



**JOHN F. KENNEDY JR.  
P721Q**

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

**SCHOOL: (75/ Q/ 75Q721)**  
**ADDRESS: 57-12 94<sup>TH</sup> STREET**  
**TELEPHONE: 718-760-1083**  
**FAX: 718-760-1920**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 721Q      **SCHOOL NAME:** John F. Kennedy Jr. School

**SCHOOL ADDRESS:** 57-12 94<sup>th</sup> Street

**SCHOOL TELEPHONE:** 718-760-2420      **FAX:** 718-760-1920

**SCHOOL CONTACT PERSON:** Beth Rudolph      **EMAIL ADDRESS:** [Brudolp@schools.nyc.gov](mailto:Brudolp@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Andrea Levine

**PRINCIPAL:** Beth Rudolph

**UFT CHAPTER LEADER:** Jerry Weissman

**PARENTS' ASSOCIATION PRESIDENT:** Jackie Miller/Co President Anca Stefanescu

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

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

**NETWORK LEADER:** Ketler Louissaint

**SUPERINTENDENT:** Gary Hecht

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Beth Rudolph	*Principal or Designee	Beth Rudolph
Jerry Weissman	*UFT Chapter Chairperson or Designee	Jerry Weissman
Jackie Miller	*PA/PTA President or Designated Co-President	Jackie Miller
Anca Stefanescu	Co-President	Anca Stefanescu
Felicia Brunetti	DC 37 Representative, if applicable	Felicia Brunetti
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Rosina Demarco	Assistant Principal	Rosina Demarco
Geneva Gibbs	Member/Paraprofessional	Geneva Gibbs
Dora Ruiz	Member/Parent	Dora Ruiz
Kim Russo	Member/parent	Kim Russo
Andrea Levine	Member/Teacher	Andrea Levine
Nelu Babliuc	Member/Parent	Nelu Babliuc
Mrs. Davis	Member/Parent	Sharon Davis
Franklin Harris	Member/Paraprofessional	Franklin Harris

(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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The newly renamed John F. Kennedy Jr. High School (721Q) is located in Elmhurst, Queens. We are a special education school under District 75 / Network V. Our school currently serves four hundred and twenty two (422) high school age students (14-21 years), who have a broad range of abilities and challenges, which may include students on the autism spectrum, students with severe to profound cognitive challenges and students with multiple disabilities. Students require a high level of support to achieve academic and social/emotional success and are assigned to 721Q according to their Individual Education Plan (IEP).

The school is comprised of a self contained main site, which houses thirty two (32) classes inclusive of bilingual, ESL, in school and community based work study classes. There are three (3) co located satellite sites at Info Tech HS, serving five (5) classes including on community based work study class; Arts and Business HS, has eight (8) students fully included in the general education school and Queens College where one (2) classes of students participate in community based work study and audit college classes. Both classes are participating in work study programs on campus.

There is a significant representation of culturally diverse students as reflected in the twenty three (23) languages spoken by bilingual and English Language Learners (ELL). The predominant language spoken in our bilingual classes is Spanish. All classes are served with licensed teachers and paraprofessionals who speak the students' native language. Parents of these students are supported via communication in their native language and workshops by native language presenters. Saturday programs are offered to students and parents that focus on technology and English language development.

*721Q, the John F. Kennedy Jr. School is committed to 'make a difference' in the lives of the entire school community by empowering all members to reach their individual learning potential and to achieve an independent and fulfilling life experience.*

We offer students a wide array of learning opportunities. Our programming provides a well rounded educational experience that aligns and parallels the core curriculum; the NYS Standards and Alternate Standards (NYSAA) core competencies and performance indicators, congruent to the general education environment non disabled peers. 721Q students have the opportunity to participate in all content area instruction – ELA/Math/Science and Social Studies classes, as well as, but not limited to Life Science, Computer Science, Performing Arts, Fine Arts, Plant Ecology, and Business related classes i.e. merchandising and publishing.

*We are dedicated to provide innovative, quality educational programs through meaningful vocational training and opportunities to master social/emotional competencies, which will result in successful post secondary life outcomes.*

Students at the John F. Kennedy Jr. School, 721Q are preparing for the transition from school to post secondary life outcomes as mandated through their Individual Education Transition Plan. The Transition Plan is generated through a joint collaboration of the students' interests and needs, parent

interviews and teacher assessment data. In addition to the core academic content area offerings, and basic daily living skills, students have an opportunity to participate in vocational and CDOS (Career Development and Occupational Standards) based programs in and outside the school. Students can learn work skills associated with carpentry in the woodshop and how to work with additional materials in the plastic shop. Food service industry job skills are addressed in the school's simulated café, where students can hone their food prep, cooking, serving, and money skills.

Approximately 25% of the student population is involved in community based instruction / work study opportunities outside the school building. Our work study program has been developed to allow students to move along a continuum of learning – scaffolding learning opportunities that focus on functional academics, vocational, and social competencies, to allow students to function more independently in both school and community.

We are committed to the continued development of partnerships with the community at large. Queens College has collaborated with us in providing works study opportunities by becoming a work site for students and allowing students to audit college classes. Both public and private businesses, such as CVS Pharmacy, Walgreens, Pizzeria Uno, Abbey Boys' Club, Jamaica Hospital, Bernard Fineson Developmental Center, Forest Hills Community Senior, AHRC Weingold Center and a number of Senior Centers have facilitated having students serve as apprentices at the facilities enabling them to have on the job work experiences. Students assigned to the Jamaica Hospital sites engage in porter maintenance, janitorial tasks, housekeeping, clerical and food prep, to name a few. YAI Agency have partnered with us to improve our Transition Program. The students are provided the opportunity to experience volunteering in a Day Habilitation Program. 721Q students who will articulate to YAI after graduating will attend their program two (2) days per week to assist them in making a smooth transition.

*Our goal will be realized through a shared, sustained collaboration between all members of the school community: students, staff, parents and administrators. Collectively, we will take ownership of our mission to 'make a difference' through mutual respect, responsible actions, strong leadership, integrity and a passion for excellence in all we do.*

We continue to seek additional resources within the school and community at large to expand post secondary options for students. We will work together to address the wide range of students needs, and celebrate their successes. We will foster cultural awareness and strive to incorporate all differences into the fabric of our community. We will continue to focus on providing all students the most current technology, 'best instructional practices' through strategies and techniques that lead to improved learning outcomes and post secondary opportunities. We believe all students have intrinsic value worthy of respect and are capable of learning. Our goal is to embrace, empower and enable them to reach the potential.



**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	P721Q- John F. Kennedy Jr. School			
<b>District:</b>	75	<b>DBN #:</b>	75Q755	<b>School BEDS Code:</b> 347500010721

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input checked="" type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		81.31	88.35 %	86.96		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		0.3	0.2	0.2		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		0	0	0		
Grade 8	0	14	0						
Grade 9	0	61	107	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	2	40	76	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	2	70	68		2	3	3		
Grade 12	17	248	171						
Ungraded	415	433	418	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	415	433	422		4	2	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	0	0	0						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	8	8		Principal Suspensions	0	0	1
Number all others				Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	24	22	24	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	7	45	38	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	31	67	157	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	66	66
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	113	130	Number of Educational Paraprofessionals	135	130	129
	79	80	171				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.7	100	100
American Indian or Alaska Native	0.2	0.23	0.2	Percent more than two years teaching in this school	79.5	98	98
Black or African American	0.2	29.95	33.98	Percent more than five years teaching anywhere	74.4	98	98
Hispanic or Latino	37.8	38.01	37.88				
Asian or Native Hawaiian/Other Pacific Isl.	15.8	19.81	19.85	Percent Masters Degree or higher	94.0	97	98
White	16.3	11.98	12.20	Percent core classes taught by "highly qualified" teachers			
Multi-racial	0		0				

DEMOGRAPHICS							
Male	16.3	61.52	35	(NCLB/SED definition)			
Female	40.4	38.47	65				

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

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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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The 721Q School Leadership Team (SLT) and the Administrative Cabinet reviewed multiple sources of data to determine the current performance status and needs of the school, including but not limited to the 2009-10 Quality Review and Quality Assurance; results of the Learning Surveys, periodic assessments (i.e. Brigance); NYS Alternate Assessment (NYSAA) results for all students participating in alternate assessment; and the results of the Inquiry Team action plan; Behavior analysis. We reviewed the 2009-10 SCEP goals and action plans to determine which goals needed to be further developed based on our analysis of the data culled. Therefore, based on the data reviewed, we have decided to focus on the following areas:

- Data Analysis
- Technology
- Linking home/school/community
- Behavior Supports

### **Performance Trends**

- ✓ **Data analysis** of student performance on the NYSAA shows the following positive trends over the past three (3) school years:
  - An analysis of English Language Arts scores showed a significant increase in the number of students earning a **Level 3 and 4** in **ELA** over the past three years:

2007-08	88% of all students achieved level 3 – 4
2008-09	97% of all students achieved level 3 - 4
2009-10	93% of all students achieved level 3 - 4

The number of students earning a **Level 4 in ELA** during the same time frame has showed a significant increase:

2007-08	55% of all students achieved level 4
2008-09	71% of all students achieved level 4
2009-10	85% of all students achieved level 4

Although students have made steady progress in the area of ELA over the past three years as a result of participating in the periodic Brigance Assessment Inventories and teacher assessment results to drive the development of instructional and Individualized Education Program (IEP) goals that are aligned to the NYSAA Alternate Grade Level Indicators (AGLI's) data collection must be systematized across the school.

As a result, analyzing student performance data will organize our efforts to provide focus for utilizing data gathered to inform teachers' instructional practice to increase student achievement levels in ELA for English & ELL students as the action research for the 2010-2011 Inquiry Teams.

- ✓ **Parent Engagement** – a comparison of data from the 2008-2009 to the 2009-2010 school years indicate the following:
  - increase in the number of parents participating in PA Meetings
  - increase in the number of parents attending Fall/Spring Parent Teacher Conferences
  - increase in the number of parents responding to the Learning Environment Survey

Although we have seen an increase in the level of parental involvement, a closer review of parent involvement patterns indicate it is critical for parents to increase their participation as students come closer to transitioning out of school to ensure more positive post secondary outcomes.

- ✓ **Emotional Literacy/PBIS Behavior Supports** – an analysis of data culled from the OORS, principal/superintendent suspensions for 2008-2009 to the 2009-2010 school years indicated the following:
  - decrease in the number of OORS related to 'in school' student behavior incident
  - **increase** in the number of OORS behavior incidents not occurring during school hours (related to transportation to and from school)
  - **increase** in the number of principal suspensions
  - decrease in the number of superintendent suspensions

Although we have seen a decrease in OORS 'in school' student behavior incidents, there has been an increase in OORS related to behavioral incidents occurring on school buses (to & from school). Behavior data from school (point sheets; 1:1 Crisis paraprofessionals; 1:1 special transportation paraprofessionals; SAVE room/CIT intervention logs) indicate the need for the school to develop & implement a school wide behavior plan to improve student learning outcomes.

- ✓ **Technology**
  - During the past three school years students were required to produce at least one (1) multimedia project per school year
  - Significant increase in the available technology available at 721Q through grants (i.e. Reso A and Borough President Science Cart )
  - School support of technology through OTPS purchases and the installation of a dedicated web server

Although the school has increased the ability to provide state of the art technology for student and staff access, we have identified the need for additional professional development for the use of technology in the classroom as a tool for instruction and to increase student access/participation with technology for ongoing assessment and to increase the number of technology project based learning activities.

## **Great Accomplishments**

- Renaming of 721Q to the John F. Kennedy Jr. School on September 15, 2010.
- Expanding community partnerships with both public and private industry to broaden opportunities for students to participate in community based instruction and to increase post secondary employment outcomes
- Project based learning
- Annual Craft Fair
- Penny Harvest

- Pencil Partnership
- Yearly School Musical/Talent Show
- Girl Scouts/Boy Scout
- Technology Fair
- Sandi Curriculum from Lakeshore (pilot program)
- Getting Ready to Learn (yoga program)
- Unique Curriculum
- Expansion of work study program for students 18 – 21
- Reso A Grants for technology
- Parent support groups / sibling support group
- Summer Youth Employment
- Art residencies through Project Arts
- Science cart grant recipient
- Support for students and parents provided by the Transition Linkage Coordinator for ensuring appropriate post secondary outcomes are achieved for each articulating student

**Significant Barriers:**

Some barriers include but are not limited to:

- Staff has limited knowledge and experience with the use of data systems i.e. periodic collection, interpretation and the analysis of data to inform instructional practice and student outcomes.
- Instructional strategies which promote improved student outcomes are not fully embedded in all teachers' pedagogical practice (and planning) i.e. ability grouping, differentiation of instruction, and adapting curriculum to meet the needs of all students.
- A lack of understanding the connection between assessment, IEP development and implementation of instruction still exists with staff serving NYSAA students.
- Budget cuts – decrease in fiscal resources to aide in maintaining and supporting student and staff instructional programs and services.
- Staff and student limited knowledge and experience with state of the art technology now available at 721Q.
- Need for additional translators for the parents in their native languages (other than Spanish) to improve their participation in their child's educational experience and to access additional services needed for their success.

**Aids:**

- District 75 pilot program SANDI from Lakeshore to improve language acquisition which provides periodic assessments, curriculum that aligns with the NYSAA alternate grade level indicators and teacher guides
- Unique Curriculum
- Getting Ready to Learn
- Dedicated data specialist assigned to monitor, evaluate and assess data patterns for student learning and teaching.



## **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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### **ELA**

- **By May 2011, 721Q student performance will increase in the area of ELA by 5% for students as measured by the results of the Brigance Assessment Inventories, with a commensurate increase in ELA/Native Language Arts for those students in Bilingual Classes.**

### **BEHAVIOR SUPPORTS**

- **By June 2011, 721Q will develop & implement a school wide Positive Behavior Intervention (PBIS) Plan to improve student learning outcomes as evidenced by a 3% decrease in OORS, suspensions & referrals to the Crisis Intervention Team with a 3% increase in students achieving Levels 3 & 4 on the PBIS Point System.**

### **TECHNOLOGY**

- **By June 2011, 721Q students will increase their use of technology by a 10% increase in the number of students completing a 'quarterly' integrated technology project based on a unit of study.**

### **LINKAGES BETWEEN HOME/SCHOOL/COMMUNITY**

- **By June 2011, 721Q will increase the number of home/school/community related activities by 10%, which will result in a 5% growth in the area of staff, student and parent engagement, as cited in the Learning Surveys.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>721 will gather, interpret &amp; analyze data to inform instructional practice and increase student achievement levels in ELA for 2010-11 for Inquiry Team target student focus groups.</p> <p>1. By May 2011, student performance will increase in the area of ELA by 5% for students as measured by the results of the Brigance Assessment Inventories, with a commensurate increase in ELA/Native Language Arts for those students in Bilingual Classes.</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>	<ul style="list-style-type: none"> <li>• October 2010 staff will conduct a baseline assessment using Brigance Assessment Inventories (English/Spanish versions) on specific skills</li> <li>• April 2011 post assessment conducted using Brigance Assessment Inventories (English/Spanish versions) on skills identified for mastery Administration will review results of baseline data with staff to target individual student goals for skill mastery.</li> <li>• Administration/teachers will monitor student achievement through periodic review and assessment of:             <ul style="list-style-type: none"> <li>a) Data collected on skills taught during all ELA &amp; integrated content area instruction daily/weekly</li> <li>b) Data culled from students' quarterly culminating unit of study projects on ELA/content skills identified on the pacing calendars adapted from Unique Curricula guides, evidenced by skills taught/levels of accuracy &amp; independence</li> </ul> </li> <li>• NYSAA Datafolio process/administration period 10/2010 – 2/2011 Independency/accuracy in the area of ELA (HS/10<sup>th</sup> grade) on tasks related to AGLI'S for skills identified &amp; for all related content areas, as measured on Data Collection Summary Sheets</li> <li>• IEP goal mastery (2/2011-6/2011-8/2011) NLA/ELL &amp; ELA goals/objectives</li> <li>• 721Q will adapt the integrated curriculum guides provided by Unique Curriculum to meet the</li> </ul>

	<p>diverse needs of the 12:1:1 students &amp; will align each content area curricula to the NYAA AGLI's commencing 9/2010.</p> <ul style="list-style-type: none"> <li>• 721Q will develop &amp; implement a monthly pacing calendar congruent to the 'skills' &amp; 'essences' collected from the NYSSA AGLI'S and adapted curricula guides from Unique Curriculum, which will include a 'quarterly' culminating unit of study projects that will integrate the use of technology.</li> <li>• 721Q Data Specialist will meet with Inquiry Team to develop a plan for collecting data: <ul style="list-style-type: none"> <li>✓ What are you measuring?</li> <li>✓ How to capture data?</li> <li>✓ When during the instructional day will data be taken?</li> <li>✓ Frequency?</li> <li>✓ Develop a data system (including data sheets) that will be utilized throughout the school to foster a culture of data collection.</li> </ul> </li> <li>• Administrators and Data Specialist will provide ongoing PD for all staff on how to collect, analyze and interpret data to improve instruction and student outcomes.</li> <li>• Administrators will work with Inquiry Team(s) to schedule weekly meetings for focus groups (monolingual/bilingual 12:1:1 classes) to share results of conducting data collection to interpreting &amp; analyzing data collected to better inform instruction. Team members will analyze data collected, progress made and ideas about instructional 'best practices'.</li> <li>• Teachers will use individual student binders/portfolios for target students identified to cull data &amp; inform decisions regarding curriculum, teaching strategies/techniques, review authentic student work, including homework &amp; assessments conducted as evidence of student achievements. Administrators will review student binders/portfolios periodically.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Target Population:</u>  Teachers  Paraprofessionals  Related Service Providers  Students  Parents</p> <p><u>Responsible Staff members:</u>  Administrators  School Coach  Teachers  Students  Crisis Intervention Team  Paraprofessionals  Counseling</p>

	<p><u>Timeline:</u> Ongoing</p> <p><u>Funding:</u> Funding for special activities/incentives and instructional materials is from the following sources: Instructional monies (general – supplies, object code 0100), -OTPS per session -Inquiry Team (P/Ap/Teachers) -Unique Curriculum –(code0199)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Data collected by teachers/related service providers on Brigance Priority skills goals identified during the baseline assessment will be reviewed periodically by Inquiry Teams, administrators and teacher cohort teams (Jan 2011/March 2011/May 2011) for mastery.</li> <li>• Classroom walkthroughs by administrators monthly should reflect the use of monthly pacing calendars for lesson planning; authentic student work products aligned with culminating activities; student work in portfolios; bulletin board displays student work congruent to the weekly/monthly units of study.</li> <li>• Pre/post observations reports will reference the implementation of the monthly pacing calendars for lesson planning, differentiated instruction, groupings, which should result in an increase in student progress. Included in the report 'next steps' for teachers to focus on improvement of their instructional practice.</li> <li>• Scheduled Inquiry Team(s) meetings (agenda/minutes) to monitor student progress via data collected.</li> <li>• Scheduled 'teacher cohort' meetings (agendas/minutes) with administrators &amp; data specialist for PD and review the use of the data collection system implemented throughout the school.</li> <li>• February 2011 Inquiry Team target students (HS/10<sup>th</sup> grade) will demonstrate an increase in accuracy/independence on NYSAA Datafolio process AGLI/task performances as evidenced on the data collection sheets (all areas).</li> <li>• Comparison of the results from the 2010 and 2011 Datafolio Process results will reflect an increase of 5% for the students achieving Level 3-4 on ELA scores.</li> <li>• Disaggregated data will identify the number of students in the Inquiry Team targeted group of ELL/Bilingual students will show a 5% increase in ELA communication skills as evidenced by data collected from classroom teacher and related services providers on Brigance Priority skills identified for mastery periodically (Jan 2011/March 2011/May 2011) and by the Brigance Assessment Inventories post assessment results (May 2011) Progress made by ELL/bilingual students will be compared with progress made by monolingual students.</li> <li>• May 2011 Inquiry Team(s) identified target students will increase by 5% in mastery ELA skill(s) identified as evidenced by results on daily/weekly data collected; quarterly unit of study projects aligned to the newly 'adapted' Unique Curriculum; mastery of identified Brigance 'priority' goals in English &amp; Spanish; IEP goals.</li> </ul>

	<ul style="list-style-type: none"> <li>Inquiry Team bulletin boards will be established at all sites to share results of meetings; data and 'best practices'.</li> </ul>
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**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: Behavior Supports**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 721Q will develop &amp; implement a school wide Positive Behavior Intervention Plan to improve student learning outcomes as evidenced by a 3% decrease in OORS, suspensions &amp; referrals to the Crisis Intervention Team with a 3% increase in students achieving Levels 3 &amp; 4 on the PBIS Point System.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>Administrators &amp; Crisis Intervention Team (CIT) will develop a 'draft' PBIS Handbook for the 2010-11 school year for all stakeholders (students, staff &amp; parents) outlining the program plan including school rules; criteria for success; roles &amp; responsibilities; protocols &amp; guidelines for participation in the PBIS (i.e. school rules; point sheets, interest inventory, rewards, etc.). All staff will receive a 'draft' copy of the handbook at the September 2010 staff orientation.</li> <li>CIT will meet regularly with administrators &amp; data specialist to review and analyze data culled from student point sheets (collected daily), daily bus paraprofessional logs and compare with data from OORS, student attendance, CIT intervention logs &amp; logs of visits to the SAVE Room to review for trends and patterns in student behaviors to inform the PBIS school plan. Adjustments to the program will be made if necessary based on data reviewed.</li> <li>September 2010 staff orientation, all staff will receive turnkey training from designated 721Q staff assigned to attend District 75 workshops on Emotional Literacy.</li> <li>All students mandated for 1:1 Crisis Paraprofessionals, 1:1 transportation paraprofessional, and</li> </ul>

	<p>students with a primary classification of ED (emotional disturbance) on their IEP (CAP) will have a completed Functional Behavioral Assessment (FBA) &amp; both the assigned classroom teacher and paraprofessional will use data from FBA to develop IEP goals supporting the findings. FBA findings will be embedded into the PBIS for the individual student's target behaviors &amp; point sheet. Data will be collected daily by 1:1 Crisis Paraprofessional, weekly by 1:1 transportation paraprofessionals recorded into data base by data specialist and CIT for review.</p> <ul style="list-style-type: none"> <li>• SAVE Room logs; teacher anecdotal; CIT Intervention logs; student point sheets; weekly 1:1 transportation paraprofessional logs will be maintained daily/monitored/analyzed periodically for individual student performance patterns &amp; trends to inform effectiveness of the 721Q PBIS Program.</li> <li>• Pupil Personnel Team (PPT) Meetings will be conducted ongoing throughout the 2010-11 school year to monitor individual and/or class Progress and/or to identify students in need of intervention services.</li> <li>• Social skills lessons will be conducted in all classrooms to reinforce appropriate behaviors. Counseling dept. will coordinate the implementation of the lessons for each class throughout the school year</li> <li>• Ongoing district/school professional development will be conducted throughout the school year by D 75 PBIS Coaches; in school personnel &amp; CIT.</li> <li>• Ongoing PD will conducted for all 1:1 Crisis &amp; transportation paraprofessionals throughout the school year to review targeted goals and interventions and progress.</li> <li>• Workshops will be scheduled (quarterly) for all bus drivers/escorts responsible for transporting 721Q students. Topics to include but are not limited to the review of disability classifications; code of discipline for students; safety procedures; Positive Behavior Supports &amp; Interventions; role of 1:1 transportation paraprofessionals; incident reporting procedures; parents as partners in the educational process.</li> <li>• School rules &amp; DOE / District 75/ school discipline policies will be reviewed with staff, students and parents throughout the school year: Faculty conferences/assembly programs/Parent Teacher Conferences/PA Meetings throughout the school year.</li> <li>• PBIS &amp; 'Power of Choice' program will be displayed prominently throughout the school including all classrooms to serve as reinforcement for all stakeholders. A bulletin board at each site should be designated for PBIS information.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Target Population:</u>  Teachers  Paraprofessionals  Related Service Providers  Students  Parents</p>

	<p><u>Responsible Staff members:</u>  Administrators  District Coach-Glazen Celario  Teachers  Students  Crisis Intervention Team  Paraprofessionals  Counselors</p> <p><u>Timeline:</u>  Ongoing</p> <p><u>Funding:</u>  Funding for special activities/incentives and instructional materials is from the following sources:  Instructional monies (general – supplies, object code 0100)  -OTPS</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas/sign in September 2010 staff orientation</li> <li>• Agendas/sign in September 2010 Special Transportation &amp; 1:1 Crisis Paraprofessional orientation</li> <li>• Agendas/sign in for September 2010 Bus Driver/Escort Training &amp; for subsequent quarterly meetings</li> <li>• Agendas/sign in Faculty Conferences/assembly programs/PA meetings</li> <li>• (topic: PBIS)</li> <li>• 2010-11 'Draft' PBIS Handbook (distributed to all staff &amp; parents) + sign in receipt</li> <li>• Designated PBIS bulleting board at each site</li> <li>• Data from 1:1 transportation paraprofessionals logs will evidence a 3% decrease in mandated student behavior incidents on buses reviewed periodically 11/10, 2/11,4/11,6/11 to analyze STP effectiveness).</li> <li>• Data to evidence of a 3% increase in students achieving level 3 &amp; 4 on points earned by students throughout the 2010-11 school year (reviewed periodically 11/10, 2/11, 4/11, 6/11 to analyze program effectiveness)</li> <li>• Data from OORS for 2010-11 will indicate a 3% decrease in the # of</li> <li>• reported student behavior incidents (i.e. hitting, screaming, etc.)</li> <li>• Completed FBA'S available/IEP goals for all students mandated for 1:1 crisis paraprofessional, 1:1 transportation paraprofessionals &amp; students classified as ED on IEP</li> <li>• CIT Meetings – agendas/sign in</li> <li>• PPT Meetings – agendas/sign in</li> <li>• Schedule of social skills lesson conducted with differentiated lesson plans and a matrix of classes, lessons and outcomes coordinated and conducted by counseling dept.</li> <li>• Data to evidence a 3% decrease in OORS, suspensions, visits to SAVE Room, CIT Intervention log (reviewed periodically 11/10, 2/11, 4/11, 6/11 to analyze program effectiveness).</li> </ul>

	<ul style="list-style-type: none"> <li>• IEP/CAP data reflecting decrease in the group size/frequency for Crisis Paraprofessional and/or 1:1 Bus paraprofessional mandates</li> <li>• IEP/CAP data reflecting 'termination of service' 1:1 Crisis Paraprofessional and/or 1:1 Bus Paraprofessional</li> <li>• Schedule of PBIS/Emotional Literacy Professional Development (district/in school) evidenced by agendas/sign in</li> <li>• All students mandated for 1:1 CP will have FBA's completed &amp; on file, IEP goals to reflect results</li> <li>• Schedule of social skill lessons conducted during the 2010-11 with differentiated lesson plans and a matrix of classes, lessons and outcomes coordinated by the Counseling Dept.</li> <li>• Schedule of monthly 'award' assemblies conducted</li> <li>• PPT /CIT meetings- agendas/sign in</li> </ul>
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### 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: Technology**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 721Q students will increase their use of technology by a 10% increase in the numbers of students completing 'quarterly' integrated technology projects based on unit of study.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Inquiry Team will develop monthly pacing calendars which include suggested culminating theme based activities/projects based on the core curricula provided by Unique Curriculum.</li> <li>• Utilizing the 'new' monthly pacing calendars, staff &amp; students will produce an integrated technology project 'quarterly' that aligns with priority assessment results, IEP goals/objectives and reflects the identified skills students learned, how, why, and the outcome of the learning process.</li> <li>• Monthly review of student/class data sheets of skills identified for mastery on Brigance Assessment Skill Inventories, IEP goals and the Unique Curriculum will be reviewed for evidence of student participation in the use of technology toward meeting their learning outcomes.</li> <li>• Monthly review of individual student/class work samples (portfolios); integrated technology unit</li> </ul>

	<p>projects correlated to the topics (big ideas/essences) generated from the monthly pacing calendars aligned to the NYSAA AGLIS and Unique Curriculum to evidence progress in meeting learning outcomes/goals through the use of technology.</p> <ul style="list-style-type: none"> <li>• Monthly technology activities will be displayed on classroom and/or assigned bulletin boards during the teaching/learning process &amp; upon completion. Task cards (in student voices) will address what students learned, how, why as well as describing the process that led to completion of these activities Administrators will review 'quarterly' technology project bulletin boards &amp; will select projects which highlight 'best practices'.</li> <li>• 721Q will conduct a 'best practice' fair in May 2011 celebrating the student generated technology projects to exemplify student progress and learning.</li> <li>• Technology cluster teachers will coordinate, in collaboration with administration, the selection of projects for the 'best practice' fair</li> <li>• Technology cluster teachers will provide classroom demonstrations for staff &amp; students of software applications, programs available and the use will use of technology as a 'tool' for instruction (i.e. smart boards).</li> <li>• Technology cluster teachers will coordinate and facilitate the monthly activities aligned to the 'quarterly' culminating project by serving to support teachers/student learning process to integrate technology into each project &amp; for timely completion.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Target Population:</u>  Teachers  Paraprofessionals  Related Service Providers  Students  Parents</p> <p><u>Responsible Staff members:</u>  Administrators  Teachers  Students  Crisis Intervention Team  Paraprofessionals  Counseling</p> <p><u>Timeline:</u>  Ongoing</p> <p><u>Funding:</u>  Funding for special activities/incentives and instructional materials is from the following sources:  Instructional monies (general – supplies, object code 0100, 0199)</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• September 2010 staff orientation PD focused on developing lesson related to project based learning &amp; integrating technology into the learning process</li> <li>• Monthly pacing calendars distributed to all teachers @ all sites in a timely fashion</li> <li>• Completed 'quarterly' integrated technology projects – all classes / all sites</li> <li>• May 2011 'Best Practice' Fair display of 'quarterly' projects</li> <li>• Monthly walkthroughs conducted by administrators will provide teachers with written feedback on the instructional &amp; learning process as it relates to the quarterly technology projects, including suggestions for improvements</li> <li>• Pre/post observational reports will include feedback related to the quarterly technology projects including 'next steps' for improving instructional practice.</li> </ul>

**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: Improve linkages between home, school and community**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June, 2011, increase the number of home/school/community related activities by 10%, which will result in a 5% growth in the area of staff, student parent engagement, as cited in the Learning Survey and the teacher surveys.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Administrators and Parent Coordinator will review the results of the 2010 Parent Learning Environment (LES) and chart responses to reveal interest areas.</b></li> <li>• <b>Administrators and Parent Coordinator will review events conducted during the 2009-10 school year, along with the number of parents (family members) attending and will schedule at least 'one' additional event for 2010-11 that will commemorate the school renaming to John F. Kennedy Jr. and will include an invitation to his family to attend.</b></li> <li>• <b>Principal will share results of 2010 LES survey and parental involvement with PTA</b></li> </ul>

	<p><b>Executive Board &amp; SLT.</b></p> <ul style="list-style-type: none"> <li>• PTA Executive Board &amp; SLT will survey the staff/students and parents for suggestions for the ‘additional’ event to honor JFK Jr.</li> <li>• School calendar of events will be issued to all 721Q school community members which will include one additional event for the 2010-11 school year</li> <li>• Agendas &amp; documentation of participation for each scheduled event will evidence a 10% increase in home/school/community related activities for the 2010-11 school year</li> <li>• PC newsletters will include the calendar of upcoming events. Copies will be maintained by the parent coordinator.</li> <li>• Each event will begin with a ‘moment of recognition’ of JFK Jr. &amp; the renaming of the school with a celebration of the 721Q student body.</li> <li>• A school administrator, pertinent faculty and the PC will attend each school event</li> <li>• Parent attendance will be documented and maintained.</li> <li>• Parent Coordinator will highlight each event after completion in the upcoming newsletter</li> <li>• A special parent workshop will be held to focus on Parent Engagement &amp; the completion of the 2011 Learning Survey.</li> <li>• The result of the 2011 Learning Surveys will evidence a 5% increase in staff, student and parent engagement.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Target Population:</u>  Teachers  Paraprofessionals  Related Service Providers  Students  Parents</p> <p><u>Responsible Staff members:</u>  Administrators  District Coach  Teachers  Students  Crisis Intervention Team  Paraprofessionals  Counseling</p> <p><u>Timeline:</u>  Ongoing</p> <p><u>Funding:</u>  Funding for special activities/incentives and instructional materials is from the following sources:  Instructional monies (general – supplies, object code 0100)</p>

**Indicators of Interim Progress and/or Accomplishment**

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

- **Results of Parent Survey tallied**
- **Parent Coordinator newsletters will 'highlight' each event**
- **Calendar of yearly school events (including the additional event honoring JFK Jr.)**
- **2011 Parent / Teacher Learning Surveys**
- **Agenda/sign from Parent Workshop conducted for completing the LES**
- **An increase in the number of parent activities by 10% will be evident, as outlined in the 2010-11 Calendar of Events and the number of workshops held.**
- **A 5% increase in parental engagement in the Learning Survey will be cited in the Spring 2011 LES Report.**

## **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	107	107	107	107				
10	72	72	727	72				
11	68	68	68	68				
12	171	171	171	171				

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<p><b>Adapted Weekly Reader (ABLENET)</b>-Adapted literacy, math, science and social studies instruction delivered in a small group setting.</p> <p><b>Unique Learning System</b>-Standard-based curriculum program that includes instructional thematic units of study designed for students with developmental disabilities. Intervention delivered in a small group setting during the day.</p> <p><b>Work Advisory</b>-Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skills are targeted. Intervention delivered in a small group setting during the school day.</p>
<b>Mathematics:</b>	<p><b>Adapted Weekly Reader (ABLENET)</b>-<i>Please see description above.</i> Delivered in a small group setting during the school day.</p> <p><b>Equals</b>-Comprehensive math curriculum for students with mild, moderate, and severe disabilities. Delivered in a small group setting during the school day.</p> <p><b>Math Lab (Connecting Algebra to the Real World)</b>-Intervention designed to show standardized students the function and usefulness of integrated algebra in the real world. Lessons are designed to be functional and relate to key applications found in community living domains (e.g., recreation/leisure, self-management, vocational skills, etc.). Intervention delivered in a small group setting during the school day.</p> <p><b>Unique Learning System</b>- <i>Please see description above.</i> Delivered in a small group setting during the school day.</p> <p><b>Work Advisory</b>-<i>Please see description above.</i> Delivered in a small group setting during the school day.</p>
<b>Science:</b>	<p><b>Adapted Weekly Reader (ABLENET)</b>-<i>Please see description above.</i> Delivered in a small group setting during the school day.</p> <p><b>Unique Learning System</b>- <i>Please see description above.</i> Delivered in a small group setting during the school day.</p> <p><b>Work Advisory</b>-<i>Please see description above.</i> Delivered in a small group setting during the school day.</p>
<b>Social Studies:</b>	<p><b>Adapted Weekly Reader (ABLENET)</b>-<i>Please see description above.</i> Delivered in a small group setting during the school day.</p> <p><b>Global Connections and Interactions</b>-a thematic and cross-topical intervention designed to prepare students to take the 2010 Global Studies NYS Regents exam. Includes test-taking</p>

	<p>preparation, interactive lessons, and real-life applications to deepen understanding of key concepts. Delivered in a small group setting during the school day.</p> <p><b>Unique Learning System- <i>Please see description above.</i></b> Delivered in a small group setting during the school day.</p> <p><b>Work Advisory-<i>Please see description above.</i></b> Delivered in a small group setting during the school day</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**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                      Number of Students to be Served: 36 LEP 0 Non-LEP

Number of Teachers 3                      Other Staff (Specify) 5 paraprofessionals, 1 bilingual school social worker, 1 supervisor, 1 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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#### **Abstract of Minor Revisions to the Narrative and Budget**

This year, we do not plan to make any major changes to our Title III plan that was approved last year. We will offer the same Saturday Title III program to 36 students and their parents. As was the case under our approved program last year, students will be instructed in three 12:1:1 classes with three certified teachers (2 certified ESL teachers and 1 certified dance teacher), and all 36 students will receive direct language enrichment instruction from the two certified ESL teachers as described below. However, since we received more money this year than last year (We received \$23,960 last year and \$29,140 this year), we will increase the number of Saturdays that the program will run from seven to eleven, we will conduct a pre and post reading assessment using computer software, we will purchase software for two reading programs, and we will extend the program by one hour on two days so that the two certified ESL teachers can conduct a pre and post ELL student assessment.

#### **Overview of School-Day Programs and Services for ELLs at P721Q**

P721Q is a school for students ages 14.9 to 21 with moderate to severe disabilities in grades 9 through 12. These disabilities include mental retardation, autism, multiple disabilities, speech impaired, and other health impaired. There are 422 students in our school organization. Of these, 62 are English language learner/limited English proficient (ELL/LEP) students. Additionally, there are 159 X-coded students in our school organization who are served as per their IEPs. Forty (40) ELLs are mandated for bilingual instructional services (BIS) and twenty two (22) ELLs are mandated for ESL only services. There are two transitional bilingual education (TBE) bilingual (Spanish) classes, two self-contained ESL classes (with 12:1:1 ratios), and two (2) ESL pull-out program at 721Q. Twenty four BIS-mandated ELLs attend the two self-contained TBE (Spanish) classes. Five BIS-mandated ELLs have alternate placement paraprofessionals and the remaining eleven students, along with the 5 students with AP paraprofessionals, receive ESL instruction from our two certified ESL teachers. The languages of the alternate placement paraprofessionals are: Arabic, Bengali, Cantonese, Hindi, Mandarin, Polish, Punjabi, Russian, Serbo-Croatian, Spanish, Turkish, and Urdu. All (62) of our ELLs will participate in the NYSESLAT, as will the 159 X-coded students. Due to their cognitive disabilities, all of our students tested at the beginning level of English language proficiency. The twenty two ESL Only students are instructed in the two 12:1:1 self-contained ESL classes, by certified ESL teachers.

Instruction for all ELLs at 721Q is aligned with the NYS ESL learning standards and performance indicators and with the NYS ELA, mathematics, science, and social studies standards and alternate grade level indicators (AGLIs). In addition, ELLs who attend the bilingual classes at 721Q also receive instruction that targets the NYS NLA learning standards and performance indicators. The two bilingual (Spanish) and two ESL teachers are NYS certified. Bilingual and ESL teachers address students' second language and disability-related learning needs by providing students with instruction that: is differentiated, respects and supports students' learning styles and culture, includes effective ESL methodologies such as the natural approach, the language experience approach, and total physical response (TPR), is scaffolded, and that fades cues and prompts, when appropriate, to encourage and reinforce students' independence and choice-making abilities, infuses technology into instruction, utilizes cooperative learning techniques, and is communication-focused. All ELLs receive the minimum required units of ESL required by C.R. Part 154, based on their NYSESLAT scores, and are instructed in accordance with their IEP mandates.

**Type of Program/activities:** Title III Saturday Instructional, Professional Development, and Parental Involvement Program titled "Building English Language Skills through Technology, Rhythm and Rhyme"

#### **Supplemental Instructional Program**

P721Q re-established the Title III Saturday language instruction program for English language learners in alternate assessment programs that it began during the 2007 – 2008 school year. This supplemental instructional program, titled “Building English Language Skills through Technology, Rhythm and Rhyme” is held on Saturdays from 9AM to 1PM and focuses on supporting students’ acquisition of listening, speaking, reading, and writing skills in English, integrating technology and in reinforcing students’ language skills through the arts. Parents work and learn along side their youngsters throughout the program. Opportunities for students to use and improve listening, speaking, reading, and writing in English are provided as students create stories and scripts (using words, symbols, pictures, photographs, and computer-generated materials) to be interpreted through dance and music. Teachers create this program while combining the use of technology, original music, lyrics, and movement. Instruction during this Saturday program is in English using ESL methodologies and some native language support and reinforcement of concepts and skills with the assistance of bilingual (Spanish/English, Arabic/English, Chinese/English, and Haitian-Creole/English) paraprofessionals. Students engage in activities/tasks (e.g., reading and writing using the computer writing lab, listening to music and lyrics, and generating original work through music/ dance) that afford them opportunities to improve their functional communicative skills in English. These activities enhance and support instruction provided during the school day by offering students opportunities to practice, reinforce, and generalize their English language skills while engaging in motivating activities that involve dance, music, and technology. Tasks performed by students during this Title III Saturday instructional program are aligned to the New York State ELA standards and alternate grade level indicators (AGLIs), to the NYS ESL learning standards and performance indicators, and to the NYS Arts and technology standards.

Three classes of 12 students per class participate in the Saturday Title III program. For the greater part of the day, all ELL students work with the ESL teachers, building their listening, speaking, reading, and writing skills in English, by creating lyrics, scripts, props, signs, etc. using the computer, Edmark Reading Program software, Lexia web-based Reading Program, digital cameras, graphic organizers, books, and CDs, etc. The students also meet in a learning-performance space with the music/dance teacher where they build their listening and speaking skills by telling a story in movement while listening to a piece of music. The three groups of students “swap places” and each group gets to work with the dance teacher for 40 minutes. Scripts, lyrics, poems, props, etc. that students and parents create when they are working with the ESL teachers will be used by students during a performance at the end of the program.

Teacher-generated assessments (rubrics, checklists), assessment protocol from Edmark and Lexia Reading programs, NYSAA ELA scores, and NYSESLAT scores will be used to gauge their progress along the language-learning continuum. A school administrator is needed to ensure that all compliance and instructional components are met. Three paraprofessionals (Spanish, Chinese, Arabic) will translate instructional materials and materials for parents.

In addition to the certified dance teacher, two certified ESL teachers will ensure that **all thirty six students receive direct instruction from a certified ESL teacher** for half of the Saturday supplemental instructional day. Moreover, on the first and penultimate day of the instructional program, students will remain one extra hour for ESL teachers to conduct a pre (baseline) and post assessment of student performance using Lexia and/or Edmark computer-based protocols. A supervisor will be present, since these activities will occur on Saturdays, outside of the normal school day.

As was the case last year, three groups of students will be clustered and instructed as follows: Group one, “Class Rhythm” will be comprised of 12 ELL students and their parents. A Spanish-speaking paraprofessional will accompany that group to serve as interpreter for parents and to provide native language instructional support, as needed, to students. Group two, “Class Rhyme,” will be comprised of 12 ELL students and their parents, the majority of whom speak Chinese. A bilingual Chinese-speaking paraprofessional will provide interpretation for Chinese-speaking parents in the group and will also provide supplemental native language support, as needed to bilingual Chinese ELLs. Group three, “Technology” will consist of 12 ELLs from a variety of language backgrounds (e.g., Arabic, Bengali, Romanian, Spanish, and Urdu) whose parents do not require native language support. A trilingual Haitian-Creole/Spanish/English paraprofessional will work with this third group. Two other bilingual paraprofessionals (e.g., Arabic/English) will provide additional language support and rotate among the three groups of students and parents. It should be noted that some ELLs are instructed in a 12:1:4 ratio during the school day. Last year, two ELLs from that class configuration participated in our Saturday Title III program. The two bilingual paraprofessionals will facilitate instruction in group with these students, should such students attend the program this year.

The day will begin with the “Breakfast Club” followed by Yoga. The entire group of students and parents will participate in the Breakfast Club. All three teachers will facilitate and lead social and communication interaction among parents and students during the first hour and fifteen minutes of the day. Students and parents will then split up into the three groups (i.e., Class Rhythm, Class Rhyme, and Class Technology).

Concurrent Instructional Session One: Group Two (Class Rhyme) and Group Three (Class Technology) will receive direct instruction from the 2 certified ESL teachers for forty minutes. These two groups will focus on building their reading and writing skills in English through the creation of poems, rhymes, computer-generated graphics, and books. Students will use Edmark Reading Software Level 1 and Lexia Web Based Reading Program to build and practice their listening, speaking, reading, and writing skills in English. These research-based programs have been successful in affording students with cognitive and other disabilities access to computer-based language learning supports. Group One (Class Technology ) will proceed to the learning performance space with the certified dance teacher to work on building their listening and speaking skills in English through movement, music, and kinesthetic story-telling, for forty minutes.

Concurrent Instructional Session Two: After the first instructional session, groups will rotate and receive an additional 40 minutes of instruction as follows: Group One (Rhythm) will leave the learning performance space and go to work with the ESL teacher who worked with Group Rhyme during the first concurrent session and Group Two (rhyme) will go work with the second ESL teacher who was working with Group Three (Technology) during the first concurrent session. Group Three (Technology) will leave their ESL class and go to the dance class.

Concurrent Instructional Session Three: All three Groups will rotate again as follows: Group One (Rhythm) will now go to work with the second ESL teacher, Group Two (Rhyme) will go to work with the first ESL teacher, and Group Three (Technology) will go to work with the dance teacher. In this manner, ALL 36 ESL students will have received 80 minutes of direct instruction from a certified ESL teacher and also have received an additional 120 minutes of facilitated instruction from both ESL teachers and the dance teacher simultaneously (i.e., 75 minutes during the Breakfast Club and Yoga plus 45 minutes during the Power Lunch and evaluation/reflections).

**Number of Students to be served:** 36

**Grade Levels:** 9-12, mixed

**Language of Instruction:** English using ESL methodology;

**Rationale for Selection of Program/Activities:**

P721Q serves ELLs from several different native language backgrounds (e.g., Arabic, Bengali, Chinese, Hindi, Korean, Russian, Spanish, Turkish, Urdu, etc). The Language Experience Approach, TPR, the Natural Approach, and the use of realia and manipulatives assist teachers in accommodating the needs of students in both ESL and bilingual programs by promoting English Language Acquisition and assisting students in moving along the language continuum. The effectiveness of these approaches is supported by research (Krashen & Terrel, 1983; Rigg, P. (1987); Hoffner, H. (2004); Schutz, R. (2007); In addition, all ELLs in the school are on a high school level and have significant cognitive disabilities and would benefit from instructional supports that afford them opportunities to practice and generalize language that they will need to succeed after they graduate (Clark, G., Field, S., Patton, J., Brolin, D. & Sitlington, P., 1996 ). Parent participation impacts immediate and post school outcomes for minority, culturally and linguistically diverse (CLD), and disabled youngsters (Baca, L., 1991), (Pleet, A, 2000). Therefore, parent participation is important in this Title III program for ELLs with significant cognitive disabilities at the high school level.

Students in this Saturday instructional program for ELLs are provided with additional, enriched instruction that integrates practical, functional, real-life applications of standards-based language concepts into lessons that are aligned with New York State ESL Standards and performance indicators and with the ELA, Science/ Technology and Music/ Dance learning standards and their corresponding Alternate Grade Level Indicators (AGLIs)/Alternate Performance Indicators

(for the Arts). The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their publication entitled “The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers.”

The majority of students at 721Q are of low socioeconomic status (SES) and qualify for free or reduced meals. Moreover, some ELLs at 721Q are undocumented aliens, live in households that are below the poverty line, and but for meals in school, would not have access to three nutritional meals a day. According to the Child Nutrition Act and a study conducted by the National School Lunch Program, students who eat breakfast and lunch in school perform better, and are more alert (USDA, 2009). In addition, in his testimony before the Senate Select Committee on Nutrition and Human Needs, Dr. Arnold Schaefer, Director of the National Nutrition Survey, stated, "The evidence points toward the fact that malnourished children are more difficult to teach and that they have a lower mental score." (NSLP, 2009). The CNA points to a “demonstrated relationship between food and good nutrition and the capacity of children to develop and learn” (CNA, 1966). The Saturday Title III program will run for four hours from breakfast time through lunchtime. Therefore, as we did in the past, we will offer parents and students who attend the supplemental Title III Saturday program breakfast and lunch, to maximize their learning potential, as is done during the school year.

The vast majority of ELLs at 721Q are not travel trained and must take the school bus to and from school during the school day. Last year, all ELLs who attended the Saturday Title III program required parental escorts to and from the program because they were not travel trained. We anticipate the same transportation needs this year. Therefore, we will continue to provide Metrocards to students and parents who attend the Title III Saturday program.

**Times per Day/Week, Program Duration:** The class will meet on eleven Saturdays, from 9:00 AM to 1:00 PM (last year the program ran for 7 Saturdays, this year we’re increasing the program by four days), beginning in January 2011. In addition, students will remain at the school for one extra hour on the first and penultimate day of the program to participate in a pre and post test using Edmark Reading and Lexia web-based assessment protocols. Thirty six (36) ELLs will participate in this program. The following languages are spoken by students in the Title III after school program: Arabic, Bengali, Chinese, Hindi, Punjabi, Spanish, and Urdu. All students in the program are at the high school level (grades 9-12). The program will begin in January 2011 and run for 11 Saturdays. Instruction will be provided entirely in English using scaffolding and ESL methodology modified for use with ELLs with severe cognitive disabilities. Three classes will be formed to serve the thirty six (36) ELL students as follows:

- Students will be instructed in a 12:1:1 group ratio
- Paraprofessionals are bilingual

**Service Provider & Qualifications:** Certified ESL/Bilingual Teachers, Certified bilingual school social worker, Special Education (dance) Teachers, Bilingual Paraprofessionals, Supervisor.

Staff are certified in the appropriate areas (i.e., ESL, bilingual, special education) as required by State mandates and are proficient in English as required by federal law under Title III of the NCLB Act.

#### **Parental Involvement Program –**

Parents will receive the Title III parent notification letter (from the NYCDOE website) in their preferred languages. Parents will be invited to a Saturday Title III Parent Orientation meeting in which they will receive information about bilingual, ESL, and bilingual related services (e.g., bilingual speech, bilingual counseling)

that ELL students are entitled to. Parents will also be invited to participate in a series of parent activities on issues relevant to ELL students with disabilities, as follows:

- Distribution of Information to Parents in non-English languages: Bilingual pedagogical staff, bilingual paraprofessionals, and staff from the Office of Translations & Interpretation translate materials into various languages for parents for all conferences, workshops, meetings, etc.
- Parents will participate in **three P721Q Title III Saturday Parent Support Network Activities**. These activities will be facilitated by the bilingual school social worker. Parents will have the opportunity to receive support and information that will help them with parenting and coping skills and with accessing assistance from community-based organizations (via the Internet and other means) to support their youngsters' academic, social and emotional growth. During the three days of parent support activities, the first two groups of parents will begin their day with their youngsters in the learning/performance space. They will then swap classes with the third group for the second half of the day and join the bilingual school social worker and bilingual paraprofessionals for the network support meeting. The bilingual paraprofessionals will provide written translations and oral interpretation for parents during parent activities. These parent activities will take place at the same time and in the same location as the instructional Saturday student program (Building English Language Skills through Technology, Rhythm and Rhyme for ELLs).
- During the remaining 8 Saturdays, parents will participate in activities alongside their children. The parents will join students and staff to participate in integrating communication and socialization-focused recreational activities (music/ dance/yoga) and to learn of follow-up activities that they can do at home and in the community to help reinforce and provide practice and generalization for concepts that their youngsters worked on in the instructional program. Dates: TBA, beginning in January 2011. Topics: varied. Expected number of 721Q parent participants: 36. During this time, students will be working with teachers in computer writing lab as well as working on creating original supportive music/ dance activities.
- Parents and students will participate together in a recreational activity supporting relaxation techniques through yoga, music and dance.
- One hundred and eighty (180) Metro cards will be purchased for parents (36 x 5 days), rather than purchasing Metro cards for 11 days, since some Metro cards were left over from last year.

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**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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**Professional Development Program:**

Teachers, paraprofessionals, a bilingual school social worker, and administrators will participate in a three-part Saturday PD Institute (to be held on the first, second, and fourth Saturdays of the program), that will address instructional approaches, web-based reading programs, data collection, and working with parents of ELLs.

- Goals: 1) to develop strategies for working with parents (e.g., on reinforcing functional language through technology and recreational activities that their youngsters are learning during school and in the Saturday Technology. Rhythm and Rhyme instructional program), 2) to develop strategies for working with ELLs with disabilities, 3) to explore issues that impact on teaching and learning as they relate to ELLs with disabilities, and 4) to create materials to be used with students and parents (e.g., written materials, multisensory materials and books, and symbols and pictures to use in communication).

- **DAY ONE:** The following topics will be covered in the first PD of the three-part PD series: 1) Working with ELL Parents: Confidentiality, Translation, and Interpretation; 2) Using the Learning Experience as a vehicle for Instructing ELLs with Disabilities; 3) Using Web-Based and Computer Software Reading programs for Assessment and Instruction of ELLs
- **DAY ONE:** 3 teachers, 5 paraprofessionals, 1 bilingual school social worker, and 1 supervisor will meet for 4 hours (from 9AM to 1PM) on one Saturday before the instructional student/parent activities begin. The following topics will be covered in the first PD of the three-part PD series: 1) Working with ELL Parents: Confidentiality, Translation, and Interpretation; 2) Using the Learning Experience (LE) as a vehicle for Instructing ELLs with Disabilities (The “Learning Experience” is the thematic instructional format recommended by the NYSED for use with English language learners in the NYSED teacher-training and resource document titled “The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers.”). Staff will learn how to create LEs and the LE will be the format for delivering instruction during the Title III Saturday supplemental instructional program.); 3) Using Web-Based and Computer Software Reading programs for Assessment and Instruction of ELLs.
- **DAY ONE:** In addition, a teacher who is experienced in using the Edmark/Lexia Web based Reading Programs as well as in collecting data using these programs will demonstrate the use of web-based and computer software reading programs. (Therefore, four teachers will participate on this day.) This will be the second PD in the three-PD series.
- **DAYS TWO AND THREE:** Three teachers will participate in the last two days of this three-part PD series. These two PDs will be held on the second and fourth Saturday of the program, from 1:00 PM to 3:00 PM. Teachers will explore best practices in instructing ELLs with disabilities by reading and discussing excerpts from articles and/or books that address topics such as transdisciplinary teaming, cross-cultural considerations, and the impact of disabilities on language development and learning. A supervisor will be present as this is a Saturday program.

**Section III. Title III Budget**

School: 721Q

BEDS Code: 34-75-00-01-0721

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	\$19,408.48	Per session for teachers and paraprofessionals who will teach students during Saturday instructional program, facilitate parent network and conduct workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows:  <b><u>Support Staff for ALL Three Components:</u></b> 1 supervisor x 4 hours x 11 Saturdays x \$52.21 = \$2,297.24 1 secretary (for time keeping and purchases) x 10 hours x \$30.74 = \$307.40 (\$2,604.64)  <b><u>Supplemental Instructional Program:</u></b> 3 teachers x 4 hours x 11 Saturdays x \$49.89 = \$6,585.48 5 paraprofessionals x 4 hours x 11 Saturdays x \$28.98 = \$6,375.60 3 paraprofessionals x 1 hour = \$86.94 (translation of instructional materials into Spanish, Chinese, Arabic)  *2 ESL Teachers x 2 days x 2 hr per day x \$49.89 = \$399.12 *1 supervisor x 2 days x 1 hr per day x \$52.21 = \$104.42 (\$13,551.56) *for pre and post assessments (on 1 <sup>st</sup> and penultimate day of instructional program)  <b><u>Professional Staff for Parental Involvement Component:</u></b> 1 bilingual social worker x 4 hours x 3 Saturdays x \$53.63= \$643.56 ( \$ 643.56)

		<p><b><u>Professional Development:</u></b>  <u>Day One PD:</u>  4 teachers x 4 hours x 1 Saturday x \$49.89 = \$798.24  5 paraprofessionals x 4 hours x 1 Saturday x \$28.98 = \$579.60  1 bilingual school social worker x 4 hours x 1 Saturday x \$53.63 = \$214.52  1 supervisor x 4 hours x 1 Saturday x \$52.21 = \$208.84</p> <p><u>Days Two &amp; Three PDs:</u>  3 teachers x 2 hours x 2 Saturdays x 49.89= \$598.68  1 supervisor x 2 hours x 2 Saturdays x \$52.21 = \$208.84  (\$2,608.38)</p> <p>Total Personnel Services: \$19,408.48</p>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		<b>N/A</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,577.58	<p><b><u>Supplemental Instructional Program:</u></b>  Instructional materials, digital cameras, software, and supplies for Saturday instructional and parent programs as follows: ESL Books and materials, manipulatives, games, multisensory material, Ink, copier paper, lamination paper, misc.  \$ 1577.58</p> <p>Family Instructional support kits (Books, Bags, pens) \$1,000.00</p> <p>Total: \$2577.58</p>
<b>Educational Software (Object Code 199)</b>	\$3250.00	<p><b><u>Supplemental Instructional Program:</u></b>  Edmark Reading Program – Level 1,6 users ISBN569268532 \$1200.00  Lexia Web Based Reading Bundle-ISBN 800068009 \$1025.00 x 2= \$2050.00  Total: \$3250.00</p>
<b>Travel</b>	\$2,430.00	<p><b><u>Supplemental Instructional Program:</u></b>  Metro cards for students: 36 cards @ \$4.50 per round trip card x 10 Saturdays = \$ 1,620.00 (see explanation in narrative)</p>

		<p><b><u>Parental Involvement</u></b>  Metro cards for parents: 36 cards @ \$4.50 per round trip card x 05 Saturdays = \$810.00  Total: \$2,430.00</p>
<b>Other</b>	\$1,473.94	<p><b><u>Parental Involvement:</u></b>  Refreshments  11 Saturdays</p> <p>Total: \$1,473.94</p>
<b>TOTAL</b>	\$29,140.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.  
Baseline home language data is obtained from ATS reports (e.g., RHLA, RPOB, etc) to begin an assessment of our school's translation and interpretation needs. This data reveals that there are 24 languages other than English spoken by students/ families at P721Q. In addition, each fall, parents are given a language preference questionnaire at an ELL parent orientation meeting. Also, parent language needs are solicited during annual review meetings and other IEP meetings, through letters to parents, and during parent activities at school. Parent responses during parent activities and on questionnaires, evaluations, surveys, invitations, and notices to questions concerning their preferred language of communication are also used to determine interpretation and translation needs for parents of students at our school.
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.  
Data from these sources, using the aforementioned methods, reveal that approximately 110 parents request written and oral communication in Spanish, seven need translated materials and oral interpretation in Chinese, five request translation and interpretation in Arabic and Bengali, and one or two request communication in each of the following languages: Haitian-Creole, Hindi, Korean, Punjabi, Russian, Turkish and Urdu. These findings are shared with staff (e.g., teachers, parent coordinator, school psychologist, guidance counselors, transition linkage coordinator, paraprofessionals, and related service providers) during orientation and other staff meetings, when soliciting per session and/or volunteer interpreters and translators, and in preparation for IEP meetings and other activities that involve parents. Information is distributed to parents through newsletters and PTA meetings.

## 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. Documents are translated through translation services, when the language is available. All other documents are translated by staff members who speak the parent's native language. Additionally, staff members provide translation for all school-wide events, including parent-teacher conferences, PPT meetings, IEP conferences and all parent workshops/ events such as P721Q Transition Fair, ELL Parent Orientation/ Meet the Principal Conference, and Title III parent activities. Our parent coordinator is actively engaged in getting parents into the school, and providing additional translation services for all oral and written communication.

All materials at parent meetings and materials for parents are available in multiple languages. For DOE documents, we request documents in native languages through DOE translation services. For in-house school documents and DOE documents not available in certain native languages, written translation is provided by school staff. This is coordinated by our parent coordinator, parent volunteer and our transition linkage coordinator.

Parents who speak languages other-than-English will be provided with a translated Bill of Parents Rights and Responsibilities. Appropriate signs in the covered other-than-English languages are posted at the security desk, in the general office, and in the hallway at the main entrance to the school.

Notices to be sent to parents will be translated into the home language requested and distributed no less than one week before the event. The notice will have a return section to identify the family's specific translation/oral interpretation needs. Reminder notices will be sent two days before the event. Review of returned notices and telephone calls to families, will help determine the language-specific personnel who need to be in attendance.

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 John F. Kennedy Jr. School has a culturally and linguistically diverse staff that includes bilingual teachers (Spanish, Chinese, Russian), bilingual paraprofessionals (Arabic, Bengali, Cantonese, Hebrew, Haitian-Creole, Hindi, Italian, Mandarin, Russian, Spanish, and Urdu), bilingual speech and language providers (Spanish, Hindi, Chinese), and bilingual school psychologist, school social worker, and guidance counselors (Spanish). This culturally and linguistically diverse staff provides information to parents during IEP meetings and other school meetings and in written form in the parent's preferred language. All parent meetings and materials for parents are available in multiple languages. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Korean, Punjabi, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body. Based on attendance at school-wide events such as Parent Teacher Conferences, ELL Parent Orientation, oral interpretation services are provided on an ongoing basis.

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>.

721Q provides each parent, whose primary language is a covered language (i.e., Arabic, Bengali, Chinese, Haitian-Creole, Korean, Russian, Spanish, and Urdu) and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

A sign in each of the covered languages is posted in a conspicuous location near the primary entrance to the John F Kennedy Jr school indicating the availability of interpretation services.

Our school safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office solely due to a language barrier.

Currently, there are no non-covered languages at 721Q spoken by parents of more than 10% of the students. If and when such a situation occurs, 721Q shall obtain from the Translation and Interpretation Unit a translation into such language(s) of the signage and forms required pursuant to Section VII of Chancellor's Regulations A-663 and shall post and provide such forms in accordance with that section.

Translation of parent notification requirements for translation and interpretation services is requested both online on the DOE website and from DOE sources. As our school has 24 different languages spoken in our student population, the staff provides assistance in translating documents into the languages needed to meet the needs of our students and families.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

Tax Levy	Local						
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

## **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>3</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.

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School Under Registration Review (SURR)

**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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
**N/A: school does not receive any set-aside funds**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance 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 D 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. D 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>	John F. Kennedy Jr. School						
<b>District:</b>	75	<b>DBN:</b>	75Q721	<b>School</b>		307500014721	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	
	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	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			93.8	92.8
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		57.6	0.0	NA
Grade 8	0	0	0				
Grade 9	0	5	1	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	1	0	9	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	2	2	0		2	3	5
Grade 12	213	2	1				
Ungraded	196	424	406	<b>Recent Immigrants - Total Number:</b>			
Total	412	433	417	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	11	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	412	433	0	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	1
Number all others	0	0	415				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</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	16	26	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	19	38	TBD
# ELLs with IEPs	57	156	TBD
Number of Teachers	78	73	0
Number of Administrators and Other Professionals	98	95	0
Number of Educational Paraprofessionals	39	38	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	79	65	179	% fully licensed & permanently assigned to this school	98.7	100.0	0.0
				% more than 2 years teaching in this school	79.5	87.7	0.0
				% more than 5 years teaching anywhere	74.4	78.1	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	100.0	0.0
American Indian or Alaska Native	0.5	0.2	0.5	% core classes taught by "highly qualified" teachers	0.0	100.0	0.0
Black or African American	29.4	29.8	29.3				
Hispanic or Latino	40.8	38.1	38.1				
Asian or Native Hawaiian/Other Pacific	17.5	19.9	19.9				
White	11.9	12.0	12.2				
<b>Male</b>	61.4	61.7	63.8				
<b>Female</b>	38.6	38.3	36.2				

#### 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>John F. Kennedy Jr.</b>
Principal <b>Beth Rudolph</b>		Assistant Principal <b>Pat Casey</b>	
Coach <b>Nicole Vasquez</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Suzanne Schoen/ ESL</b>		Guidance Counselor	
Teacher/Subject Area <b>Carlos Avendaño, Bil. Spanish</b>		Parent <b>Anca Stefanescu</b>	
Teacher/Subject Area <b>Eduardo Avila, Bil. Spanish</b>		Parent Coordinator <b>Dianne Sherron</b>	
Related Service Provider <b>Monica Londono/ Speech</b>		Other <b>Gila Rivera, B/L Social Worker</b>	
Network Leader <b>Ketler Louissaint</b>		Other <b>type here</b>	

### 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>2</b>	Number of Certified Bilingual Teachers	<b>2</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>0</b>

### C. School Demographics

Total Number of Students in School	<b>422</b>	Total Number of ELLs	<b>219</b>	ELLs as Share of Total Student Population (%)	<b>51.90%</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.

The John F. Kennedy, Jr. School, P721Q, is a District 75 (Citywide Special Education Programs) high school for students between the ages of 14.9 and 21 who have severe disabilities (e.g., moderate to profound mental retardation, autism, speech & language impairment, multiple disabilities). The initial process used to identify potential English language learner (ELLs) begins at the CSE (Committee on Special Education), where students are evaluated and placed into ESL or Bilingual programs with special education services, in collaboration with parents, to whom these programs are explained. To commence the identification process, the parent or guardian of every newly admitted student into the New York City Public School system is provided with a Home Language Identification Survey (HLIS) in his/her native language, whenever possible, at the CSE, within 10 days of the student's entry into the NYC school system.

If the HLIS does not exist in the language of the parent/guardian, an interpreter is found to administer the survey to ensure that each question is understood, and will be responded to accurately. Based on the analysis and interpretation of the HLIS (one or more questions in numbers 1-4 and two or more questions in numbers 5-8 demonstrating that a student speaks/understands a language other than English, even if English is one of the languages spoken/understood), it is determined whether the student is eligible to take the LAB-R (Language Assessment Battery – Revised). The NYS cut scores are applied to determine the level achieved on the LAB-R (Beginner, Intermediate, Advanced, or Proficient/Tested Out (not an ELL).

Students are administered the LAB-R within ten days of being identified as potential ELLs. Should the HLIS and LAB-R not be administered at CSE, these are then administered at the school level. The HLIS is administered by Ms. Pat Casey, who is an assistant principal and the ELL liaison for the school, in conjunction with a bilingual paraprofessional if need be. The ESL pedagogue responsible for the administration of the LAB-R is Suzanne Schoen, a certified ESL teacher. Students whose native language is Spanish and who do not test out on the LAB-R are administered the Spanish LAB. One or both of the two certified bilingual (Spanish) teachers (Mr. Avendaño and Mr. Avila) administer the Spanish LAB, if needed. Certified bilingual pedagogical staff (e.g., bilingual (Spanish) teachers, ESL teachers, bilingual (Spanish) school social worker) are responsible for conducting the oral interview in English and in the native language. Bilingual paraprofessionals (Arabic, Bengali, Chinese, Haitian-Creole, Hindi, Korean, Punjabi, Russian, Spanish, Turkish, and Urdu) and monolingual teachers who are bilingual (i.e., Chinese, Russian) are used as interpreters and work with the aforementioned certified bilingual pedagogues during oral interviews for parents whose languages are other than Spanish.

In the spring of each school year, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs (i.e., to ELLs in ESL and Bilingual classes, to ELLs with alternate placement paraprofessionals, and to those students who are x-coded, and serviced as per their IEPs). Each of our 2 certified ESL teachers (Suzanne Schoen, and Norman Fishelman) and each of our two certified bilingual (Spanish) teachers (Carlos Avendaño and Eduardo Avila) takes part in administering the NYSESLAT, under the supervision of Ms. Pat Casey, Assistant Principal (the ESL liaison). There are 219 ELLs in our school organization. All 219 ELL students (157 x-coded, 40 bilingual-mandated, and 22 ESL-only mandated) took the 2009 NYSESLAT (refer to “ELLs by Subgroup” chart on page 3 for breakdown of placements).

All 22 ELLs who are mandated for ESL services receive their full minimum units of ESL (and ELA, etc.) instruction as mandated by C. R. Part 154. Twenty four (24) of the 40 ELLs mandated for bilingual instructional services (BIS) receive their full NLA (Spanish), ESL, and content area units of instruction in Spanish transitional bilingual education (TBE) classes, as mandated by C.R. Part 154. The remaining sixteen (16) BIS-mandated ELLs have alternate placement paraprofessionals who are bilingual in their native languages (i.e., Arabic, Bengali, Chinese, Hindi, Korean, Punjabi, Spanish, Turkish, Urdu) and they receive the full C.R. Part 154-mandated compliment of ESL instruction by certified ESL teachers (two BIS-mandated ELLs w/alternate placement paraprofessionals attend a self-contained ESL-only class and 14 BIS-mandated ELLs with alternate placement paraprofessionals receive their full C.R. Part 154-mandated compliment of ESL instruction from our certified ESL teachers (Ms. Schoen and Mr. Fishelman) via our ESL pull-out model.

A total of 14 ELLs have alternate placement paraprofessionals and a total of 157 ELLs are x-coded.

All students at 721Q have disabilities and were placed in the school by the CSE. The timeline for placement of ELLs with disabilities begins at the CSE level, when the HLIS is administered within 10 days of the student's entry into the NYC school system. When ELLs enter our school with a bilingual or ESL mandate, they are immediately placed into one of our 2 TBE classes (if they are from a Spanish-speaking background and if there is a vacant seat in the TBE program) or in our ESL self-contained or ESL pull-out program. This is done on the day that they are admitted to the school. If the ELL is BIS-mandated but from a language background other-than-Spanish, they are placed in our ESL program and are given an alternate placement paraprofessional who will provide native language and cross-cultural support for these students, under the guidance of the teacher and administrative team.

Parents are members of the IEP team that makes decisions regarding instructional needs for ELLs with disabilities (i.e., who receive special education services). Options for special education ELLs are discussed with parents during the Educational Planning Conference (EPC) at the CSE level. Information and options are presented to parents in their native languages using interpreters or certified bilingual staff at the CSE level. All services for ELLs, including language services (TBE programs, ESL only, bilingual related services) are discussed with parents every year during annual review at the school. Because of the severity and nature of their disabilities, no students at P721Q participate in standardized assessments and students are given their ELL status by the CSE (where they are evaluated by a bilingual team if they come from a Spanish-speaking household or they are evaluated by a monolingual team with an interpreter, if they come from an other-than-English/other-than-Spanish household and no bilingual team is available in their native languages). Parents do not receive 'parent choice letters', however parent choice is embedded in the IEP process, as parents of English language learner/limited English proficient (ELL/LEP) students with disabilities are part of the (bilingual) IEP team that determines, inter alia, the language of instruction for their child.

ELL students are identified during initial CSE evaluations. Outreach is done at the school level through our certified bilingual school social worker, Gila Rivera, who communicates with parents in regard to ELL program descriptions and options (ESL, bilingual instruction, Title III, bilingual related services). The certified (Spanish) bilingual teachers (Mr. Avendaño and Mr. Avila) and the certified ESL teachers (Ms. Schoen and Mr. Fishelman) also discuss and explain ELL program options to parents of ELLs.

As described above, since options and placements are discussed during educational planning conferences and at the CSE, entitlement letters, parent surveys and program selection forms are not employed. The criteria used and procedures followed to place identified ELL students in ESL and bilingual instructional programs are part and parcel of the options for ELLs in special education discussed with parents during the Educational Planning Conferences at the CSE level, an element of parent choice which is imbedded in the IEP process. Certified bilingual pedagogues (e.g., bilingual school social workers, bilingual school psychologists, bilingual speech and language providers, and bilingual teachers) assess ELLs at the CSE level, determine placement, and present options to parents of ELLs.

Interpreters are used for languages other-than-Spanish (e.g., Punjabi, Bengali, Urdu) on the CSE level, when certified bilingual pedagogues are not available, following the Bilingual Cascade, and with the assistance of interpreters from the NYCDOE Translation and Interpretation Unit. Due process notices, and other documents are translated into the various languages by staff at the Translation and Interpretation Unit.

As previously mentioned, due to the nature of our district, parent surveys and program selection forms are not utilized. However, there is a demand for bilingual instruction in Chinese and Bengali. As we previously mentioned, program selection is made at the CSE level in cooperation with parents who are informed (via written material that has been translated into their native languages and oral interviews and meetings with the assistance of interpreters) of program choices.

## 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

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
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														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	219	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	219
SIFE	18	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	57

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	13	2	13	7	1	7	4	1	4	24
Dual Language										0
ESL	13	1	13	8	2	8	17	2	17	38
<b>Total</b>	<b>26</b>	<b>3</b>	<b>26</b>	<b>15</b>	<b>3</b>	<b>15</b>	<b>21</b>	<b>3</b>	<b>21</b>	<b>62</b>

Number of ELLs in a TBE program who are in alternate placement: 11

**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										4	4	1	15	24
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>15</b>	<b>24</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:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	1	0	4	10
Chinese										3	1		1	5
Russian											0	0	0	0
Bengali													1	1
Urdu										1	0	0	0	1
Arabic										0	0	0	1	1
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										1	0	0		1
Punjabi										0	0	0	1	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	2	2
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>22</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.

Instruction for ELLs at 721Q is delivered via departmentalized, pull-out, and self-contained organizational models, in block, homogeneous, ungraded program models. All classes are ungraded, all students travel together with their classes, and instructional services are provided by various departments in the school (e.g., ELL department, dance, music, food service, shop, computer, etc.). There are two TBE, self-contained bilingual (Spanish) classes at the school. Students in these classes receive instruction in ELA, ESL, NLA, mathematics, science, and social studies from their certified bilingual (Spanish) teachers. They also attend computer class, food service, and other classes. There are also two self-contained ESL classes that are taught by 2 certified ESL teachers. Students in these classes receive ESL, ELA, mathematics, science, and social studies instruction directly from their certified ESL teachers. They also travel in a group to other classes (e.g., computer, dance, etc.). 721Q also has a pull-out ESL model. Students in this model receive ESL services from the 2 certified ESL teachers and are instructed by their other teachers (e.g., art, music, mathematics, etc.). Below, each of these programs is described in detail.

ELL students in the two 12:1:1 self-contained ESL classes are provided ESL services in a departmental program model among the ESL classes. Our two certified ESL teachers (Ms. Schoen and Mr. Fishelman) provide the mandated ESL services per class, and instruct students in the content areas (e.g., Mr. Fishelman teaches social studies, Ms. Schoen teaches science) using ESL methodologies. ELLs in these self-contained ESL classes also have the opportunity to participate in supportive instructional, enrichment and pre-vocational activities (e.g., food service, computer) during the instructional day. Our ESL classes also participate in our departmental model, and information is shared by teachers through our cohort meetings and through class-specific distribution lists. ELL students are exposed to pre-vocational skills-building activities and they also participate in specialties such as dance class, music class, APE, computer, food services, and shop classes. Programmatically, all ELL teachers have a common prep (which affords them an opportunity to plan collaboratively, problem-solve, support one another, and share effective teaching strategies) and they are assigned to work with an administrator.

The organizational model used in our Spanish TBE classrooms is an ungraded, modified departmental model, which provides instruction in both native language and English, as per CR Part 154 mandates (540 minutes of ESL for beginners, 360 minutes of ESL for intermediate students, 180 minutes of ESL for advanced students, 180 minutes of ELA, and 180 minutes of NLA for these students). Our two TBE classes exceed the aforementioned minimum required number of minutes of instruction. Both TBE classes provide ELLs with more than the 540 minutes of ESL, in addition to the 180 minutes of NLA, one content area in the native language, and one content area in English using ESL methodologies. All students in the TBE and ESL programs are at the beginning level of English language acquisition and receive instruction that targets ESL, and ELA standards (and NLA standards for students in the TBE program), and focuses on building students' listening, speaking, reading, and writing skills in English. All rooms contain libraries with multilingual books, technology centers that are equipped with computers and software that include Boardmaker™ and Writing with Symbols™ in Spanish and English.

Students also receive bilingual counseling and/or bilingual speech and language services, if indicated in their IEPs. Analysis of data from the NYSESLAT, the BRIGANCE ABS-R®, Spanish Edition, the BRIGANCE Transition Skills Inventory®, and teacher-made assessments indicate that all ELLs are at the beginning level of English language acquisition.

The two self-contained ESL classrooms follow an ungraded, self-contained model and provide instruction in English, as per CR Part 154 mandates, to 24 ELLs in two 12:1:1 student-to-staff ratios, per student's IEP mandates. Since all ELLs are designated beginners based on results from their NYSESLAT test, they receive 540 minutes of ESL instruction. All rooms in the ESL program contain libraries with English and multi-language books, technology centers that are equipped with computers and software that includes Boardmaker™ and Writing with Symbols™ in English, and textbooks that are in English.

The pull-out ESL model provides ESL services for those students who return to the main site from their worksite jobs, as well as for students in alternate placement who are not in a self-contained model. Our two certified ESL teachers (Mr. Fishelman and Ms. Schoen) provide ESL instruction for the 14 ELLs in the pull-out program.

All students in our TBE programs are at the low-mid beginning level of English language proficiency and are provided instruction in a 60/40 ratio of English/ Native Language Arts. Instruction is differentiated; materials are modified and adapted, multisensory, culturally appropriate and age-appropriate. Bilingual students who are participating in work study programs or in service categories where no bilingual class is available (8:1:1, 6:1:1, 12:1:4) are partially served and are provided with an alternate placement paraprofessional fluent in the student's native language/English and these students receive ESL pull-out services from a certified ESL teacher.

This year, we have initiated in our TBE classrooms two in-house work sites. Students learn to laminate work and to scan documents. No programs are being discontinued. Students in our ELL programs are provided equal access to our programs by being scheduled for various enrichment classes such as music, art, plastics horticulture, boutique, computer etc. throughout their academic careers at 721Q.

Students who are mandated for bilingual services according to their IEP, but for whom there is no available seat in an existing TBE class or for whom there is no bilingual class in their native language, receive ESL services and an alternate placement paraprofessional that is fluent in their native language and in English (There are 16 students who fit into these categories). Fourteen (14) of these students receive 220 minutes of ESL support weekly. Two (2) other of these students are in our self-contained ESL class and receive their full mandate of ESL services.

219 ELLs attend 721Q. Of these, 157 are x-coded and served as per their IEPs. Sixty two (62) ELLs are mandated to receive ELL services as follows: Forty (40) ELLs are mandated to receive bilingual instructional services and twenty two (22) ELLs are mandated to receive ESL-Only services. Twenty four (24) of the 40 bilingual-mandated ELLs receive instruction in two 12:1:1 (Spanish) transitional bilingual education (TBE) classes. The remaining 16 ELLs have alternate placement paraprofessionals who are bilingual in their languages (i.e., Arabic, Bengali, Chinese, Hindi, Korean, Punjabi, Spanish, Turkish, and Urdu). These 16 ELLs receive ESL services from the certified ESL teachers as follows: Two (2) BIS-mandated ELLs attend a self-contained ESL class and 14 BIS-mandated ELLs receive ESL via the pull-out model. All 14 BIS-mandated ELLs have bilingual paraprofessionals who speak their native languages Arabic, Bengali, Chinese, Hindi, Korean, Punjabi, Russian, Spanish, Turkish, and Urdu). Twenty two (22) ESL-Only-mandated ELLs attend two self-contained 12:1:1 ESL-Only classes. The TBE and ESL programs provide instruction for ELLs in all service categories (12:1:4, 6:1:1, 8:1:1, 12:1:1, work study).

Instruction in both the TBE and ESL programs is aligned with the NYS ESL standards and performance indicators, the NYS learning standards through alternate grade level indicators (AGLIs) in ELA, mathematics, science, and social studies, the NYS Career Development Occupational Studies (CDOS) standards, and, for ELLs in the TBE program, the NYS NLA standards and performance indicators. TBE and ESL programs address student-needs as they relate to the content-area learning standards, IEP goals/disability issues, and second language acquisition objectives. ELL students are instructed via a transdisciplinary teaming model, with instruction and assessment carried out collaboratively by TBE and ESL teachers with other teachers in the ELL departmental cohort, administrators, paraprofessionals, nurses, the transition linkage coordinator, and related service providers (bilingual/monolingual speech/language providers, bilingual guidance counselors/school social workers, physical therapists, occupational therapists, vision teachers, hearing teachers). Instruction is differentiated for our ELLs with disabilities in all subgroups using visual aids for students with autism, multisensory and tactile materials for ELL students with sensory integration/sensory processing challenges, Augmentative and Alternative Communication (AAC) systems (with gender-appropriate programming) for students with severe communication difficulties, and opportunities for students with mental retardation (MR) to explore, discover, and practice skills across settings (e.g., consumer math skills learned in the classrooms are put into practice when ESL and bilingual classes take shopping trips into the community, using store circulars and modified shopping lists).

Methods and strategies used in the TBE and ESL programs are designed to meet the unique and diverse learning needs of ELLs with disabilities. The programs employ approaches that: use scaffolding and fading of cues and prompts to help ELL students acquire and build academic, communication and socialization skills; address learning styles and multiple intelligences, have a communication focus, utilize an integrated curriculum and backwards design, and that help students build functional skills. Instruction is differentiated and structured and ESL and TBE teachers use cooperative learning, high & low technology, universal design, multisensory materials, and language hierarchy pairing (e.g., real object/photograph, photograph/symbol, symbol/word) and fading to make content comprehensible to enrich language development. ESL methodologies include the natural approach, Total Physical Response (TPR), and the language experience approach. QTEL scaffolding techniques such as modeling, bridging, schema building, contextualizing, text re-presentation, and metacognitive development, are also used to help students improve their listening, speaking/communicating, reading, and writing skills.

Books and materials in the ESL and TBE classrooms are adapted, age-appropriate, reflect the heritage cultures of students, and are multisensory and bilingual. Books are of high interest and low-readability. Instruction incorporates built-in opportunities for ELL students to practice and generalize their academic, language, and communication skills in age-appropriate settings, using age-appropriate materials, while engaged in age-appropriate social interactions. TBE classrooms contain Spanish bilingual books and ESL classrooms contain bilingual books in a variety of heritage languages.

ELLs receive regular academic support through AIS services and other targeted intervention programs such as supplemental after school

programs (described below) and a Saturday program (described below) that incorporate language enrichment activities. Students in bilingual programs receive service from their Spanish bilingual teachers. ESL students receive services from their ESL teachers. Additional support is offered to students through our TITLE III Saturday program (described below). ELL students also participate in monthly joint student-parent activities that celebrate our numerous cultures, coordinated by our Parent Coordinator, Diane Sherrone, on Friday nights. ELLs also receive counseling, physical therapy, speech/language services, and all other related services mandated in their IEPs.

All ELLs in all subgroups (ESL only, TBE, alternate placement, x-coded, newly admitted, long-term ELLs, and SIFE) participate in targeted intervention programs designed to help them develop and build skills in English, mathematics, physical fitness, and mental health. All ESL, bilingual, and core content area teachers use the UNIQUE Learning System (new this school year) to help students build their literacy and mathematics skills. (The UNIQUE Learning System is an online, comprehensive, age-appropriate, differentiated standard-based curriculum designed for students with significant disabilities.) To help students meet the NYS learning standards in mathematics, teachers use the EQUALS program. (EQUALS is a standards-based mathematics curriculum for students of different abilities.)

All ELLs are invited to participate in the school's supplemental Saturday Title III program titled the "Technology, Rhythm and Rhyme Academy" that focuses on supplementing and enhancing students' English language skills through ELL participation in music, dance, and computer-based literacy activities with their parents. ESL teachers provide supplemental language instruction to ELLs in the Saturday Title III program. ESL teachers, the dance teacher, bilingual paraprofessionals and the bilingual school social worker work with parents in this program.

Students in ESL, TBE programs and x-coded students also participate in afterschool programs such as CHAMPS, Heartshare, and Heavens Hands. CHAMPS is an afterschool physical fitness program. Heartshare and Heavens Hands are agency-run afterschool programs that provide homework help and additional opportunities for students to improve their socialization and communication skills. ELLs also participate in the HEART program, a school-day and after school program that helps students build empathy for others and for animals.

ELL students who are newly admitted (0-3 years) are provided with additional supports including Academic Intervention Services (AIS), Title III, CHAMPS (an afterschool physical fitness program), and the English departmental model (authentic learning in pre-vocational activities with language supports).

SIFE (students with interrupted formal education) are provided with extra support through after school programs such as CHAMPS, Heavens Hands, and Heart share, and participation in the Saturday Title III program.

Long-term ELLs (more than 6 years) also participate in the above-mentioned programs and are instructed towards the ELA and mathematics learning standards using the UNIQUE Learning System and EQUALS programs. Long term ELLs continue to receive the mandated units of instruction according to CR Part 154 Regulations.

These programs (i.e., UNIQUE Learning System, EQUALS, Title III, CHAMPS, Heartshare, Heavens Hands, and Heart) provide motivating, functional, natural approaches to foster language acquisition, academic language and social language development and growth in ELLs in all subcategories.

Educational enrichment also takes place through the use of multilingual libraries, subscriptions to Weekly Reader, National Geographic and the use of BrainPop (an animated online educational site that engages students, supports educators, and bolsters achievement and provides motivating and challenging activities for students in the areas of English, mathematics, social studies, science, arts, music, health, and engineering and technology).

Alternate placement paraprofessionals support acquisition of the target language and facilitate instruction for the 14 ELLs mandated for bilingual instructional services who do not attend the TBE classes. These bilingual paraprofessionals provide native language and heritage cultural links to instruction for ELL students. They facilitate instruction using the student's native language, under the guidance of the teacher and they support communication with parents of ELLs. They act as interpreters for parents of ELLs during conferences, meetings, and telephone outreach, as well as provide written translations of materials for students and notices and other written correspondences to parents. Bilingual paraprofessionals in the TBE program also provide native language support to students in the program in a similar manner.

Alternate placement paraprofessionals and classroom bilingual paraprofessionals support students in subgroups. They facilitate instruction for SIFE students in all areas of the educational process to help close the achievement gap. Newcomers (students with less than three years) receive maximum supports (described above) as do the SIFE students, with all students receiving enrichment with music class, dance class and the use of multi-modality learning in all areas. ELLs receiving four to six years of service receive all of the above, and all students follow a standards-based curriculum that is aligned to the NYS learning standards through AGLIs (alternate grade level indicators).

Instructional materials in our ELL programs are adapted and modified to meet the needs of our ELLs with disabilities and include integration of technology (high/ low tech AAC, SMART™ boards in bilingual and ESL classes, and computer-based bilingual software), multisensory, multicultural universally designed and age-appropriate materials (e.g. single-loop voice output devices pre-programmed in Spanish/ English and gender-appropriate with pictures, symbols and words; Weekly Reader, objects and materials that support second language acquisition, opportunities for in-house work skills with native language supports in our laminating and scanning room work sites). Computer labs, both Mac and PC, are utilized. SMART™ boards are incorporated into the classrooms. No programs have been canceled this year.

ELLs have equal access to all programs since they are scheduled to participate in music, dance, plastic shop, art and theater arts throughout their school career.

Native language supports for TBE classes consist of a minimum of 180 minutes of native language arts and a minimum of one content area is taught daily in the native language. TBE classes also receive a minimum of 540 minutes of ESL. Students returning from worksites receive 220 minutes a week in ESL.

Required services supports are modified in order to differentiate for the needs of each student. Materials are modified and teacher-made in order to be age-appropriate.

Prior to the opening of school, students and their families from our feeder schools are given tours of 721Q upon request. Tours are conducted in the native language(s) of parents (with the assistance of bilingual staff) and written materials are translated by bilingual staff and provided to parents in their preferred languages. 721Q has no language electives.

Bilingual classes receive 250 minutes of ESL (English Literacy), 250 minutes of Native Language Arts, 250 minutes of social studies in Spanish, 250 minutes of math, and 250 minutes of science. The classes are modified departmental in that Mr. Avendaño and Mr. Avila switch students to enable all TBE students to receive the C.R. Part 154 mandated units of instruction in ESL, NLA, content area in the native language (Spanish), and content area in English. Students in the two (2) bilingual TBE (Spanish) classes receive instruction in all of these core areas from certified bilingual teachers as follows: Mr. Avendaño teaches math and science and Mr. Avila teaches ELA and social studies. Twelve students are assigned to Mr. Avendaño and twelve students are assigned to Mr. Avila. The teachers switch groups and teach their core areas to each group of students. These classes are taught in the native language as well as in English using ESL methodologies. Bilingual paraprofessionals (Spanish) work in the TBE program with teachers and students and facilitate instruction, providing additional support in listening, speaking, reading, and writing in the native language for our bilingual ELLs with cognitive disabilities, during NLA and content-area instruction in Spanish, in accordance with the student-to-staff ratios mandated in students' IEPs. In the TBE program, all students receive a minimum of 180 minutes of NLA (that is, teaching Spanish as a subject).

Students in the two self-contained ESL classes receive instruction from certified ESL teachers (Suzanne Schoen and Norman Fishelman). Students receive social studies, science, and math for 540 minutes a week. All classes are taught using ESL methodologies.

Instructional materials in our TBE programs include integration of technology, high/ low tech augmentative/alternative communication systems, multi-sensory, multi-cultural universally designed and age appropriate materials (e.g. single-loop voice output devices, pre-programmed in Spanish/ English and gender appropriate with pictures symbols and words, Weekly Reader, objects and materials that support second language acquisition, opportunities for in house work skills with native language supports in our publication room work site.

In the pull-out model, the certified ESL teachers (Ms. Schoen and Mr. Fishelman) coordinate and work directly with the 14 students in

core content areas for the mandated 540 minutes of ESL per week. The ESL classes are semi-departmentalized and information is shared with departmental teachers through team meetings and e-mail (class specific distribution lists). The ESL teacher provides support and assists the ESL students in the content areas with specific needs. In addition, the ESL teacher helps students by facilitating small groups in guided reading which is a component of the balanced literacy program. Supports are given through use of SMART™ boards, the Internet, music, PECS (Picture Exchange Communication System is an evidence-based AAC used to teach students with autism and other severe disabilities that affect communication, to initiate communication/to acquire expressive language), and communication devices as mandated by the IEP which foster students' academic and language performance.

In the pull-out model, students work with the ESL teacher in small groups to provide further development of language acquisition skills. During the classes, each student is able to engage in listening, speaking, reading, and writing as facilitated by the ESL teacher, to support and reinforce what the students are learning in their classrooms, by adapting materials using PECS, visual realia, and SMART™ boards.

Instruction for ELLs in our ESL program is provided via ESL methodologies, such as total physical response (TPR), the language experience approach and the natural approach. QTEL scaffolding techniques such as modeling, bridging, schema building, contextualizing, text re-presentation, and metacognitive development, are used to support instruction. ELL students learn social studies via music; engage in authentic, culturally-relevant, motivating activities such as memoir-writing and heritage cooking to celebrate the diverse cultures represented by our student body. ELLs in the TBE program engage in similar activities that target and bridge content area standards with ELA, NLA, and ESL standards.

Planning for academic language development for ELL students at P721Q is based on ESL standards, and performance indicators, ELA standards and alternate grade level indicators (AGLIs), content area standards, and the the specific language needs of the students as reflected in the IEP goals and short term objectives in their IEPs. All ELLs' instruction is individualized per their IEPs and goals are created to help students access the general education curriculum through benchmarking their progress, and making various modifications and adaptations of materials, approaches, and settings.

All of our ELLs are at the beginning level of second language acquisition and receive 720 minutes a week of ESL instruction which is more than the 540 minutes required by CR Part 154, with the exception of the work study students who receive 220 minutes given the constraints of the program (e.g., students who participate in work study) and return for services. In both the TBE and ESL programs, students at the beginning level of English language proficiency receive ESL instruction (from our certified bilingual and ESL teachers) into which ELA is woven, using ESL methodologies as described above. All of our 62 ELL students (38 Bilingual, 24 ESL) participate in alternative assessment and have severe cognitive impairments which preclude them from performing well on the NYSESLAT although they participate in the NYSESLAT assessment annually. None of our students participate in standardized assessments.

Although all our ELL students are given the opportunity to take the NYSESLAT, due to their severe cognitive disabilities, most students are unable to complete the NYSESLAT, and those who do are unable to pass beginner levels. This also holds true for any standardized test which would measure improvement in language skills; and improvement is difficult to document for ELLs with mental retardation and other significant disabilities (especially for our students with limited verbal skills in both the native language and English). All ELL students (219 including bilingual, ESL and x-coded) meet the participation criteria for having an alternative assessment IEP mandate, and they take the NYS Alternate Assessment (NYSAA) in the assessment years in which their birthdays fall within the eligible age-range.

In the event that our students test out of the NYSESLAT, a transitional plan will be developed where students will be placed in monolingual classes (after their IEPs have been amended to state that they no longer need ESL services). (They will continue to receive ESL services until their IEPs are amended.) These former ELL students will be supported for two years with AIS, ESL (if a teacher's schedule permits), Title III, CHAMPS, and tutoring in order to assist in their transition to a completely monolingual setting. □□□□

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



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?

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Mandatory 10 hour Jose P training is provided to all of our new teachers by the District 75 Office of English Language Learners (OELL). Participants in this training receive 2 five-hour training sessions and a certificate for each five hour session. Professional development opportunities are offered to all teachers and paraprofessionals who work with ELLs through weekly cohort meetings, and weekly NYSAA collegial reviews in ELA, mathematics, science, and social studies. ESL, bilingual and monolingual teachers who work with ELLs are also provided with professional development via the school consultation model, collegial review, and training from the bilingual school social worker, Gila Rivera, who is also a BUENO CME Bilingual Special Education Trainer, a certified REACH Trainer, a certified Special Projects Bilingual Special Education Trainer, and a New York State Alternate Assessment Training Network Specialist (AATN). Teachers, administrators, and paraprofessionals who work with ELLs in our Title III Saturday supplemental instructional program receive PD on Saturdays related to the instruction of ELLs, as part of the Title III program.

In addition, all staff (teachers, paraprofessionals, guidance counselors, therapists, psychologists, occupational therapists, social worker (new, Haitian-Creole), guidance counselor, speech therapists, secretaries, and the parent coordinator) participate in PD on Election Day (November 2, 2010) and on Brooklyn/Queens Day (June 2, 2011). Teachers also participate in monthly after school pedagogical PDs (on the second Monday of each Month when school is in session). Topics during the aforementioned PD vary according to need but include the following: Data Collection, Curriculum and Standards, UNIQUE Learning System™ training, BRIGANCE® training, Positive Behavior Supports, Stress Management, Technology, IEP Development/Smart Goals, Transition, School Safety, and Jose P. issues. Pat Casey, assistant principal and ESL liaison for the school, also attends all district meetings and PDs provided by the District 75 OELL.

The transition linkage coordinator provides support, information, and consultation to staff regarding transition issues that concern their students. All staff receive training from the State on supporting students' transition from school to the workworld. The ESL liaison, assistant principal Pat Casey, and ESL and bilingual teachers also receive support from the District 75 ELL coach, Ms. Maryann Polesinelli.

P721Q staff (e.g., Chinese paraprofessional, transition linkage coordinator, bilingual school social worker, teachers) also attended the 26th Annual Family Support Conference held at the Flushing Sheraton Hotel on November 12, 2010. The aforementioned PDs and collaborations with the transition linkage coordinator prepare staff to assist students transition from high school to the workworld.

## **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?

721Q has a culturally and linguistically diverse staff that includes teachers who are bilingual (Spanish, Russian, Chinese), bilingual paraprofessionals (Arabic, Bengali, Cantonese, Haitian-Creole, Hindi, Italian, Korean, Mandarin, Polish, Punjabi, Russian, Turkish, Spanish, and Urdu), bilingual speech and language providers (Spanish, Hindi), bilingual school psychologist (Spanish), school social workers (Spanish and Haitian-Creole), and guidance counselors (Spanish). This culturally and linguistically diverse staff provides information to parents during IEP meetings and other school meetings and in written form in the parent's preferred language. All parent meetings and materials for parents are available in multiple languages. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Punjabi, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body.

As a Special Education school with students and parents from a variety of language and cultural backgrounds, 721Q is dedicated to reaching out to our diverse parents and families. We do this through letters, "Save-the-Date" flyers, announcements, surveys, and phone calls to parents in their native languages.

PTA meetings always include bilingual staff who can interpret for parents during the meetings. Invitations and notices are sent out to parents in a variety of languages (e.g., Spanish, Chinese, Bengali, Punjabi, Arabic) in advance of meetings and activities. IEP meetings include an interpreter to assist with the discussion of the IEP. The Title III Saturday program reaches out to immigrant parents and parents and families whose native language is other-than-English and encourages their participation in an adult program while their children attends a full ELL-centered learning program. Interpreters assist throughout the program and materials are translated into various languages (Spanish, Chinese, Arabic, Bengali, and Punjabi) and are distributed to parents.

The parent coordinator (Diane Sherrone) and the transition linkage coordinator (Debbie Cicarelli) offer parents of ELLs written materials/information in their home languages and training on different aspects of their children's education such as: home activities that support learning, community-based services, and organizations that provide services (including bilingual supports) to parents and students with disabilities.

The parent coordinator conducts monthly meetings and provides guest speakers to present. Interpreters are available during these meetings and materials are translated into the appropriate languages. Parents express to us questions that they have and often times we are able to get a guest speaker to address their concerns. Parent surveys (translated into the various languages by our bilingual staff) help us to determine what their needs are. Topics are always relevant to the needs of families as identified by parents (e.g., Transition, Sexuality, Nutrition, Guardianship, ELL Orientation, Immigration Concerns, Graduation, Travel Training, Computer Training, and Self-Advocacy for Parents).

We also (multilingual) outreach (phone calls and letters in the native language) to ELL families to come to monthly Friday night events (e.g., "Pasta Night," "Square Dancing," "Mother-Son Dance") at the school. We do have a very positive turn out and parents and students are able to socialize with their peers. The school provides interpreters and we encourage siblings to participate. Our staff (teachers, paraprofessionals, speech providers, counselors) participate as interpreters and will provide activities for students and siblings in the gym if they are not interested in attending the main event.

Our transition linkage coordinator takes parents and students to visit various community-based organizations that have post-H.S. programs for youngsters with disabilities who are about to graduate. Staff at the programs provide information in various languages and provide bilingual workers to assist. In addition, our parents who speak languages other-than-English attend the annual Queens family support conference. This year, the 26th Annual Queens Family Support Conference was held at the Flushing Sheraton Hotel on November 12, 2010. Parents attended, along with the bilingual (Spanish)school social worker and a bilingual (Chinese) paraprofessional. Interpreters from the NYCDOE Translation and Interpretation Unit provide our parents with professional interpretation services throughout the conference. Our transition linkage coordinator, Debbie Cicarelli, and the District 75 autism coordinator, Thomisina Howe, presented a workshop to our parents on autism. Our parents (Spanish-speaking, Chinese-speaking, Bengali-speaking, Punjabi-speaking) also attended other workshops at the conference where interpreters from the NYCDOE Translation and Interpretation Unit provided them with headsets to hear the interpretation of all conference events.

P721Q enjoys a collaborative, supportive partnership with several community-based organizations (CBOs) that provide assistance to parents and students with disabilities. These agencies provide a variety of services and offer written materials and human assistance from personnel who speak a variety of languages (e.g., bilingual Spanish, bilingual Chinese, bilingual Punjabi Medicaid Service Coordinators –MSCs, bilingual social workers, bilingual psychologists).

For example, staff from PSCH come to the school and provide psycho-social and psychological assessments for our students, in order for them to receive transition services from CBOs. YAI invites our staff and parents to attend their annual conferences and provides parents of ELLs with assistance in the parents’ native languages. Our school hosts an annual transition fair and many agencies come to the school, at that time, to present information to our parents. Materials are available in several languages and interpreters assist parents at the fair.

Other events were also organized for parents: Councilman Daniel Dromm addressed parents at a parent gathering at the school. Representatives from the Social Security Administration provided PD to staff and parents on SSI and other benefits for youngsters with disabilities. A bilingual (Spanish) representative from the New York Lawyers for the Public Interest provided a workshop to parents on Guardianship. Interpreters are available at all functions to assist parents who are not proficient in English.

## 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)										16	6	4	28	54
Intermediate(I)													1	1
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	16	6	4	29	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	6	4	28
	I													
	A													
	P													

READING/ WRITING	<b>B</b>										16	6	4	28
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													

NYS ELA														
Grade		Level 1		Level 2		Level 3		Level 4		Total				
3														0
4														0
5														0
6														0
7														0
8														0
NYSAA Bilingual Spe Ed							2		37					39

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						3		36	39

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								39	39

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed							39		39

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

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?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The special education students at 721Q have severe cognitive delays, autism, and multiple disabilities. We utilize assessments that take into consideration the impact of disability on the student's language and learning. Some of the assessment tools that are used to assess early literacy skills (language skills and language deficits) are: the ABLLS-R (English and Spanish Editions), the BRIGANCE® Comprehensive Inventory of Basic Skills–Revised, the BRIGANCE ABS-R®, Spanish Edition, UNIQUE Learning System, teacher-made materials. The Assessment of Basic Language and Learning Skills – Revised is a device for assessing skills in students with language and learning deficits. The Spanish version (Evaluación de Habilidades de lenguaje y Aprendizaje Básicos) is used with ELLs with Spanish as their home language. The ABLLS-R contains a task analysis of the many skills necessary to communicate successfully and to learn from everyday experiences.

ELLs at 721Q take the ELA NYSAA to demonstrate their ability to meet the ELA standards at the 8th grade and high school levels, by performing tasks that are aligned to the ELA alternate grade level indicators (AGLIs). In 2009 – 2010, seventy three (73) students at 721Q were eligible to take the 2009-2010 ELA, mathematics, science, and social studies New York State Alternate Assessment (NYSAA). Of these 73 students, 39 were ELLs (11 ELLs plus 28 x-coded ELLs). All 39 ELLs met the standards and/or exceeded the standards in all 4 content areas. These scores were on par with their monolingual peers. No ELLs took the 8th grade NYSAA last year, as none met the age-range eligibility criteria for 2009-2010. Students at 721Q do not participate in Periodic Assessments.

The mathematics, social studies, and science NYSAA are used to determine students' progress towards meeting the NYS standards in those areas. ELLs in the TBE program perform tasks in English and in the native language (Spanish) on these three content areas on the NYSAA. EQUALS (math) and Vocational assessments are also used to measure our students' progress towards meeting content area learning standards and towards mastery of IEP goals. All of these assessments are very important in determining the students' skill-levels in listening, speaking, reading, and writing in English, in meeting content-area benchmarks, and in creating IEP goals and objectives that drive the appropriate instruction for each student. Data is being collected to track student progress. Progress reports accompany the report cards.

The 721Q ELL population participates in alternative assessments. They do not participate in standardized tests except for the NYSESLAT. All 219 ELLs were administered the NYSESLAT in 2009-2010 but only 55 scored were Due to their severe cognitive disabilities, their results on the NYSESLAT across modalities indicate that they all function at the beginners level. Tests often come back as invalid. The results are often returned as incomplete or without any scoring, even if students took the test in all four modalities because students were not able to complete parts or all sections of the test. The LAB-R and NYSESLAT results reflect the difficulty that our students have due to their disabilities. The NYSESLAT scores were reviewed by the administrator (ESL liaison) and by the certified ESL and certified bilingual teachers. For those students who have results posted, the teacher is able to see growth (e.g., some students who were unable to receive a score, received a "B" this year and one x-coded student received an "I"), to differentiate lessons accordingly. In addition, many ELLs are non-verbal or pre-verbal secondary to their disability and not to their level of proficiency in a second language. An attempt to further analyze the subscores that ELLs with Mental Retardation, who have alternative assessment prescribed in their IEPs, was unsuccessful (the pattern evident was that most ELLs with cognitive disabilities had no subscores reported). Any data gleaned from the NYSESLAT for these students would be unreliable.

Maximum teacher and related service supports are given to the students throughout the school day. We are able to evaluate the success of

our ELL program through on-going assessments by teachers, use of the BRIGANCE®, NYSAA scores in ELA, NYSESLAT completion, and student mastery of IEP goals and short term objectives. Progress reports are issued four times a year.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		