review of SWIS reports by administrators and crisis team will reflect a 50% decrease in incidents for each review period per student in target group • Monthly review of crisis room logs and anecdotes of students in target group by crisis intervention team. • Monthly review of FBAs and Individual Behavior Plans by crisis intervention teachers • Monthly communication with parents regarding student progress

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 2010-11 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, PLA, 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): ELA Curriculum

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, a target group of teachers who instruct 12:1:1 ELA classes will improve 50% of participating students’ reading abilities by one level over baseline as evidenced by on-line assessments - Lexia, DORA and Unique Curriculum Assessment.</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>	<ul style="list-style-type: none"> • Choose a team of participating staff • Team will target data acquired from the Learning Environment Survey and feedback gathered from Collaborative Inquiry Teams to determine appropriate target group, curriculum(s) / and academic tools • Identify target group of students • Assessments conducted using DORA, Lexia and Unique Systems • Information gathered to establish baseline data for all participating students • Curriculum and/or teaching strategies include Unique and SMILE which will be chosen according to student baseline information • Funding will be allocated so that staff can attend professional development training
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • School based coach assistance • Target group participants • Paid coverage and substitute teachers will be funded so that staff members can attend pertinent professional development workshops • Purchase Unique, DORA and Lexia Systems • Inquiry Team funding

Indicators of Interim Progress and/or Accomplishment

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

- **Via evaluation instruments (Unique, DORA and Lexia) and based on a two time a year evaluation period, we expect each evaluation period gain to be 50% of the yearly projected gains.**
- **Agendas reviewed and suggestions made from ELA Collaborative Inquiry Team meetings and results entered onto ARIS**
- **Monthly review of data from on-line assessments**
- **Pre and post observations**
- **Information gathered to establish baseline data for all participating students**
- **12:1:1 ELA classes will improve 50% of participating students' reading abilities by one level over baseline**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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	10	10	10	10	2	1	0	2
9	48	48	48	48	6	4	0	4
10	63	63	63	63	12	10	0	9
11	77	77	77	77	15	7	0	20
12	272	272	272	272	27	18	0	33

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:	<p>Although 721k does not have students who participate in any NY State standardized tests and do not use AIS strategies in their entirety, we do utilize some AIS strategies, and we do provide as part of our regular programming small group and one to one instruction during the school day. We also use the Unique on line Curriculum and the Eden Curriculum to build upon and strengthen student skills in ELA. We also piloted the S.M.I.L.E. reading system for 12 students (12:1:1) for the 2009-2010 and will continue to use and expand the S.M.I.L.E. program for the 2010-2010. 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 stationary computers in every classroom, three mobile labs with 12 computers on each and 2 Smartboards. 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 multi-cultural literature. Assistive devices are utilized in classrooms for those students who require them to foster communication and to ensure full student participation.</p>
Mathematics:	<p>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 currently use the Unique on line Curriculum and Eden Curriculum for math instruction. . In addition to the assessments that are associated with the Unique and Eden curriculums, w also use the DOMA (Diagnostic on line Mathematics Assessment) assessment by Curriculum Associates to create a base-line of skills and to chart student progress throughout the school year. Every math teacher received literacy-based math books. Students apply skills (inventory, money-budgeting, adding, subtracting) learned in math class by participating in school banking, and making purchases in our Coffee-Shop and Merchandising Store. Students participating in one of our school based vocational shops (Food preparation, baking, coffee, bicycle, merchandizing, wood/plastics and print shops) and community based worksites learn functional mathematics as part of their curriculum.</p>

<p>Science:</p>	<p>We have incorporated the use of Apple Laptop Carts into our science curriculum. We are using the Foss Science Curriculum. Every science teacher received full science kits (materials and science equipment) regarding weather, life cycles, the senses, HIV/AIDS and horticulture. Each science teacher uses microscopes, magnifying glasses and stands and other science equipment. Students have access to stationary computers and Smartboards to conduct research, collect and compare scientific data. 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.</p>
<p>Social Studies:</p>	<p>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). The social studies portion of the Unique Curriculum is being used. 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).</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<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>
<p>At-risk Services Provided by the School Psychologist:</p>	<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>
<p>At-risk Services Provided by the Social Worker:</p>	<p>We do not have a social worker on staff.</p>

At-risk Health-related Services:

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.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

October 29, 2010 Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students Form TIII – A (1)(a)-721K

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

LEP 127 Non-LEP 337

Number of Teachers 1 certified ESL Teacher Other Staff (Specify) 2 paraprofessionals, 1 supervisor, 1 teacher presenter 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.

2010-2011 Title III after school plans

Overview of Program

P721K is a District 75 self contained special needs secondary school which services 464 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 8-12) . 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. 57 students are LEP/ELLs (SIFE, newcomers and long term ELLs) in a bilingual Spanish class, a pullout and self contained ESL program models (3-8th grade, 9- 9th grade , 8-10th grade , 16-11th grade ,21-12th grade) and 70 ELLs that are X coded(monolingual without ESL services). for a total of 127 ELLs. This total number includes students whose IEPs indicate ESL only(7), 45 students in Alternate Placement(3 Arabic, 3 Bengali, 12 Cantonese, 4 Mandarin, 1 Hebrew, 6 Russian, 5 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 1 Yiddish, 1 Vietnamese and 2 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 (38) 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(45)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 2010 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

4 ELLs participated in the 2010 NYSAA and scored level 3 and 4 in the subject areas taken: Math, Science, S.S and ELA. Based on the outcome of the 2010 NYSESLAT and in comparison to that of the 2010 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 2010-2011 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 January 2011. 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-April. 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 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) (2 hours/per session X 2 session/ea week X 21 weeks, for a total of 84 hours). All 12 students require transportation home and names will be provided to OPT. A certified ESL teacher will instruct the class and 2 alternate placement paraprofessionals will provide the supports 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 literacy works from different cultures using technology such as computers and ipads as well as low tech resources. Students will explore folktales and literature from a new culture each month. They will, utilize 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 an original book of student made illustrations and writings incorporating elements of the folktale genre. In addition, family members will be invited to a special celebration where they will have the opportunity see the students act out a skit representing one of the works of literature they covered. This will be followed up by a celebration with their families.

Each student's I.E.P goals , Brigance Inventories, 2010-2011 NYSAA, LAB/LABR, 2010 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 (February 2011 and the last week of the program)during 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 2010-2011 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. November 2010, 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 will take place the last week in November, 2010. 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.

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.

After-school and weekend Professional Development for the staff of the proposed Title III program will take place on the 2nd and 4th Thursdays in the months of January 2011, February 2011 and March 2011. Each session will meet for two hours with each session running from 3:00-5:00, twice a month for 3 months totaling 12 hours of professional development. The professional development will be provided by a 721K school based special education teacher with an expertise on the use of ipad technology. The focus of the workshops will be on utilizing ipad technology as an instructional tool for students to access and research information about various cultures and stories related to that culture, as well as how the use of the ipad can facilitate student writing.

Form TIII – A (1)(b)
Title III LEP Program-721K
School Building Budget Summary

Allocation: \$20,600.00		
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
	\$4,190.76	84 teacher hours per session rate \$49.89 per hour/ 1 teacher X 2 hours per day (\$99.78) X 2 days per week(\$199.56) X 21 weeks=\$4,190.76
	\$4,385.64	84 supervisor hours per session rate \$52.21 per hour/1 supervisor X 2 hours per day (\$104.42) X 2 days per week (\$208.84) X 21 weeks = \$4,385.64
	\$4,868.64	84 hours for each paraprofessional X 2 paraprofessionals = total of 168 paraprofessional hours per session rate\$28.98 per hour/ 2 hours per day(\$57.96) X 2 days per week (\$115.92) X 21 weeks=\$2,434.32 X 2 paraprofessionals =\$4,868.64
	Subtotal \$13,752.44	
	\$598.68	Professional Development Per Session for 1 supervisor/2 paraprofessionals and teacher to attend PD – 12teacher PD hours(2 /2hr sessions PD sessions per month for 3 months) per session rate \$49.89per hour/ 1 teacher X 2 hours(\$99.78)X 2 days per month (\$199.56) for 3 months=\$598.68
	\$626.52	12 supervisor PD hours(2/2 hr. PD sessions per month for 3 months) -per session rate \$52.21 per hour/ 1 supervisor X 2 hours(\$104.42) X 2 days per month(\$208.84) for 3 months =\$626.52
	\$695.52	12 hours for each paraprofessional for a total of 24 paraprofessional hours(2 paraprofessionals)(2/2hr. sessions per month for 3 months) -per session rate \$28.98 per hour /1 paraprofessional X 2 hours(\$57.96) X 2 days per month (\$115.92) X 3 months = \$347.76 X2 paraprofessionals=\$695.52
	\$598.68	Per Session for School-based teacher presenter to train Title III staff in the use of ipads for instruction 12 Teacher presenter hours per session rate \$49.89per hour X 2 hours(\$99.78)X 2 days per month(\$199.56) for 3 months= \$598.68
	Subtotal \$2,519.40 Total= \$16,271.84	

Purchased services High quality staff and curriculum development contracts	None	
Supplies and materials	\$4,000.00	Purchase ipads (\$500 each X 8 ipads=\$4,000)to be used to support instruction for each student participant to use throughout the Title III program in order to develop/strengthen literacy, research and writing skills.
Educational Software(Object Code 199)	None	
Travel	\$67.50	Metro cards to attend Title III program and activities. Metro cards (\$2.25 each way/\$4.50 round trip X 15 participants = \$67.50_
Other	\$260.66	Also funding to purchase items for the end of session family celebration.
TOTAL	\$20600.00	

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

The 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.

N/A

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, 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 compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

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

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: 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/rdonlyres/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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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).
There are six 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 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 in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A School does not receive set aside funds.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. K721 - Brooklyn Occupational Training Center					
District:	75	DBN:	75K721	School	307500013721	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	2		6		10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0			91.5	96.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		21.9	0.0	NA
Grade 8	0	0	0				
Grade 9	2	0	1	Students in Temporary Housing - Total Number:			
Grade 10	2	1	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	3	2	1		3	12	13
Grade 12	188	1	4				
Ungraded	272	484	455	Recent Immigrants - Total Number:			
Total	467	488	461	(As of October 31)	2007-08	2008-09	2009-10
					3	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	467	488	0	Principal Suspensions	1	7	13
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	3	1
Number all others	0	0	458				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	6	10	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	24	50	TBD
# ELLs with IEPs	41	109	TBD
Number of Teachers	75	82	0
Number of Administrators and Other Professionals	98	101	0
Number of Educational Paraprofessionals	55	55	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	77	70	131	% fully licensed & permanently assigned to this school	98.7	100.0	0.0
				% more than 2 years teaching in this school	85.3	78.0	0.0
				% more than 5 years teaching anywhere	68.0	62.2	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	84.0	0.0
American Indian or Alaska Native	0.9	1.4	1.3	% core classes taught by "highly qualified" teachers	96.3	100.0	0.0
Black or African American	47.5	50.6	47.7				
Hispanic or Latino	20.6	18.0	20.0				
Asian or Native Hawaiian/Other Pacific	10.3	11.1	10.8				
White	20.8	18.9	20.2				
Male	59.5	62.3	62.0				
Female	40.5	37.7	38.0				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 5	District 75	School Number 721	School Name Roy Campanella 721K
Principal Wendy Weiss		Assistant Principal Rosemary DeMastri	
Coach Kristen Greene		Coach	
Teacher/Subject Area Tatiana Bakastova/ESL-ELA		Guidance Counselor Michael Mocombe	
Teacher/Subject Area Natasha Brantes/BIS-Sp		Parent Iliene Santana	
Teacher/Subject Area type here		Parent Coordinator Vivian Soto	
Related Service Provider		Other Patrick Hays, Psychologist	
Network Leader Ketler Louissaint		Other Marcy Rosoff	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	464	Total Number of ELLs	127	ELLs as Share of Total Student Population (%)	27.37%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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.

Paste response to questions 1-6 here ELL Identification Process

721K is a District 75 secondary school for students with developmental disabilities, Autism and multiple handicaps; ages 14-21. All ELLs referred to 721K from other NYC schools are done so through the placement office at the district level. Home Language Surveys would have been completed and part of the student's official record upon first entering a NYC public school. Any student identified as an English Language Learner based on the Home Language Survey would have the LAB/LAB-R administered by a certified ESL teacher from the student's previous school. The LAB/LAB-R is usually administered when the student enters kindergarten and within the first 10 days of admission to a NYC public school by a certified ESL teacher. The LAB/LAB-R scores along with other standardized tests and the annual NYSESLAT become part of the student's official record. The district placement office would take all of the above into consideration before site offering 721K as an appropriate program. Translation services by clinicians and other school staff fluent in the student's native language would be provided during the assessment, evaluation and placement process.

Students who have not attended a NYC school before or are new to the country must and are attending school for the first time must be evaluated by the District CSE. At that time an IEP will be completed by the District bilingual psychologist, together with the parent and student. At that time a Home Language Survey would be completed to determine whether a student is an ELL. If so, then a LAB/LAB-R would be administered in order to determine the student's language functioning level and recommendation of program. Translation services by appropriate staff fluent in the student's native language would be present during the progress.

Once it has been determined by the District CSE and Placement Office that 721K is an appropriate program for an ELL, most parents and students tour the program (spring and summer of the preceding year) prior to accepting placement. Various members of the LAP team provide school 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 at this time; a TBE Bilingual Spanish program and ESL (a freestanding self contained ESL program and a pullout ESL program). The two language programs that 721K offers are explained to parents and students in-depth. Parents and students can visit an appropriate ESL class or Bilingual Spanish class and speak with the teacher in order to get further insight into the programs. Translators who speak the student's native language are provided to translate for the family when needed. If a student requires a dual language program, which 721K does not provide at this time, or the parent deems the program is not aligned to the CSE recommendation, then the district placement office and CSE representatives are contacted by the school in order to assist with finding a more appropriate program. If the parent's request is aligned with the CSE recommendation, then the parent will sign off on the program offering and an official referral is made to the school.

ELLs who according to the IEP require bilingual language services in languages other than Spanish are provided a fulltime alternate placement paraprofessional who speaks the student's native language in order to assist them with translation in monolingual classes including ESL and to assist with communication between school and the family. ELLs who speak the same language and who are functioning on the same level are placed together in the same class whenever possible in an effort to create a peer base and support for the students.

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 reviewed by the school's Unit Coordinator and Parent Coordinator. 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 the Home Language Survey is missing from the student's official record, then another is completed during the intake process. During the intake process students likes, dislikes, strengths, areas of need, family history, medical history, linkages to outside agencies etc, are reviewed and updated. 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. In addition, LAB/LAB-R and NYSESLAT history reports(REXH) are reviewed by an Assistant Principal within the first week of school to determine the appropriate number of units of ESL services a student requires based on the test scores. Language services are then provided based on the information and students are grouped according to functioning level and language needs. If at this time a student identified as an ELL did not have the LAB/LAB-R administered prior to admittance to 721K, then an LAB/LAB-R will be administered within the first 10 days of the start of the program by one of the certified ESL teachers.

Student(127) in grades 8-12, identified as ELLs according to their Home Language Survey, receive language services as per their IEP(BIS, ESL only and X coded students) by a certified BIS/Spanish(12:1:1) or 2 certified ESL teachers(12:1:1) or by a teacher with an ESL extension certificate(12:1:4). Although, all of the students attending 721K are alternate assessment, all ELLs(BIS, ESL only and X coded students) are administered the NYSESLAT in the Spring of the school year by a certified ESL teacher and a certified special education teacher, with an expertise in ELA. These test scores are reviewed annually within the first week of school in September in order to determine and ensure that ELL students receive the appropriate amount of minutes of language services which are based on their NYSESLAT score. Based on the 2010 NYSESLAT scores all 57 ELL students(newcomers, SIFE and long term ELLs) who currently require language services and the 70 students who have been X coded, scored on a Beginners level. Therefore the 57 students who currently receive language services as per their IEPs. receive a minium of 550 min of language services from certified ESL teachers as per CR Part 154.

IEP goals are developed by the teacher with the parent and student annually and updated at the end of the school year for mastery. 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.

Since 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.

Language services and student progress in language acquisition are reviewed and discussed with the student and parent formally during the annual review process once a year and during parent teacher conferences in the fall and the spring. Any other times during the school year (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 family advocate to modify the mandates (Bilingual services to ESL or ESL to monolingual without ESL) by requesting a reevaluation of language mandates, in order to pursuit the opportunity to participate in the 721K inclusion program at John Dewey High School, where the ELL is expected to attend classes provided by a monolingual English speaking teachers or at a full time volunteer worksite, because they feel that their children have mastered enough English(receptive and express) to be able to function smoothly and independently in school and in their community. All such request are directed to the school's SBST for reevaluation.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	57
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	20

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	0	0	4	0	0	2	0	0	6	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	12	0	0	19	0	0	14	0
Total	0	0	16	0	0	21	0	0	20	0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	1	2	1	4	4	12
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	1	2	1	4	4	12							

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	2	2	2	1	7
Chinese	0	0	0	0	0	0	0	0	0	3	2	7	7	19
Russian	0	0	0	0	0	0	0	0	1	1	1	2	1	6
Bengali	0	0	0	0	0	0	0	0	1	0	0	0	2	3
Urdu	0	0	0	0	0	0	0	0	1	0	1	0	2	4
Arabic	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	1	0	2	3
TOTAL	0	3	6	7	12	17	45							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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.

Paste response to questions 1-4 here

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

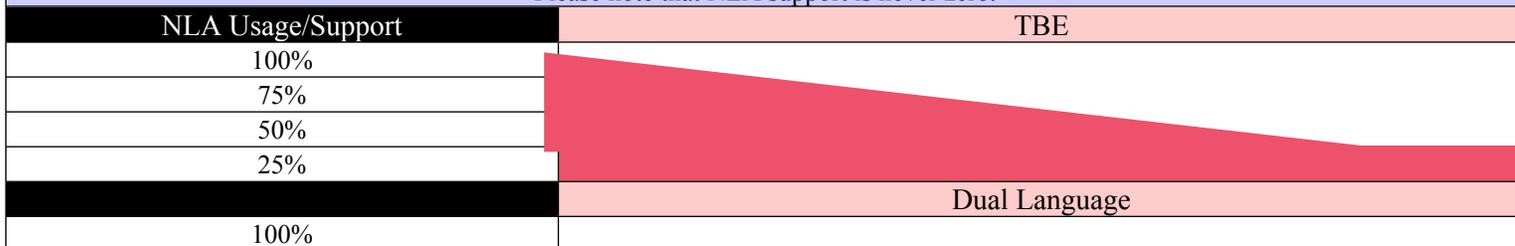
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. 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?

Paste response to questions 5-14 here

Programming and Scheduling

All the students (ELLs, newcomers, SIFE and long term ELLs), grades 8-12 are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests (with the exception of the LAB/LAB-R and NYSESLAT) in order to chart competencies in all subject areas. 57 students are LEP/ELLs (SIFE, newcomers and long term ELLs) in a bilingual Spanish class, a pullout and self contained ESL program models (2-8th grade, 9-9th grade, 8-10th grade, 13-11th grade, and 21-12th grade) and 70 ELLs who are X coded (monolingual without ESL services). for a total of 127 ELLs who are all serviced as per their IEP. This total number includes students whose IEPs indicate ESL only (7), 45 students in Alternate Placement (3 Arabic, 3 Bengali, 12 Cantonese, 4 Mandarin, 1 Hebrew, 6 Russian, 5 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 1 Yiddish, 1 Vietnamese and 2 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, departmentalized or self contained class program. These students receive instruction in all the core subject

areas(math, science, ELA, social studies) in addition to adaptive physical education, the arts(music, art, photography or theater arts), vocational classes(school-based and community-based). We do not offer foreign language classes at 721K. 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(4) who took the NYSESLAT in the Spring of 2010,scored "invalid", "NSC" 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-1250 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/ LAB-R , 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 LAB/ LAB-R, 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(38) 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 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(Brigrance, 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 ELL students(SIFE, long term ELLs, newcomers) who took the Spring 2010 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 read and follow the directions of the test, nor comprehend what was being asked of them. The majority of these high school aged (14-21), 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 2010 NYSESLAT, therefore, never being able to reach proficiency, based on this assessment. However, these same students scored level 3 and 4 on the 2010 NYSAA (in the subject areas taken-Math, Science, S.S and ELA).Based on the outcome of the 2010 NYSESLAT and in comparison to that of the 2010 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 2011 NYSAA have been identified. Student work will be collected and evaluated in the Spring of 2011. 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 2010-2011 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 2010. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important skills which ELL students need to develop and hone if they are to reach their potential and excel in ESL, Bilingual and content area classes and function 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 libraries(content areas, TBE and ESL classrooms) 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.

We continue to foster native language supports for ELLs in TBE and ESL classes by grouping students who speak the same language and function on the same cognitive level, in the same class with the supports of an alternate placement paraprofessional who is fluent in the native language of the ELL and who remains with the students throughout the day.

In addition, through the availability and use of technology in classrooms(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.

721K does not have any new programs especially designed for ELLs for the 2010-2011 school year. At the present time, all our programs are working successfully and will be continuing.

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 2010-2011school 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 from January 18, 2011 through June, 2011 for a total of 21 sessions. The focus of the Title III after school program is to provide ELLs with additional opportunities to further develop, reinforce and strengthen English language skills.

C. 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)?

Paste response to questions 1-5 here

D. 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 (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

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. 2 of the 3 ESL teachers and the BIL. Spanish teacher have received 10 hours of Jose P. training. 1 ESL teacher with a conditional ESL certificate will receive 10 hours of Jose P. training during the 2010-2011 school year. In addition over 50% of the teaching staff at 721K need the required hours of training. Due to the large numbers and not to disrupt the instructional program at 721K, we have requested that D75/Office of ELLs provide Jose P. training at the school during the 2 staff development days for the 2010-2011 school year. However, due to their constraints, the Department of ELLs was not able to provide the training.

Although 721K has ELL students in grade 8, these ELLs do not transition to a high school program. 721K is a high school program for special needs students, grades 8-12. In an effort to support staff and to help ELL students transition to a new school environment, especially when the student is not proficient in English, our policy is to place the student in a class where there is a paraprofessional who is fluent in the student's native language whenever possible. This paraprofessional travels with the class and will assist the teacher in clarifying the instruction being provided to that student. If the ELL is proficient in English and the family is not, staff has access to support staff who can communicate with the family in the native language. We review the the needs of ELLs individually and provide teachers with appropriate assistance in order to maximize student participation in the classroom.

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 professional development as needed to provide 1:1 or small professional development as needed.

E. 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?

Parent Involvement

P721K has an open door policy and a very strong and active Parent Association. Parents of students who currently attend, as well as former students, are welcomed to speak to support staff, administrators, parent coordinator, other parents, 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.

Once a year, parent surveys written in the parent's native language are sent home for parents to complete and submitted. Parents of ELLs who requires assistance in completing the parent survey can ask for help from members of the PA or the school's parent coordinator. If there isn't a parent survey available in the parent's native language such as French Zarma or Fukinese, then a paraprofessional who speaks the parent's native language will contact the parent by phone explaining that they will receive a copy of the survey in English and if they need further assistance, they can come up to the school and that staff member will help translate the document and help the parent fill out the form. Once the data from the parent surveys is compiled, analyzed and published the information will be disseminated.

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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	3	17	14	22	71	127
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	3	17	14	22	71	127

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0	0	0	0	0	3	17	14	22	71
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/WRITING	B	0	0	0	0	0	0	0	0	3	17	14	22	71
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	1	0	0	0	1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

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	0	0	0	0
Math	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
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	4	0	4	0
NYSAA Mathematics	4	0	4	0
NYSAA Social Studies	4	0	4	0
NYSAA Science	4	0	4	0

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

All the students, including ELLs who attend 721K are classified as alternate assessment. Many of the students are also non readers or at the pre-primer stage. There are very few assessments/ reading programs which are age appropriate and are used for students with such deficits. We monitor student progress by reviewing the scores on NYSESLAT, LAB/LABR, NYSAA, and other formative and summative assessments in the area of reading, language proficiency, acquisition and usage.

All ELLs (SIFE, ELLs, long term ELLs and newcomers)grades 8-12 designated as BIS, ESL or monolingual without ESL(Xcoded)who took the Spring 2010 NYSESLAT scored at a level 1/Beginners 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(14-21), 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 2010 NYSESLAT, therefore, never being able to reach proficiency, based on this assessment. We found that this pattern was also true of the LAB/LAB-R scores we received, which were administered in Kindergarten or within 10 days of attending a New York City public school. These ELLs remain on a beginners level when first entering a New York City public school and continue to remain on a beginners level based on their 2010 NYSESLAT scores and therefore receive the maximum amount of minutes(550 minutes) deemed appropriate for students functioning at a beginners level as per CR Part 154. The pattern which emerged based on an analysis of the 2010 NYSESLAT and LAB/LAB-R scores appear as if these alternate assessment students (ELLs, newcomers, SIFE and long term ELLs) have not made progress. regardless of their age, grade or program placement(Bilingual class, with the supports of an alternate placement paraprofessional or ESL services) However, these same students scored level 3 and 4 on the 2010 NYSAA(in the subject areas taken-Math, Science, S.S and ELA).

Based on the outcome of the 2010 NYSESLAT the student's original LAB/LAB-R in comparison to that of the 2010 NYSAA, we have found these tests not to be reliable or indicative of the student's present level of performance or progress since all of these tests rely on the student's ability to read and not the student's ability to comprehend or use language. It is clear that instructional goals must continue to be individualized and that teachers must use other forms of formative and summative assessments to determine student progress in English language proficiency. Teachers must continue to create informal assessments in order to assess a base line of language and reading skills for their students. In addition, teachers adapt any assessments formally given to readers by giving the test orally and school staff who are fluent in the

throughout the school year for that student. The Brigance Inventory is then re-administered in the Spring of the school year to determine the level of progress and skill acquisition the student achieved for that school year. In addition, we are currently using other assessments that come with the Unique on line curriculum, SMILE and Eden curriculums. Students functioning on a 1st grade level as per their IEP, we are also using the DORA(Diagnostic on line Reading Assessment) or Lexia assessments. Data collected from the administration of the Brigance Inventories and other assessments(formal and informal) enable teachers to establish a base line of language and content area skills by assessing the student's areas of strengths 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 styles).

Success for ELLs in the program at 721K is measured by their achievement of goals on the IEP and by the level of engagement , student movement to LRE, and the level of independence ELLs demonstrate in classroom and, home community and on the vocational community based worksites.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		