



# **721M**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 75M721  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 721M SCHOOL NAME: 721M

SCHOOL ADDRESS: 250 West Houston Street, New York, New York 10014

SCHOOL TELEPHONE: (212) 675-7926 FAX: (212) 255-3227

SCHOOL CONTACT PERSON: Antoinette Bello, Principal EMAIL ADDRESS: Abello2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Henry Gonzalez

PRINCIPAL: Antoinette Bello

UFT CHAPTER LEADER: Henry Gonzalez

PARENTS' ASSOCIATION PRESIDENT: Ritza Leno

STUDENT REPRESENTATIVE: As needed ~~  
*(Required for high schools)* selected from Principal's Student Advisory Council

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 75 CHILDREN FIRST NETWORK (CFN): Network 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
Antoinette Bello	*Principal or Designee	
Henry Gonzalez	*UFT Chapter Chairperson or Designee	
Ritza Leno	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative	
Dorothy Arroyo	Member / Assistant Principal	
Maureen Brown	Member / Teacher	
Laura Hanrahan	Member / Teacher	
Carol Bonhomme	Member / Speech Teacher	
Rebecca Lewis	Member / Parent	
Delores Fields	Member / Parent	

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

\* 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.

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721M is one of fifty-eight District 75 schools throughout New York City. Our school serves 235 high school age (14 – 21 years) students enrolled in five sites. Students participate in the Individualized Education Program and receive a variety of related/support services including a twelve-month school year. All students participate in the New York State Alternate Assessment with the exception of sixteen (16) students who attend general education high school classes at our inclusion sites.

Our main site houses fifteen classes of 12 students each. Six classes attend community worksites. Four classes are departmentalized classes, and five classes (two bilingual classes) are self-contained. One off-site is located at 400 First Avenue, NY, NY, within the District 75 headquarters. It consists of two classes for students with multiple disabilities (12:1:4) and one (12:1:1) worksite class. A second off-site located at Stuyvesant High School has three classes with 12:1:1 ratios, one of which is a community worksite class. 721M has two inclusion sites; Chelsea High School (one class) and Legacy High School (two classes).

721M students have diverse educational needs. They participate in a variety of research-based instructional programs that serve students with pervasive developmental disorders, including mental retardation, sensory impairments and/or limited mobility including a small percentage of students with learning and emotional challenges. 721M's educational focus is on achieving successful postsecondary adult-life outcomes through transition planning.

The 721M departmentalized classes serve students within the moderate to severe range of disabilities. The focus for these students is on the integration of functional academics, social skills, and work-related skills that are aligned with the standards.

Self-contained classes address students' academic, social, vocational and career needs through the use of visual supports and/or structured teaching methodologies which individualizes instruction through ongoing assessment in a highly organized environment with clear physical and visual boundaries. Structured teaching minimizes student distractions and potential for behavior and maximizes independence and sense of order.

Students in worksite classes participate in twenty-three (23) community job-related sites which include nursing homes, libraries, senior centers, hospitals, the Labor Department, McDonald's, CVS, Housing Works Thrift Stores and the headquarters of District 75. Students travel in small groups with trained job coaches to worksites and apply skills learned in school to the world of work. Instruction in the content areas and vocational/career education takes place at school. 721M has two self-contained worksite classes within the Houston Site (Main Site) which are called Entrepreneur Classes. The focus of these classes is to begin business enterprises and learn aspects of each business.

Our vision/mission is to **motivate** all students to be as independent as possible and provide them with dynamic academic, social and vocational/career **opportunities** through a coordinated set of activities, identified skills and competencies necessary to support their **transition** into adult life.

**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.

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## 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?

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### **721M's Major Accomplishments: 2009--2010**

#### **Student Attendance:**

At the conclusion of the 2009—2010 school year, our student attendance rate improved by a small amount as compared to the attendance rate during the 2008—2009 school year. Although our attendance rate varied slightly during the 2008—2009 school year, we had a 2.0% increase in student attendance over a period of three years (2007—2008 through 2009—2010). Upon reviewing our attendance data, we have noticed that there is a marked decrease in attendance during the month of June each year. In May/June 2010, we developed an attendance plan to encourage students to attend school (e.g., Breakfast Clubs on clerical half days, Field Day at the community recreation center, incentive announcements, School Spirit Day, awards, etc.). These activities aided us in achieving the highest attendance rate in June 2010 (80.38%) over the month of June during the past three years.

#### **Use of Data:**

- School-Based Collaborative Inquiry Team Data (Structured Methods in Language Education/**SMILE**, Social Skills Training, and Get Ready to Learn/**GRTL**) yielded increases in student success:

**Structured Methods  
In Language Education  
(SMILE):**

Data confirms that students in 12:1:1 classes involved in this program experienced gains in letter/sound relationships. (6 out of 7 students ~ Pilot Program)

**Social Skills Training:**

Based on our review of data, all students in 12:1:1 classes who participated in this program made gains in their communication/social skills (e.g., maintaining proper distance, listening position, tone of voice, maintaining conversation, starting conversation, joining conversation, etc.).

Percentages in March 2010: Range ~ 5% -- 55%

Percentages in June 2010: Range ~ 39% -- 100%

**Get Ready to Learn:**  
(Sensory Program)

Based on data review, students in our 12:1:4 classes made positive gains in the areas of maintaining attention in

class, self-regulation, and communication during the instructional period that preceded their participation in the Get Ready to Learn Program.

- Teachers and administrators worked collaboratively to develop data collection sheets (organizational coherence) and monthly mastery data sheets to capture students' mastery of IEP goals. This data was discussed and analyzed at ongoing Cohort Meetings.

### **Professional Development: 2009--2010:**

- 100% of all teachers attended small group teacher meetings with administrators.
- 100% of all paraprofessionals attended Professional Development Sessions and Paraprofessional Workshops.
- Teachers participated in interclass and inter-site visitations.
- Coaches from District 75 provided ongoing Professional Development for staff members throughout the 2009 – 2010 school year.

### **Transition:**

- All students ages fourteen and older had completed Transition Plans.
- Our Transition Team met on a regular basis to expedite graduates' 2009—2010 Transition Process (e.g., travel training, tours, evaluations, compiling of transition packets).
- IEP's that were formulated during the 2009—2010 school year incorporated Indicator 13.
- Each student whose parent/guardian participated in the Transition Process had post-graduate placement specific to his/her needs.
- All students participated in Vocational Level 1 Assessments.
- We acquired several new community-based workshops during the 2009--2010 school year.

### **Capacity Building:**

- All areas in the teacher section of the Learning Environment Survey (LES) showed significant improvement as evidenced in the percentage of teachers who participated in the survey (60% in 2009 to 90% in 2010) and in final results of the survey. All areas on the 2010 LES in the teacher section were green as compared to the same sections in the teacher section on the 2009 LES being gray, pink, and red in 2009. (Scale: Highest ~ Dark Green, light green, gray, pink, red ~ Lowest)
- Implementation of the 721M Communication Committee which included representatives from all sites
- Communication amongst staff members improved as evidenced by results of our new school Communication Survey that was developed by Communication Committee Members and given to all staff members to complete. Results were shared with the entire school community.
- The Positive Behavior Support Committee was established and a variety of staff members including teachers, paraprofessionals, related service providers, and administrators from various sites attended each meeting. Our school participated in the PBS Self-Assessment Survey ~ Assessing and Planning Behavior Supports in Schools. All staff members from each site were given the opportunity to participate in this survey. The findings and results of this survey were shared with the entire school community. We then designed school goals after reviewing the data from this survey.

### **Technology:**

- An additional four classrooms were equipped with SmartBoards and training in SmartBoards was conducted for various staff members (teachers and paraprofessionals).
- All students used technology to assist in gathering, organizing, and/or presenting information as evidenced by completed individual and group multi-media generated projects that addressed the area of Transition.
- The 721M Technology Fair was conducted in June 2010. Students displayed and presented their projects (individual and group projects).
- New desktop and/or laptop computers were distributed to our various sites.

### **Additional Accomplishments:**

- One student was accepted into the Borough of Manhattan Community College upon graduation.
- Our school was removed from the Possible Persistently Dangerous List in June 2010.
- Teachers, School-Based Coach, Related Service Providers and Administrators worked collaboratively to develop the 721M Curriculum Map for use in the 2010 – 2011 school year.
- We expanded our Inclusion Program by one class.
- **All** teachers were involved in weekly Cohort Meetings (common-planning periods). These meetings were guided by Administrators every other week.
- We implemented the Structured Methods In Language Education/SMILE Program (English Language Arts).
- We implemented the Social Skills Curriculum.
- 721M began the EQUALS Program (Mathematics) by providing Professional Development and by completing student assessment in preparation of implementing the EQUALS Program.
- Community integration was increased as we acquired the use of the outdoors sport field for student use on a regular basis.

### **Performance Trends:**

As we have seen continued growth amongst students in our school particularly in the area English Language Arts, we will continue to work in this area to heighten students' success and also increase our focus in the area of mathematics. We have decided to increase the number of students who will participate in the SMILE Program, and we will also implement the EQUALS Mathematics Program as a pilot program with several teachers across our varied sites in both our 12:1:1 and 12:1:4 classes. In doing so, we will enable students to increase their functional and independence skills which in turn will produce better post-secondary outcomes for them. Student assessment will be documented through the continued use of Brigance Inventories. This year we will begin using the Student Annual Needs Determination Inventory (SANDI) as a pilot program with several of our classes.

The Transition Linkage Coordinator, Job Developer, and school Transition Team will work together to continue to implement many of the new District 75 Standard Operating Procedures Manual (SOPM) for Transition Procedures to improve the transition process by implementing a systematic procedure to provide and document all of the academic, social, and vocational-related experiences including formal

travel training at 721M to fulfill the requirements for successful postsecondary transition outcomes for students.

School staff will continue to collect, review, and share data on student progress as it drives instruction. Staff will meet in Cohort Teams and School-Based Collaborative Inquiry Teams with Administrators to revise data collection sheets and share ideas as to how best capture this information to improve instruction and heighten student self-esteem.

Students in our 12:1:4 classes will continue to participate in the Get Ready to Learn (GRTL) Program as data has shown that students made positive gains in the areas of maintaining attention in class, self-regulation, and communication during the instructional periods that precede their participation in this program. During the upcoming school, we will extend this program to another offsite for students in our 12:1:1 program.

As students have participated in Social Skills Training in the past, we will continue this program. Those students who have had the opportunity to partake in this program have shown much growth in the areas of social/skills and communication; such as: maintaining proper distance, listening position, tone of voice, maintaining conversation, starting conversations, and joining in on conversations. Such skills can prove positive as students transition into postsecondary life.

Last year, all students from across our sites participated in the 721M Technology Fair 2009—2010 as a culminating event. This year students will present their best work at our 721M Achievement Fair which will integrate technology and the arts into the content areas.

The School Leadership Team, Administrators, Parent Coordinator, the United Federation of Teachers Chapter Leader, School-Based Collaborative Inquiry Team Members and other members of the school community reviewed the needs of our school in order for us to foster student success and set goals for our school for the 2010 – 2011 school year. The review of ongoing data from School-Based Collaborative Inquiry Teams, OORS reporting, PBS Survey, the 2010 Learning Environment Survey, Cohort Meeting topics and minutes, and attendance sheets at various meetings, enabled us to review areas of strengths and needs of our school. Based on the data reviewed, we concluded to focus on the following areas to heighten student success:

**Parental Involvement:** During the 2009—2010 school year, parent involvement decreased slightly as compared to the level in the previous year. Parental attendance at meetings and events in the 2008 – 2009 school year was at a higher level than that during the 2009—2010 school year. Parent participation on the Learning Environment Survey for Spring 2010 was also lower than the percentage for the Spring 2009 Learning Environment Survey (2009: 55% participation compared to 2010: 50% participation). As we are firm believers that parent participation has a positive effect on student success, we at 721M will work as a team to explore and implement various ways in which to heighten parental involvement.

**Teaching Practices:** Staff members will continue to participate in Professional Development Sessions sponsored by District 75, outside agencies, and in-school turnkey training. They will also access ARIS to research information on the various learning communities. Teachers will continue to participate in inter-class and inter-school visitations at a higher level to enable them to improve their teaching skills. Teachers will implement differentiated instruction and will also develop personal goals

based on the Professional Teaching Standards in the area of differentiate instruction. Teachers will meet with Administrators throughout the year to assess their advancement in these areas.

**Positive Behavior Supports:** During the 2009 -- 2010 school year, our school was placed on the Possibly Persistent Dangerous List based on the number of serious student-related incidents that had occurred the previous year. As a result, we established a Positive Behavior Intervention Support Team to aid us in improving student behavior. Even though we have been removed from the Possibly Persistent Dangerous List this year, we will continue to work as a team to improve student behavior. In doing so, our school will develop and implement a Positive Behavior Intervention Support Plan this year to be used across all of our sites to increase students' display of positive behaviors thus decreasing the number of Level 3 and 4 incidents/OORS reports within our school, as well as, a decrease in the number of referrals to the Dean as compared to the 2009 – 2010 school year.

**Structured Methods In Language Education/SMILE Program:** During the 2010—2011 school year, we will increase the number of students involved in the SMILE program to enhance student improvement in the area of English Language Arts. Our goal is to witness a 20% increase in students' proficient English Language Arts skills through their participation in the SMILE Program.

### **Aids**

- 721M Curriculum Map and suggested activities for students that is aligned to the Alternate Grade Level Indicators (AGLI's) and Common Core State Standards
- District 75 Standard Operating Procedure Manual (SOPM) for Transition which provides the most up-to-date compliances and mandates transition
- Professional Development Sessions and Webinars sponsored by District 75
- Professional Development and Webinars provided by outside consultants
- Assignment of District 75 Coaches to provide hands-on assistance to staff for content area instruction, modeling “best practices” for 12:1:4, 12:1:1 and Inclusion classrooms, content areas (English Language Arts, Mathematics, Science), Individualized Education Program development, lesson planning (grouping/differentiation), transition, Positive Behavior Supports, and the use of technology as a tool for instruction

## Barriers

- Significant cuts in the school budget continue to impact and decrease the allocation of funds for professional development, parental involvement, curriculum/additional instructional materials, and team-building activities.
- The need to hire qualified teachers especially with the new certification requirements for High School teachers continues to place a hardship on our school. As teachers retire and as we open new classes, it has proven to be difficult to acquire qualified teachers despite the services of Hiring Halls, Open Market Transfers, New Teacher Finder website, excess staff postings on websites, and recommendations from District Staff and other colleagues.
- To ensure that instruction for each student is appropriate and presented on his/her level, instruction needs to be differentiated at all times. Staff members need further Professional Development in the area of differentiated instruction to ensure high-quality, individualized instruction for all students. Students need more proficient differentiated instruction to meet their academic and social needs.
- Community-based worksites that can accommodate a high number of students remain difficult to obtain. Staffing ratios (12:1:1) present a challenge to staffing the worksites as we are not assigned enough paraprofessionals to monitor large amounts of small worksites (sites that employ least than six students).
- Parent involvement decreased slightly this year. Parental attendance at meetings and events in the 2008 – 2009 school year was at a higher level than that during the 2009—2010 school year. Parent participation on the Learning Environment Survey for 2010 was lower than the percentage for the 2009 Learning Environment Survey (2009: 55% participation compared to 2010: 50% participation). Many parents have addressed their concerns that our school is no longer able to provide MetroCards for their use to attend school events due to budget cuts. We at 721M are firm believers that parent participation has an effect on student success.
- In order to implement the Common Core State Standards in the designated three-year, roll-out period, staff members will need further research-based Professional Development related to these standards to ensure their understanding and to assist them in guiding their instruction to meet all requirements of these standards.

## 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.

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- 1.) **By June 2011, 721M will increase parental involvement and our home-school connection as evidenced by a 10% increase in participation on the Learning Environment Survey and a 10% increase in the number of parents attending meetings/workshops/school events as evidenced by attendance logs.**
  
- 2.) **By June 2011, 95% of teachers will implement differentiated instruction as measured on observations and advancement on the Continuum of Teacher Development of the Professional Teaching Standards reviewed with an administrator three times during the school year.**
  
- 3.) **By June 2011, there will be a decrease in inappropriate student behaviors as evidenced in a 5% decrease in the number of Level 3 and 4 incident reports and referrals to the Dean.**
  
- 4.) **By June 2011, there will be a 20% increase in students' proficient English Language Arts skills compared to Fall 2010 through their participation in the Structured Methods In Language Education Program (SMILE) as evidenced by pre, mid-interval, and post-assessments.**

**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):** 1.) Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 721M will increase parental involvement and our home-school connection as evidenced by a 10% increase in parent participation on the Learning Environment Survey (LES) and a 10% increase in the number of parents attending meetings/workshops/school events as evidenced by attendance logs.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A Parent Contact Packet which will include the email addresses of each Educational Advisor will be distributed to all parents at the beginning of the school year. Parents will be informed that the New York Public Library offers free email access.  A Parent Handbook will be developed and disseminated to parents.  A Needs Survey will be distributed to parents to identify workshop topics based on parents’ needs/interest.  Parents will be encouraged to join the Parents’ Association via notices sent home and phone calls made to parents.  Parents will be encouraged to visit their children’s classroom during Open School Week via notices and/or phone calls.  A schedule of Parents’ Association Meetings will be sent home to parents at the beginning of the school year and posted at all school sites.  A calendar indicating dates of workshops/topics and events (such as: Achievement Fairs, Broadway on Houston, Positive Behavior Award Ceremonies) will be sent to parents.  School Leadership Team Meetings will be scheduled and disseminated to all parents on the team. Our SLT will meet a minimum of once per month during the school year.  The School Leadership Team will review the results of the 2009-2010 Learning Environment Survey to identify parental concerns.  Positive phone calls regarding students will be made to parents by teachers, and these calls will be documented.  Awards will be sent home with students for parents to view and keep.</p>

	<p>A School Newsletter from the Parent Coordinator will be distributed three times a year.  A School Newsletter which includes classroom celebrations will be distributed three times a year.  ARIS workshops for parents will be conducted at the school.  The school website will be updated, and parents will be given information about our website.  Translation services for parents will be available for meetings/workshops and for information sent home to parents.  A review of parental attendance logs at meetings and workshops from the 2009-2010 school year will be conducted.  Administration will meet with the Parent Coordinator on an every other month basis to identify parental needs and techniques to encourage/increase parent participation.  The importance of the Learning Environment Survey will be discussed at each Parents' Association Meeting and School Leadership Team Meeting.  Results of the 2009-2010 Learning Environment Survey will be shared with parents at school meetings.  Parents will be invited to partake in the Learning Environment Survey during Parent/Teacher Conferences, Open School Week, and at other times during the designated survey period.  Community-based organizations will be invited to conduct workshops at the school for parents.  Invitations to school events will be sent to parents (e.g. Open School Week, Parent/Teacher Conferences, 721M Achievement Fair, Broadway on Houston, Attendance Assemblies, etc.)  Parental contact logs will be completed by staff members.  Review of the results of the 2011 LES will be completed and shared with parents.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Parent Involvement Funds (Parent Coordinator Funding)  Title III Allocation Funds  School Leadership Team Budget  Tax Levy Funding to provide purchasing of MetroCards, refreshments, supplies, etc.  Parent Coordinator                      District 75 Office of Parent Involvement  Parent Association Executive Board Members and Parent Association Members  Administration / School Staff Members including the Transition Linkage Coordinator</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Completed needs surveys from parents and scheduled workshops based on parents' needs  Implementation of a Parent Handbook  Increase by 10% in the number of parents participating on the Parents' Association (e.g., attendance at meetings and workshops)    <u>Intervals:</u> 5% by February 2011 and 10% by June 2011 based on the same periods from the 09-10 school year as recorded on attendance sheets  Parent participation at ARIS workshops  Increase by 10% in the number of parents completing the 2011 Learning Environment Survey (compared to the participation from the 2009-2010 Learning Environment Survey)</p>

**Subject/Area (where relevant):** 2.) Teaching Practices

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 95% of teachers will implement differentiated instruction as measured on observations and advancement on the Continuum of Teacher Development of the Professional Teaching Standards reviewed with an administrator three times during the school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Teaching Standards (PTS) Professional Development will be conducted at the 2010 -- 2011 Staff Orientation Meeting in September, Chancellor’s Professional Development Day (Election Day), and Afterschool Faculty Meetings. Administrators and teachers will discuss PTS at Cohort Meetings during common planning times. Each teacher will complete a self-evaluation using the PTS Continuum of Teacher Development Rubric (December 2010). Teachers will develop a personal goal based on the PTS and submit the 721M PTS Worksheet/Planning Tool indicating ways they will meet their goals to their Cohort Administrators (December 2010). Teachers and Cohort Administrators will meet to discuss progress in their personal goals growth (February, April and June 2011). Each teacher will complete the Continuum of Teacher Development Rubric (June 2011) to determine growth in his/her personal goal.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional Development (School Based and District 75) School-Based Coach Cohort Groups and Common Planning Times Administrators / Teachers Observations (formal and informal)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Cohort Meeting Agendas and Attendance Sheets (bi-monthly throughout the school year) Completed PTS Worksheet/Planning Tool for all 721M teachers Completed self-evaluations using the PTS Continuum of Teacher Development Rubric Professional Teaching Standards indicated on all teacher observations All teachers demonstrating improvement in their personal goals in the area of differentiated instruction based on the completion of the PTS Continuum of Teacher Development Rubrics (comparison from February 2011 [25%], April 2011 [50%], and June 2011 [95%]) Teacher Observations demonstrating differentiated instruction</p>

**3.) Positive Behavior Intervention Supports (PBIS)**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a decrease in inappropriate student behaviors as evidenced in a 5% decrease in the number of Level 3 and 4 incident reports and referrals to the Dean.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development related to Positive Behavior Intervention Supports (PBIS) will be conducted for staff members at the Chancellor’s Professional Development Day (Election Day) which will include a review of the PBS Self-Assessment Survey completed by staff in April 2010.</p> <p>Positive Behavior Intervention Supports, results of the PBIS Self-Assessment Survey from April 2010, and school-wide PBS Plan discussed at Parents’ Association Meeting (November 2010) Monthly Meetings conducted by the 721M Positive Behavior Intervention Support Committee (October 2010 through June 2011)</p> <p>Professional Development related to PBIS conducted by District 75 and at the school level will be conducted throughout the school year for staff members.</p> <p>A Principal Student Advisory Council Meeting to discuss and plan our new PBIS school-wide plan will be conducted. (October 2010)</p> <p>Students will attend Superintendent Student Advisory Council Meetings (October 2010 through May 2011) to discuss concerns and obtain information to be shared with other class representatives which have been elected by the student body of the school. Information will be relayed to the Principal via conferencing, email, and/or phone calls.</p> <p>Assembly/Spirit Day to introduce PBIS Plan, school expectations, school PBIS poster contest, and school’s PBIS incentive program to the student body will be held. (November 2010)</p> <p>Implementation of a new school-wide Positive Behavior Intervention Support Plan (February 2011)</p> <p>Monthly meetings of Principal Student Advisory Council will be conducted (October 2010 through June 2011).</p> <p>The 721M Detention Plan will be revised by the Positive Behavior Intervention Support Committee to best meet the needs of our students (e.g., work assignments/coverage by staff members).</p> <p>Counselors will be contacted prior to students being removed from classes for de-escalation.</p> <p>Our CHAMPS Program (before and after school) will continue to encourage positive behavior and attendance.</p> <p>Functional Behavior Assessments (FBA’s) which will include input from classroom staff members (both teachers and paraprofessionals) will be completed for all students with Crisis</p>

	<p>Management Paraprofessionals and students who have been involved in repeated Level 4 incidents.  PBIS will be addressed/discussed at Cohort Meetings and monthly faculty meetings (October 2010 – June 2010).  A revised system of data collection of referrals to the Dean will be established.  Positive Behavior Intervention Supports Assemblies conducted four times during the school year (November, February, April, and June)  Bi-monthly review of data collection/OORS reports to review Level 3 and 4 occurrences and students in need of intervention will be conducted. (Oct., Dec., Feb., April, June)  Pupil Personnel Team Meetings will be held to address the needs of specific students (September 2010 – June 2011 on need basis).  Completion of PBS Self-Assessment Survey by staff members (May 2011)  Review of results of PBS Self-Assessment Survey and dissemination of results to entire school community (June 2010)  Bus Personnel Workshops will be conducted two times a year (Fall 2010 and Spring 2011)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Funding to purchase PBS incentive rewards (e.g., certificates, tangible items, trips)  CHAMPS Funding  District 75 Positive Behavior Intervention Support Coach and District 75 Office of Positive Behavior Intervention Support Staff  School-Based Coach  Dean, Counselors, Teachers, Paraprofessionals, and Related Service Providers  Administrators  Parent Coordinator  Parents  Attendance Teacher</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Decrease by 5% in the number of Level 3 and 4 incident/OORS reports and referrals to the Dean as compared to the 2009- 2010 school year as measured in December (by 2%), April (by 4%), and June (by 5%)  Agendas and Attendance Sheets from Staff Meetings, Cohort Meetings, PBIS Committee Meetings, PA Meetings, Bus Personnel Workshops, and Professional Development Sessions  Completed Functional Behavior Assessments  Student mastery of IEP goals/objectives for students in the area of Positive Behavior Intervention Supports  Increased student attendance reviewed monthly at attendance committee meetings</p>

#### 4.) English Language Arts

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 20% increase in students’ proficient English Language Arts skills compared to Fall 2010 through their participation in the Structured Methods In Language Education Program (SMILE) as evidenced by pre, mid-interval, and post-assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>At our September 2010 Staff Orientation Meeting and Chancellor’s Professional Development Day, Professional Development related to the SMILE Program will be conducted for classroom teachers, paraprofessionals, and related service providers. Identification of students who are appropriate for participation in the SMILE Program (September through November 2010) The SMILE Program will be discussed at our Parents’ Association Meeting (Sept. / Nov. 2010). Ongoing Professional Development for Pilot Staff Members will be conducted at the District 75 level (Office of Instruction) and by the District 75 Coach throughout the school year (September 2010 through May 2011). Screening (pre-assessment) is conducted on students participating in this program (September through November 2010). Student involvement in SMILE Program (3-5 times a week September 2010 -- June 2011) Development of student IEP goals/objects related to their English Language Arts needs Evaluation/post-assessment will be conducted on students who participated in this program throughout the school year (June 2011). Team review of each student’s progress in SMILE Program Interclass visitations will be conducted to view program in process. Continuation of the SMILE Collaborative Inquiry Team</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Funding to purchase celebration materials (e.g., certificates) District Coaches and District 75 Office of Instruction Staff Members Teachers, Paraprofessionals, Related Service Providers, School-Based Coach, and Administrators Parent Coordinator                      Parents</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>An increase in the number of students participating in the SMILE Program as compared to Spring 2010 A 20% increase in results on posttests compared to results on pretests (Mid-interval assessment: <u>10% increase</u>                      Post assessment: <u>20% increase</u>) Mastery of IEP goals/objectives in the area of English Language Arts Agenda/attendance sheets from PD Sessions and SMILE Collaborative Inquiry Team Meetings</p>

## **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								
9	30	30	30	30	17	N/A	N/A	GRTL: 2 CHAMPS: 5
10	41	41	41	41	39	N/A	N/A	GRTL: 4 CHAMPS: 11
11	30	30	30	30	20	N/A	N/A	GRTL: 2 CHAMPS: 5

12	127	127	127	127	72	N/A	N/A	GRTL: 11 CHAMPS: 7
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**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

\*\*\*\*\* **GRTL = Get Ready to Learn Sensory Program:** A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. Program is designed to calm students and increase their alertness prior to/during classroom learning.

**Part B. Description of Academic Intervention Services 8:1 Inclusion**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<p><b><u>English Language Arts:</u></b></p> <p><b>Study Skills, homework help</b></p> <p><b>Visual Strategies</b></p> <p><b>Quick Reads</b></p> <p><b>Achieve 3000</b></p> <p><b>Acuity</b></p> <p><b>Edhelper</b></p> <p><b>Scantron Performance</b></p> <p><b>Writers Express</b></p>	<p>Small group instruction * 4x weekly (Chelsea HS) *5x weekly (Legacy HS) * during tutoring and advisory periods</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners, Grade Pro and Edline : Gradebook and classroom management integrated website and portal platform Discovery Educational Videos</p> <p>Quick Reads: a program using high-interest, short texts to be read quickly and with meaning to build vocabulary and fluency</p> <p>Achieve 3000: Program based on differentiated instruction to improve reading comprehension</p> <p>Acuity: Prepare students for state assessments using item content that mirrors the content on those assessments</p> <p>Website that provides extra practice for skills in all subject areas</p> <p>Diagnostic Assessment: Identifies areas of strengths and challenges in reading.</p> <p>Writers' Express during English Skills: This is an extra period of English in which students focus on</p>

<p><b>Test Prep Strategies</b></p>	<p>the mechanics of writing (grammar, punctuation, etc.). The program provides writing prompts and student models for various genres. Also, this program focuses on how to prepare a multimedia presentation and an interactive report.</p> <p>Test Prep Strategies for Regents Exams and RCT Exams, Barron’s Regent’s Review, Yoga/Meditation</p>
<p><b><u>Mathematics:</u></b></p> <p><b>Study Skills</b></p> <p><b>Visual Strategies</b></p> <p><b>Acuity</b></p> <p><b>Achieve 3000</b></p> <p><b>Edhelper</b></p> <p><b>Eduplace.com</b></p> <p><b>Test Prep Strategies</b></p>	<p>Small group instruction * 4x weekly (Chelsea HS) * 5x weekly (Legacy HS) * during tutoring and advisory periods</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners; Grade Pro and Edline : Gradebook and classroom management integrated website and portal platform Discovery Educational Videos</p> <p>Acuity: Prepares students for state assessments using item content that mirrors the content on those assessments</p> <p>Achieve 3000: Program based on differentiated instruction to improve mathematics comprehension</p> <p>Website that provides extra practice for skills in all subject areas</p> <p>Eduplace.com is a website that has practice and extension activities for the Houghton Mifflin mathematics textbook.</p> <p>Test Prep Strategies for Regents Exams and RCT Exams, Barron’s Regent’s Review, Yoga/Meditation</p>
<p><b><u>Science:</u></b></p> <p><b>Study Skills</b></p> <p><b>Visual Strategies</b></p>	<p>One-to-one/small group * 4x weekly (Chelsea HS) * 5x weekly (Legacy HS) * during the day</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners; Grade Pro and Edline : Gradebook and classroom management integrated website and portal platform Discovery Educational Videos</p>

<b>Acuity</b>	Acuity: Prepare students for state assessments using item content that mirrors the content on those assessments
<b>Edhelper</b>	Website that provides extra practice for skills in all subject areas
<b>Test Prep Strategies</b>	Test Prep Strategies for Regents Exams and RCT Exams, Barron's Regent' Review, Yoga/Meditation
<b><u>Social Studies:</u></b>	One-to-one/small group * 4x weekly (Chelsea HS) * 5x weekly (Legacy HS) * during the day
<b>Study Skills</b>	Study Skills, homework help: Content comprehension strategies
<b>Visual Strategies</b>	Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners, Grade Pro and Edline : Gradebook and classroom management integrated website and portal platform Discovery Educational Videos
<b>Edhelper</b>	Website that provides extra practice for skills in all subject areas
<b>Global History Skills Class</b>	Global History Skills Class: This is an extra global class that focuses on teaching students how to write thematic essays, document-based question essays and how to analyze primary and secondary sources.
<b>Test Prep Strategies</b>	Test Prep Strategies for Regents Exams and RCT Exams, Barron's Regent' Review, Yoga/Meditation, regentsprep.org
<b><u>At-risk Services Provided by the Guidance Counselor:</u></b>	One-to-one/small group * 1x weekly * during the day
<b>Counseling Period</b>	Counseling Period: Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives
<b>Positive Behavior Intervention Support (PBIS) Program</b>	PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals

<b><u>At-Risk Services Provided by the School Psychologist:</u></b>	N/A
<b><u>At-Risk Services Provided by the Social Worker:</u></b>	N/A
<b><u>At-Risk Health-Related Services:</u></b>  <b>Clubs</b>	After-school * 4x weekly  Student Government, cross-country track, baseball, bowling, basketball, handball, softball, indoor track, ARISTA (Honor' Society), and Culinary Class The Epic Theater Arts Ensemble helps students explore the connection between politics and their personal lives. This program fosters empathy, creates civic dialogue, and empowers student voices in their communities.

**Part B. Description of Academic Intervention Services 12:1:1 Alternate Assessment**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<p><b><u>English Language Arts:</u></b></p> <p><b>Visual Strategies</b></p> <p><b>Structured Teaching Strategies</b></p> <p><b>Able Net, Inc.: MeVille to WeVille</b></p> <p><b>Able Net, Inc.: Star Reporter</b></p>	<p>Small group instruction * 5x weekly * during English Language Arts instruction</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p> <p>Structured Teaching Strategies provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>MeVille to WeVille is a cross-content literacy program specifically developed for students with disabilities who have difficulties learning to read and write through traditional instructional methods.</p> <p>Star Reporter is a theme-based, cross-content curriculum for creating a school or classroom newspaper using assistive technology devices.</p>
<p><b><u>Mathematics:</u></b></p> <p><b>Visual Strategies</b></p> <p><b>Structured Teaching Strategies</b></p> <p><b>EQUALS ~ AbleNet, Inc.</b></p>	<p><i>Small group instruction * 5x weekly * during Mathematics Instruction</i></p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p> <p>Structured Teaching Strategies provide researched-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>A Pre-K to 12 grade curriculum for students in special education and alternate assessment programs. It encompasses pre-readiness math skills (attending, cause and effect, etc.) functional math skills (numbers and operations, measurement, and estimation) and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving).</p>
<p><b><u>Science:</u></b></p> <p><b>Visual Strategies</b></p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p>

<b>Structured Teaching Strategies</b>	Structured Teaching Strategies provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.
<b><u>Social Studies:</u></b>	One-to-one/small group * 5x weekly * during the day
<b>Visual Strategies</b>	Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners
<b>Structured Teaching Strategies</b>	Structured Teaching Strategies provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.
<b>Able Net, Inc.: Star Reporter</b>	Star Reporter: A theme-based, cross-content curriculum for creating a school or classroom newspaper using assistive technology devices.
<b><u>At-risk Services Provided by the Guidance Counselor:</u></b> <b>Positive Behavior Intervention Support (PBIS) Program</b>	One-to-one/small group * 1x weekly * during the day  Counseling Period: Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives.  PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.
<b><u>At-risk Services Provided by the School Psychologist:</u></b>	N/A
<b><u>At-risk Services Provided by the Social Worker</u></b>	N/A
<b><u>At-Risk Health-Related Services:</u></b>	
<b>Clubs</b>	Clubs: CHAMPS: basketball, flag football, volleyball, and fitness club
<b>“Get Ready To Learn” Sensory Program:</b>	“Get Ready To Learn” Sensory Program: A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students and increase their alertness prior to classroom learning.

**Part B. Description of Academic Intervention Services 12:1:4 Alternate Assessment**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b><u>English Language Arts:</u></b></p> <p><b>Structured Teaching Strategies</b></p> <p><b>AbleNet, Inc.: MeVille to WeVille</b></p>	<p>Small group instruction * 5x weekly * during the literacy block</p> <p><b>Structured Teaching</b> Strategies provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b>MeVille to WeVille</b> is a cross-content literacy program specifically developed for students with disabilities who have difficulties learning to read and write through traditional instructional methods.</p>
<p><b><u>Mathematics:</u></b></p> <p><b>Structured Teaching Strategies</b></p> <p><b>EQUALS ~ Able Net, Inc.</b></p>	<p><i>Small group instruction * 5x weekly * during the math block</i></p> <p><b>Structured Teaching</b> Strategies provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>A Pre-K to 12 grade curriculum for students in special education and alternate assessment programs. It encompasses pre-readiness math skills (attending, cause and effect, etc.) functional math skills (numbers and operations, measurement, and estimation) and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving).</p>

<p><b><u>Science:</u></b> <b>Structured Teaching</b></p>	<p><b>Structured teaching</b> provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p>
<p><b><u>Social Studies:</u></b> <b>Structured Teaching Strategies</b></p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p><b>Structured teaching</b> Strategies provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p>
<p><b><u>At-risk Services Provided by the Guidance Counselor:</u></b> <b>Positive Behavior Intervention Support (PBIS) Program</b></p>	<p><b>PBIS Program:</b> Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>
<p><b><u>At-risk Services Provided by the School Psychologist:</u></b></p>	<p>N/A</p>
<p><b><u>At-risk Services Provided by the Social Worker</u></b></p>	<p>N/A</p>
<p><b><u>At-Risk Health-Related Services:</u></b> <b>“Get Ready To Learn” Sensory Program</b></p>	<p>Small group instruction * 5x weekly * daily</p> <p><b>“Get Ready To Learn” Sensory Program:</b> A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students and increase their alertness prior to classroom learning.</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**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.

**Section I. Student and School Information**

Grade Level(s) 9-12 (AGE) Number of Students to be Served: 12 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_  
Number of Teachers 1 Other Staff (Specify) Paraprofessional, Supervisor, Secretary

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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721M is an ungraded special education high school program with a focus on transitional skills that serves the full spectrum of students with mental retardation (and other adolescents with disabilities 14 – 21). All students are referred to 721M through the Integrated Service Centers (ISC) or another District 75 school organization. The entire 721M student population is certified as special education and participate in Alternate Assessment with the exception of seventeen (17) students who are classified as standardized assessment. Every aspect of the students' instructional program is IEP driven including their bilingual/ESL Only classification and 12:1:1 staffing ratio.

Students are placed in accordance with their cognitive abilities, Brigance results and teacher recommendations. This ensures newcomers and SIFE students are placed in the appropriate beginner class. The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet the student's linguistic and academic needs we continue to expand our literacy program by aligning it with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLI's). NLA/ESL literacy activities are extended throughout the curriculum and subject areas by combining a theme-based approach with read-alouds, reading/writing workshop, contextualization and multisensory approaches, small group instruction, structured teaching methods/strategies, the infusion of the arts, and the use of technology tools. Each classroom library contains books in the native language, including audio books and those adapted by teachers to meet the needs of students with severe disabilities.

At present, 721M has three bilingual classes (Spanish), two in-house and one work site. Bilingual students receive NLA/ESL programmatically by a licensed/certified Bilingual Special Education and/or licensed/certified ESL teacher. For all ELL students, content area instruction is provided as follows: the remaining subject areas are taught in English through ESL methodologies by a Bilingual Special Education and/or Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all ELL work-study students at minimum receive ESL services upon their return to school from work. The students in Alternate Placement receive additional support in their native languages and English from paraprofessionals who speak the students' native languages and English.

Title III funds will be utilized for a 20 week after-school program (January to May 2011). The class will meet twice a week on Monday and Thursday from 3:00 PM to 5:00 PM. One licensed/certified bilingual teacher (Spanish) along with a bilingual (Spanish) paraprofessional will work with students after school hours and focus on literacy activities. The aim of the program is to increase students' vocabulary skills. The program will utilize an Audio Card Reader along with various word card sets that can be systematically integrated with reading, writing, speaking and listening lessons. The lessons will be presented within the context of a familiar theme. These materials are age-appropriate and will support our older students with special needs. A consultant will work with students and staff during the course of the program on integrating technology to enhance their literacy project. Teachers will be asked to identify our younger students who have moderate to profound language deficits and/or need to increase their vocabulary skills.

The results from the NYSESLAT and Brigance Inventories indicate that the targeted ELL students fall within the beginning level. These students will benefit from an enrichment program that focuses on the improvement of native and English language skills. The instructional program will encompass a student-selected theme that will incorporate hands-on and multisensory activities which will culminate in a multimedia literacy-focused project (Cambourne, 1988, Orelove & Sobsy, 1993). The project(s) will reinforce the skills that are taught during the instructional day and will be aligned with the AGLI's. Focus questions at the beginning of each session will require students to talk about issues/topics that are important to them (Krashen, 2006). During the course of the program, the students will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial tasks for our more challenged students. Providing these instructional

supports will expand students' comprehension and acquisition of English and Spanish skills. Teacher-made assessments/rubrics will be used to gauge student progress.

**Parent and Community Involvement**

The program will be introduced by the Assistant Principal during our parent meeting on January 12, 2011. Once the students are identified the official Title III invitation letter in a language the parent understands will be sent prior to the beginning of the program. On January 27, 2011, the parents of the participating students will be invited to an orientation meeting to discuss the purpose and aim of the program. ***Making Books Sing*** workshops (March 10, 2011, and April 4, 2011 from 3:00 PM to 5:00 PM) will give parents the opportunity to learn some of the same technological skills (i.e. how to use a digital camera, etc.) their children have been learning in the Title III program. There will also be a culminating celebration where students will present their work to the parents.

**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.

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In order to integrate more technology, we will secure professional development services from ***Making Books Sing*** during the course of the after- school program. ***Making Books Sing*** staff members will work with the staff (other non-Title III teachers will be invited) and students for four sessions of the Title III program. The students will learn how to take various types of photographs that will be integrated into their literacy project. ***Making Books Sing*** will also conduct two technology workshops for parents on March 10, 2011, and April 4, 2011 (3:00 PM – 5:00 PM). The workshops will give the parents the opportunity to learn some of the same technological skills (i.e. how to use a digital camera, etc.) their children have been learning.

**Section III. Title III Budget**

School: 721M BEDS Code: 307500011721

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,271.70	After-school Per Session: 1 Teacher: \$49.89 x 80 = \$3,991.20 (20 week x 2 days @ 2 hours per day = 80 hours; 1 Paraprofessional: \$28.98 x 80 = \$2,318.40 (20 week x 2 days @ 2 hours per day = 80 hours; 1 Supervisor: \$52.21 x 70 = \$3,654.70 (20 week x 2 days @ 1.75 hours per day = 70 hours; 1 Payroll Secretary: \$30.74 x 10 = \$307.40
<b>Purchased services</b> - High quality staff and curriculum development contracts.	2,450.00	Making Books Sing – Professional Development (\$350.00 x 7 days = \$2,450.00)* * Title III staff are not paid separately for PD as it is part and parcel of the Title III program for students, teachers and parents
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	3,253.00	Audio Card Reader and Word Card sets [\$700.00], color printer [\$500.00], velcro [\$318.50], laminating film [\$270.00], supplies [craft materials, markers, etc. \$404.50]
<b>Educational Software (Object Code 199)</b>	600.00	Rosetta Stone Software - Spanish
<b>Travel</b>	216.00	Metrocards: 12 parents x \$4.50 x 4 sessions
<b>Other</b>	309.30	Refreshments
<b>TOTAL</b>	<b>\$17,100.00</b>	

### **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**

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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.

For the purpose of clear communication with families, we establish the parents' language preference during the intake process. At the beginning of the year, 721M conducts an ATS/CAP survey in order to ascertain the home language of all students. In addition, parents must be contacted for their children's annual review conferences. The invitation letter asks parents to indicate if they need interpreters for conferences. Upon receipt of each request, the teacher must make the appropriate arrangements to have an interpreter available on the date of the conference. We also have signs posted at the entry location in the building and other key offices that alert parents of the availability of interpreting services.

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.

After the ATS/CAP survey, we found over a third of our students come from homes where a language other than English is spoken. The breakdown of the languages is visually posted on one of our bulletin boards.

#### **Part B: Strategies and Activities**

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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.

Parents are always welcome to inquire about our program before their children attend the school. We encourage parents to visit the school before they make any decisions regarding their children's placements. When they make their final decision, we request that they go through an orientation where the program is reviewed; they meet key staff members (Parent Coordinator, Unit Teacher, Dean, Nurse, counselors and other office personnel). It is at that time that they are introduced to bilingual staff members who can assist them. Additionally they are given a copy of the Department of Education's "Bill of Parents Rights and Responsibilities" in the language they prefer. Currently we have staff members who speak Spanish, Chinese, French, Haitian-Creole and Russian.

721M parent contacts are sent home in English, Spanish and Chinese. School forms are also available in these languages. Parent contacts are calendared ahead of time to ensure they are sent in a timely manner. The 721M Parent Coordinator in collaboration with the Parent Association

facilitates parent workshops that address the needs of the parents and their children (i.e.; Starting the Guardianship Process; Transition Services, etc). These workshops are designed to empower our parents so they may participate in their children's education. Whenever possible the Parent Coordinator obtains presenters who are bilingual. If that is not possible, translators are available at the school level. Bilingual staff members are always available to meet with parents to answer questions or discuss concerns they may have (i.e.; Open School Week, IEP meetings, community-based organization information, etc.).

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.

The office staff in the Main Office will always call a staff member and/or notify an administrator when the need of an interpreter arises unexpectedly. If a parent is attending a planned meeting (i.e., IEP conference, meeting with staff) the necessary arrangements are made beforehand.

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>.

721M fulfills the Chancellor's notification requirements (see above). At present, we only have one parent who speaks a primary language that is neither English nor a covered language; however, we have a staff member who speaks the language and has interpreted for the parent. If a parent requires a document in a language that is not readily available, we will contact the Department of Education's Translation Unit.

# 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

# 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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.
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.

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

## 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>

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### **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).  
**721M has three (3) students who live 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: As a non-geographic, administrative district, students in District 75 schools identified as STH receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. District 75 students are eligible to attend any programs run through the STH units at the ISC.**

**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**

<b>School Name:</b>	P.S. M721 - Manhattan Occupational Training Center					
<b>District:</b>	75	<b>DBN:</b>	75M721	<b>School</b>	307500011721	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	1	0	0				
Grade 9	4	3	6				
Grade 10	5	2	1				
Grade 11	10	1	5				
Grade 12	100	9	4				
Ungraded	132	237	211				
<b>Total</b>	<b>252</b>	<b>252</b>	<b>227</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		91.9	96.3

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	62.2	0.0	NA

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	1	4

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	252	252	0	Principal Suspensions	2	9	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	2	2
Number all others	0	0	227				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	31	36	TBD	Number of Teachers	45	46	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	42	43	0
# receiving ESL services only	9	18	TBD	Number of Educational Paraprofessionals	31	26	0
# ELLs with IEPs	43	99	TBD				

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
	32	35	77	% fully licensed & permanently assigned to this school	97.8	100.0	0.0
				% more than 2 years teaching in this school	80.0	87.0	0.0
				% more than 5 years teaching anywhere	53.3	67.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	96.0	0.0
American Indian or Alaska Native	0.8	0.8	0.9	% core classes taught by "highly qualified" teachers	0.0	91.4	0.0
Black or African American	31.3	32.9	33.9				
Hispanic or Latino	53.6	52.4	52.0				
Asian or Native Hawaiian/Other Pacific	7.1	7.1	7.0				
White	7.1	6.7	6.2				
<b>Male</b>	60.3	60.3	62.1				
<b>Female</b>	39.7	39.7	37.9				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### 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:

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

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							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				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:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>5</b>	District <b>75</b>	School Number <b>721</b>	School Name <b>721M</b>
Principal <b>Antoinette Bello</b>		Assistant Principal <b>Dorothy Arroyo</b>	
Coach <b>Deborah Downing</b>		Coach	
Teacher/Subject Area <b>Jose L. Fernandez/Bil. Sped Ed</b>		Guidance Counselor <b>Cynthia Reid</b>	
Teacher/Subject Area <b>Maria Polonia/Bil. Sped Ed</b>		Parent	
Teacher/Subject Area <b>Tim Fox/ESL</b>		Parent Coordinator <b>Madeline Nieves</b>	
Related Service Provider <b>Gail Novick/Bil. Speech</b>		Other	
Network Leader <b>Ketler Louissaint</b>		Other	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>229</b>	Total Number of ELLs	<b>52</b>	ELLs as Share of Total Student Population (%)	<b>22.71%</b>
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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.

Our program serves 229 students in special education between the ages of 14 and 21. Approximately 196 are mandated for a 12:1:1 class. Another 14 students are mandated for a 12:1:4 class along with 19 students who participate in our inclusion program. Our English Language Learners (ELLs) make up approximately 23% of our total population. The following native languages are represented among our ELLs: 46 are native speakers of Spanish, 4 are native speakers of Chinese, 1 is a native speaker of Russian and 1 is a native speaker of French. Although we are an ungraded program in the traditional sense, we use age-grade equivalents.

All students are referred to 721M through the Committee on Special Education (CSE) or another District 75 school organization. We receive our referrals electronically through the District 75 Placement Office. At that time, we research the student's information in CAP and ATS to ensure that the students are placed appropriately. Once we receive the student's IEP, we review it as well to ensure that it is aligned with the information in CAP and ATS. Corrections are made to any information that does not match.

The entire 721M student population is certified as special education; every aspect of the students' instructional program is IEP driven including their bilingual/ESL Only classification and staffing ratio. Therefore, all ELL students who are referred to 721M are already classified as bilingual or ESL Only. If the Home Language Information Survey and/or the LAB-R were not administered by the CSE, they are administered at the school level by a licensed/certified ESL or Bilingual Special Education teacher. If a Spanish speaking student does not successfully pass the English version of the LAB-R, the Spanish LAB-R will be administered. All ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. The IEP and various ATS reports are utilized to ensure that all eligible students participate in NYSESLAT testing. The licensed/certified ESL teacher collaborates with at least one licensed/certified bilingual teacher to choreograph the schedule for the administration of the NYSESLAT. Although a student's linguistic service classification can be changed on the IEP, the student's ELL status stands until the student passes the NYSESLAT.

The description of the program choices are conveyed to the parent during the initial CSE evaluation. During our intake process, we provide the opportunity for the parent to see the student's mandated class placement. The program is also reviewed during the Parent Orientation Meeting which occurs during the first month of school. All correspondence from the school is sent home in the student's native language. Interpreters are available to parents on an on-going basis. Parental involvement is encouraged and expected especially throughout the entire IEP process.

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	52
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	36

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	7	2	7	9	0	9	25	0	25	41
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	11	0	11	11
<b>Total</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>36</b>	<b>0</b>	<b>36</b>	<b>52</b>

Number of ELLs in a TBE program who are in alternate placement: 6

### 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	0	4	5	4	28	41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>28</b>	<b>41</b>								

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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:	Other:
Native American:	White (Non-Hispanic/Latino):

## 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	1	3	1	5	10
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>11</b>								

## 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.

At 721M, we believe it is imperative that all ELLs are exposed to a literacy rich environment. The students receive an instructional program that follows CR Part 154 regulations and incorporates established best practices in the field of literacy and second language acquisition. In addition to NLA and ESL, bilingual students benefit from bilingual content area instruction through a self-contained or departmentalized program. Our school program has eight, forty-eight minute periods per day. The Transitional Bilingual Program consists of three high school bilingual special education classes for ELLs in Alternate Assessment. All classes are self-contained, one is a work study class, and the other two are in-house classes. The self-contained, in-house classes are with a licensed/certified bilingual teacher for five periods during the day. For the two remaining periods, the students have either technology, print shop, gym or music with monolingual teachers using ESL methodologies. The self-contained work site class is also with a licensed/certified bilingual teacher from

periods one to seven. They have gym eighth period with a monolingual teacher using ESL methodologies. The bilingual teachers assigned to these classes are NYS certified/ NYC licensed and provide instruction in more than one subject area. Every student in a bilingual class receives NLA (1+ unit/one 48 minute period, daily) and ESL instruction (3+ units/three 48 minute periods, daily) programmatically that is consistent with the units per week indicated in the CR Part 154. The TBE students receive daily content area instruction as follows: NLA, ESL-Social Studies/ESL- Science/ESL with a Bilingual Special Education teacher and the remaining subject areas are taught in English utilizing ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all TBE work-study students in alternate placement receive ESL service at the beginning of the day or upon their return to school via the pull-out model. These students receive additional support in the native language (Chinese) and English from a paraprofessional who speaks the students' native language and English. All bilingual students who are mandated for speech are seen by a bilingual speech provider. Our ESL program serves nine students whose IEPs indicate "ESL Only". The ESL teachers deliver the mandated units of instruction (3+units daily) via a push-in/pull-out model. In addition, 12 alternate placement students (at work-sites) also receive ESL service.

All of our students are placed according to the staffing ratio indicated on their IEPs. Since our classes are ungraded, we place students according to their age/functional level and instruction is differentiated accordingly. When we admit a SIFE or newcomer students, they are also placed according to their functional level. SIFE and/or newcomers may be placed in one of the bilingual classes that contains our pre-emerging students and provides more visual supports and interactive/hands-on activities. Bilingual paraprofessionals provide additional native language (NL) support in the TBE classes. Native language books and materials are available in each bilingual class.

Finding materials for our population has always been a challenge. We continue to use the "Meville to Weville" literacy program (Spanish edition – AbleNet, Inc.) with one of the bilingual classes. We have found that the use of multimedia enhances and supports the development of English and native language skills. Teachers differentiate instruction by creating age/grade appropriate materials, using T.E.A.C.C.H. (structured teaching) strategies, facilitating the use of AAC devices and the utilization of computer equipment (ie. Smartboard) and/or software. Our more emerging students will have opportunities to use the Rosetta Stone (English) software program this year. Instruction in our in-house class allows students to participate more independently while acquiring their English skills. On-going assessment ensures that students are moved along our continuum (school to work) when they are ready.

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

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

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

**Native Language 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.

NLA Usage/Support	TBE
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## 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?

The majority of our ELLs (with the exception of three) fall in the beginning level and are grouped functionally. Long-term ELLs continue to receive mandated NLA/ESL service according to their proficiency level. Students who score at the advanced level will receive at minimum 180 minutes of ESL and 180 minutes of ELA instruction. At present, we have not had any students who have tested out on the NYSESLAT. Should we have students who reach the proficiency level on the NYSESLAT, we will continue to provide linguistic support through our Title III/CHAMPS programs. In addition, the ESL teachers are available to meet with our monolingual staff should there be

any concerns regarding the progress of any former ELL student.

All activities, including afterschool programs are accessible to ELL students. Support and related services are provided according to IEP mandates including the language of instruction/service. We are an alternate assessment school and our students do not earn credits toward a general education diploma.; therefore we do not offer elective credits. Students exit our program with a local IEP diploma which is not credit driven. The Title III program is an afterschool enrichment program designed to support the student's progress along the continuum. This program is open to ELL and former ELL students. We plan to purchase a new library compiled by the D75 literacy department in collaboration with a vendor to specifically address the needs our older alternate assessment students. Once this is accomplished we will look into creating a native language version of that library. We are piloting a new assessment tool, the Student Annual Determination Inventory (SANDI) this year and the target group includes one of the bilingual classes. IEP goals will address the skill areas identified on the SANDI assessment.

### 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)?

NA

### 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.

Throughout the year, the entire organization participates in professional development provided by the school, D75 and/or by outside organizations. Every staff member including related service providers and paraprofessionals participates in the Chancellor's Conference Days in November and June. There has been a big focus on transition and differentiation this year. The understanding of transitional services has supported our teachers in writing IEP goals that address the overall desired student exit outcomes. To further develop best practices, we have designed the instructional schedule to accommodate common preparatory periods wherever possible to review student work and facilitate collaborative planning. Additionally teachers are required to attend department and administrative cohort meetings (each of these are bi-monthly). Over the past two years, various teachers and paraprofessionals have also been trained by H.G. Birch in T.E.A.C.C.H. strategies/ methodologies. Staff members have participated in District 75 workshops in backward design, differentiated instruction, New York State Alternate Assessment, Brigance diagnostic assessment, ESL strategies, writing quality IEP's, curriculum planning and other workshops. Some staff have also attended outside conferences and turnkey the information at the cohort meetings and/or monthly staff conferences. All new staff members are sent to the Jose P. training offered by the district. Should that not be available, our Assistant Principal can provide this training with the district's approval.

### 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?

Parents are always welcome and encouraged to inquire about our program before their children attend our school. As part of our intake protocol, we encourage parents to visit the school before they make any decisions regarding their children's placement at 721M. During the visit, the parent and the child meet the staff members who will work with them. When they make their final decision, we request that they go through an orientation where the program is reviewed; and they meet other key staff members (bilingual Parent Coordinator, the Unit Teacher, the Dean, the counselors and other office personnel). Bilingual staff members are always available to meet with parents to answer questions or discuss any concerns they may have.

All parents are encouraged to attend the 721M Parent Association (PA) and SLT. During the year, the PA conducts a interest survey in order to address the interests of the attending parents. The PA collaborates with the parent coordinator to plan and implement workshops and/or secure speakers based on parental interest. Workshops address: the transition process, securing guardianship for their children, supporting skills at home, sex education, disabilities and respite services. The Young Adult Institute (YAI) and Lawyers for the Public Interest have presented workshops at our school. The relationship with these organizations have facilitated other workshop venues for parents. Workshops have been added based on parent suggestions and/or consensus. Interpretation services are available for parents at all meetings.

## 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	0	0	7	2	16	25
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	7	2	16	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	3	2	13
	I										0	4	0	3
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	7	2	16
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	0		0		0		6		6

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	0		0		0		6		6

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	

**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	6	0	6	0
NYSAA Mathematics	6	0	6	0
NYSAA Social Studies	6	0	6	0
NYSAA Science	6	0	6	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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

tested and then referred for special education evaluation. Others are fortunate enough to have been evaluated promptly and placed in a special education environment. We have students with some formal schooling, some with interrupted schooling and a fraction that have had little or no formal schooling in their native countries. What they all have in common is a lack of literacy skills in their native language and English as well.

Due to their disabilities, students referred to 721M are exempt from standardized testing and participate in the New York State Alternate Assessment (NYSAA). The majority of our population is classified as mentally retarded (MR) or learning disabled (LD). We also have students with secondary and tertiary classifications. Given their cognitive abilities, the majority of our students fall in the beginning level of language proficiency. At this time, there are no ELLs participating in standardized assessment with the exception of the NYSESLAT.

Six of our eligible ELLs participated at the benchmark levels for the New York Alternate Assessment in the content areas. Comprehensive datafolios were compiled, submitted and scored. Classroom instruction is aligned with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLI's). All students are assessed with Brigance at the beginning and end of the school year. Since our Spanish speaking students do not participate in standardized assessments, they do not take the ELE. Instead we monitor native language progress through the administration of the Spanish Brigance.

We are considered an Alternate Assessment school and have rarely had students scoring in the advanced or proficient level of language proficiency. Three of our X-coded students (one from inclusion) scored above the beginning level due to their higher cognitive skills. Current and past NYSESLAT results reflect this trend. There are a number of students who received an invalid score due to their cognitive/physical deficits. The scores show strengths in the areas of listening and speaking, the modalities that are less cognitively challenging. The lower scores in reading and writing are also predictable and are indicative of the student's handicapping conditions. This pattern has been consistent for the past three years, and we anticipate seeing the same pattern next year. Most of our students can complete the listening and speaking portions of the NYSESLAT, but due to their cognitive disabilities are unable to read and write on the appropriate proficiency level (or not at all) in either language. This often results in an invalid score which is indicative of their disabilities. Should any of our students pass the NYSESLAT, we would have an IEP conference so his/her IEP would reflect their new status and then move the student(s) to a monolingual class. However we would still strive to provide some ESL support to ensure the student's success in a monolingual placement.

### **Additional Information**

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

## Part VI: LAP Assurances

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		