



[THE RICHARD H. HUNGERFORD SCHOOL]

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

**SCHOOL DBN: 75R721
ADDRESS: 155 TOMPKINS AVENUE STATEN ISLAND, NY 10304
TELEPHONE: 718-273-8622
FAX: 718-727-6994**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75R721 **SCHOOL NAME:** Richard H. Hungerford School

SCHOOL ADDRESS: 155 Tompkins Avenue Staten Island, New York 10304

SCHOOL TELEPHONE: 718-273-8622 **FAX:** 718-727-6994

SCHOOL CONTACT PERSON: Dr. Mary McInerney **EMAIL ADDRESS:** mmciner@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: David Vota

PRINCIPAL: Dr. Mary McInerney

UFT CHAPTER LEADER: Al Vota

PARENTS' ASSOCIATION PRESIDENT: George Leicht

STUDENT REPRESENTATIVE: Travis Ruddick
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** Network 5: CFN: 755

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
Dr. Mary McInerney	*Principal	
Al Vota	*UFT Chapter Chairperson or Designee/ Teacher	
George Leicht	*PA/PTA President or Designated Co-President	
David Vota	Chairperson SLT/Teacher	
Felicia Pinero	DC 37 Representative, if applicable/ School Aide/Staff	
Travis Ruddick	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Steven Zuvich	Student Representative	
N/A	CBO Representative, if applicable	
Janice Katz	Member/ Parent	
Jean DiLeone	Member/ Parent	
Ann Marie Dirago	Member/ Parent	
Karen Malone	Member/ Parent	
Frank Mitchell	Member/ Parent	
Michael Pollutri	Member/ Parent	
Debra Watson	Member/ Parent	
Ryan Smith	Member/ Paraprofessional Staff	
Tony D’Alessandro	Member/ Paraprofessional- Staff	
Danielle Pellegrino	Member/ Occupational Therapist-Staff	
Michael Lee	Member/ Teacher	

(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.

The Richard H. Hungerford School is a middle-high school with 339 students from grade 6 through grade 12. The school population is comprised of 20.1% Black, 21.2 % Hispanic, 51.3 White, and 7.1% Asian students. 100% of our students receive special education. Males account for 67.6% of the students enrolled and females account for 32.4%.

At P721R our Mission is:

To help students develop to their maximum potential and functional levels by providing them with essential social, emotional and academic skills.

Our program seeks to accomplish this goal by creating a nurturing environment that is physically and emotionally receptive to the needs of our students and their families. We use a cooperative, multisensory approach involving age appropriate, individualized instruction. We also believe in shared decision making that involves integrating the families and community of children in our school in the development of harmonious, cooperative and respectful policies that directly affect them.

The Hungerford School

This District 75 cluster school serves special education students designated as cognitively challenged or on the autistic spectrum. All students have significant or severe disabilities and require a high level of support and specialist services. They range in age from 10 to 21 years. Classes are ungraded, with students grouped by disability with peers of similar ages. The school is comprised of one main site, five off sites and two full-time work sites. Students are served at the main site in four 12:1:4 (students to teacher to paraprofessional ratio), five 6:1:1, one 8:1:1 and seven 12:1:1 classes. Our newest site is located at the Jerome Parker Complex (IS43) in New Springville, Staten Island. This new site serves five 6:1:1 classes, one 8:1:1 class, one 12:1:1 class and one 12:1:4 class. There are inclusion classes at McKee High School (1 class) New Dorp High School (1 class) and Tottenville High School (3 classes), as well as three inclusion classes at Intermediate School 24. Our one class at IS24 serving 9 students with Asperger Syndrome closed in August, 2010 and is now part of District 31. These students are standardized assessment, and received extra assistance with social and emotional issues related to their disability. New Dorp High school also serves one 12:1:4 and two 6:1:1 classes. Intermediate School 24 has two 12:1:4 classes and one 12:1:1 class. Work-study sites include Bayley Seton Hospital (one 12:1:1 class) and Lifestyles (two 12:1:1 classes). We now have 33 work sites. Students come from Manhattan, Brooklyn and Staten Island to attend classes in our organization.

Representatives of various Adult Agencies are invited to participate in the transition process at our school. Students and parents visit these agencies, with which our school has developed an open, friendly relationship. To name just a few, our school is involved with A Very Special Place, OPTS and On Your Mark. We held our annual Transition Fair, which was well-attended by families from our school and other District 75 schools. This upcoming school year we are combining efforts with the SIDDSO to hold a larger Transition Fair in Fall, 2010. It is our hope that this Fair will lead to more parents in attendance, more giveaways, resources, and include plans for respite while parents tour

the Fair. All our graduating seniors and their parents or guardians are actively involved in the placement of our graduates into Adult Agencies. We also have a Bridge Program, so that our graduates are given exposure to what is expected of them after graduation.

To further support student achievement, the school partners with agencies and cultural organizations such as NYC Jr. Tennis League, Museum of Modern Art, Teachers & Writers Collaborative, UFT, Special Olympics, Metropolitan Museum of Art, SI Zoo, Snug Harbor Cultural Center, UCP, AHRC, Lifestyles and corporate sponsors. These groups offer a variety of enrichment opportunities for students at Hungerford, such as:

- The Museum of Modern Art provides direct instruction, as part of community outreach to our students.
- The S.I. Foundation funded a proposal Hungerford had written with Teachers & Writers Collaborative. This funding enabled us to measure an increase in students' reading and writing skills after poetry lessons were taught by a writer-in-residence from Teachers & Writers.
- NYC Jr. Tennis League provides direct instruction and equipment to our students.
- The SI Zoo and Snug Harbor Cultural Center provide work-study opportunities for our students.
- Our students have artwork displayed at the Metropolitan ("Met") Museum of Art. The "Met" has supplied us with free slide materials and guided tours.

The principal's exemplary inclusive and distributive leadership sets the tone in this calm, nurturing innovative school that successfully involves the wider community. Skillful and unified administration ensures cohesion across all sites with focus on maximizing individual progress through data-driven instruction.

Students make excellent social, emotional and academic progress as a result of integrated plans involving all staff. Compassionate, collegial and team-oriented staff members are powerful role models so students are happy, safe and take risk in a supportive environment. The school's use of detailed, relevant data is ongoing, comprehensive and purposeful. Parents value the collaboration with the caring, dedicated staff and the school's open communication and family support. Staff professional growth is encouraged, supported thoroughly and rooted in students' needs. Students' success within the stimulating, rich curriculum and engaging programs is reflected in evolving displays that enhance the environment. Technology is well utilized to motivate students and enable them to communicate and self-advocate. The school's cyclical planning references varied data to plan for the future and work cooperatively with other schools to promote inclusion.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team, the Administrative Cabinet and the UFT representative for P721R reviewed the SCEP goals and Action Plans set forth during the 2009-10 school year and reflected upon those that we felt needed to be further developed. In addition we reviewed the results of the 2008-09 Quality Review Report, the 2009-10 Learning Surveys, grants received, the results of the State Assessments in ELA, Math, Science, and Social Studies as well as the NYSAA results for the students in alternate assessment classes, along with the results of the Periodic Assessments, the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school.

Performance Trends

Over the past decade, P721R has had a consistently higher percentage rate of attendance, when compared to other District 75 schools. Last year, we ranked 12th in attendance out of 56 District 75 schools. This year we ranked 11th in our District. In our cohort, we ranked second in percentage of attendance. When comparing 2010 to 2009 student attendance, our percentage went up. Furthermore, this increase would have been substantially larger had it not been for the inclement weather of February, 2010.

This year we continue to have a reduction in 1:1 crisis paraprofessionals, due to student improvement. We removed 6 crisis paraprofessionals from IEPs. We reduced our bus paraprofessionals by 1. We had a reduction of 6 health paraprofessionals.

Due to student improvement this year, we had 63 terminations in related services, and 83 reductions in related services as follows: We had 36 terminations and 34 reductions in speech. We had 11 terminations and 17 reductions in counseling. We had 10 terminations and 7 reductions in occupational therapy. We had 5 terminations and 10 reductions in physical therapy. We had 1 termination in nursing services. We had 15 reductions in vision services. We had 1 termination in hearing services.

This year we had 8 students move to LRE class programs as follows: 5 students went from 12:1:1 to 8:1 (Inclusion), 1 student went from a 6:1:1 program to a 12:1:1 program, and 2 students went from 12:1:4 programs to 12:1:1 programs.

We continue to show an increase in the number of students enrolled in our work-study programs. We continue to offer a wide variety of agency placements for graduating students.

The 2010 School Survey Results for our school show Response Rates as: Parents: 53%, Teachers: 85 and Students: 93%. In 2009, our Survey Scores (out of 10) were: Academic Expectations: 8.3, Communication: 7.9, Engagement: 8.3, and Safety & Respect: 8.7. We notice an increase in all of our 2010 Survey Scores as follows: Academic Expectations went up .5 to 8.8, Communication went up .5 to 8.4, Engagement went up .3 to 8.6, and Safety & Respect went up .3 to 9.0.

From 2009 to 2010 there has been an increase in the number of fully licensed, permanent teachers assigned to our school. We have also increased the number of teachers with more than 5 years teaching experience. Due to opening more classes and sites, our number of teachers with two years of experience or less has increased. We have a newer staff. As a result, there was a shift to focus our professional development and systems of support throughout this instructional year on our new staff. Our school-based mentor has been involved with 5 new teachers across our sites. Our administrative team has developed an instructional cabinet model. In 2009, two of our assistant principals retired. Two newly hired assistant principals have completed their first year.

Our 2010 ELA and Math standardized state scores show 57% of our standardized students receiving Level 4 and 43% of our students receiving Level 3. From 2008 to 2009 we have achieved an increase in standardized state average performance levels in ELA and mathematics. ELA scores increased from 632.5 to 656.2. Math scores increased from 647.9 to 679.6. Our overall NYS alternate assessment scores have increased in each core academic area, on both the intermediate and secondary levels. As our Transitional Aspergers Program (TAP) closes this August and will now be part of District 31, we are excited that two of our students took and passed the NYS Regents. One of our 8 TAP students was accepted to SI Technical HS. Our other TAP students have been accepted at Tottenville HS and New Dorp HS.

We continue to increase the number of students who use individual communication devices. Use of individual communication devices has steadily increased over the past four years. In 2009-10, our population has shifted. From 2009-10 the number of students who communicate verbally has decreased, while the number of students using devices and PECS only has increased.

Our school did not receive a Quality Review in the school year 2009-10, but we anticipate one this upcoming year. In 2009, while we continued to receive Well Developed in most areas, the results of the Quality Review found that our school leaders and faculty need to more consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning. To meet this end, we met regularly (at least monthly) to discuss, review and adjust the timeframes to reach the goals of all students in all core subjects and functional life skills. Additionally, we met regularly with students and their families to ensure that there is a clear understanding and communication of the goals in all core subjects and functional life skills, and timeframes set to increase student achievement.

We have high expectations for academic rigor in our school. In 2009-10, we were chosen by District 75 to pilot the Lakeshore Model in two of our sites (IS24 and IS43) for formative assessment this school year. The Lakeshore Model is a process for assessing the Standards for students with severe disabilities. We have been using this new tool to help identify academic needs, which will help us write individualized S.M.A.R.T. IEP goals for our pilot group. Since we have had such great success with the Lakeshore (Student Assessment of Needs Determination Inventory (SANDI)) assessment, as well as positive feedback from our staff, we have decided to move towards implementing Lakeshore into all our IS classes. This will involve increasing the Lakeshore assessment in 5 more IS classes. The SANDI quickly helps staff determine student need areas and aligns needs to content standards, insuring access to grade level standards based curriculum. Our other classes will continue to incorporate the Brigance assessment tool.

According to our Quality Improvement Process Report, submitted to NY State Education Department, as of June, 2009, the percentage of students with disabilities who have IEPs that reflect a linkage between the transition goals and measurable annual goals have increased to 90%, as evidenced by monthly data analysis conducted by a school supervisor. The percentage of students that have Behavior Intervention Plans containing specific management needs of each student has increased to 90%, as evidenced by monthly data analysis conducted by a school supervisor. From 2008 to 2009 we had a 41.6% decrease in the amount of OORS reports. From 2009 to 2010, we continued to have over a 50% reduction in the amount of OORS. In fact, we reduced our OORS incidents in 9 out of 10 months this school year.

This past year, PBIS was implemented at our school. Training for all staff was provided by District 75, in the spring of 2009. Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility with the data through discussion of SWIS data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention and Life Space Crisis Intervention on an ongoing basis. The PBIS system has been a great success. As we closely examine the behaviors of students, we see through the data that typical incidents are decreasing. We believe that this is due to the continuous training of staff and the implementation of the WAVE program. We are continuing to work on expanding this system to our off sites.

According to our school's demographics and accountability snapshot, over the past three years, we are showing an increase in enrollment of Black or African American and Hispanic or Latino students. We are also showing a decrease in Caucasian student enrollment. The majority of our students are still males. Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. We will have more parent events, school trips, and infuse our curriculum to address our increase of Hispanic and African American populations.

Based on the data reviewed, we decided to focus on the following areas:

- Provide uniform Student Assessment binders to gain a greater capacity for understanding the importance of data and improving the practice of collecting and utilizing data to driven instructional decisions.
- Provide best practices to integrate and increase school to community learning experiences to improve post secondary transition outcomes.
- Increase Math and ELA literacy skills across all intermediate school populations utilizing the Lakeshore Assessment Pilot Program.

Listed are some of P721R greatest accomplishments over the past few years:

- Recipient of several grants. Such grants include *Reso A Grant* Technology: As recipients of a RESO A grant for the 2008, 2009 and 2010 school years, we intend to continue to build on our technological expertise through an increase in staff technology-based training and instruction. Upon delivery and installation of hardware, we will have Smartboards in all classrooms at our mainsite, IS43, New Dorp HS and IS24 sites.
- An increase in the number of teachers participating in common preparation periods.
- An increase in the number of students moving to Less Restrictive Environments (LRE).
- Classroom based Chair Yoga programs are sustained in the Main and all off-site programs. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with

the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.

- Restorative Yoga is offered in the classrooms to those students who because of advanced orthopedic and muscle imbalances require the use of positional aids to support posture and respiration to attend to instruction.
- The development of the only school driven NYS recognized Monarch Butterfly weigh station.
- An alternate assessment student receiving a college scholarship to attend the College of Staten Island (CUNY).
- Implementation of a bicycle repair shop where our students are being trained to repair bicycles, a real world employment skill.
- Our Tottenville inclusion students won an opportunity to travel to Florida and swim with the dolphins.
- Our students competed in city wide contests for American Cancer, Department of Environmental Protection and Irish Heritage Society and received primary awards.
- Our school has pioneered going green with student generated recycling programs run within the school.
- Two of our students had visual artwork displayed at the annual Student Art Exhibit at Snug Harbor Cultural Center and The Queens Museum.
- First runner-up of the District 75 American Idol contest.
- We secured funding from the Teddy Atlas Foundation, our PTA and the Knights of Columbus to purchase classroom equipment for our severely profound population.
- Our PTA held their first-ever Summer PTA meeting this past July, 2009.
- There was a significant increase in appropriately used AAC devices to effectively communicate advocacy skills at our IS24 and New Dorp offsites. The highly successful program will be expanded to other Hungerford sites.
- Implementation of the SMILE, a reading program for low functioning learners.
- Implementation of Joint Action Routine (JARS), a scripted program for children with communication needs.
- Creation of a Sensory Motor Room, with UV filtered lights and blinds, that aid in addressing the sensory issues of our 12:1:4 population. Dually the lighting benefits the calming of student's emotional outbursts.
- Classes at our mainsite and at our New Dorp HS site participated in the District 75 3D Community program, where students interacted and practical life skills through the use of Avatars in a virtual world provided by Second Life.
- Our school's goal is to "Go Green." We want to change our carbon footprint. This year, to decrease the use of paper notices and flyers, and improve parent communication, we added a VOIP, Voice Over Internet Protocol call broadcast system provided by BrightArrow. This enables the school to simultaneously call parents and provide messages without tying up school phone lines. We are also asking our teachers to bring in supplies that are "GREEN." We are urging parents to contact our faculty through email, online.

Some barriers include but are not limited to:

- With the increase in our school population, as well as teacher retirements, we have hired many new teachers, creating a great need for professional development. Although new teachers are coming to us well prepared, they lack much of the in-class and in-service experience enjoyed by more seasoned teachers. For instance, most of our newly hired teachers, according to PTS, are at the emerging stage in engaging and supporting all students in learning, creating and maintaining an effective environment for student learning, understanding and organizing subject matter for student learning, and planning instruction and designing learning experiences for all students.
- The increase also produces a shift in classes, which places a burden on maintaining a strong sense of classroom community, and connectedness to Hungerford for staff morale. This increase in population has also created a greater need in Occupational Therapy, Physical Therapy, Speech and Counseling.

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.

By June, 2011:

- ✓ There will be an increase in effective instruction as evidenced by a 10% increase in the use of student assessment binders that connect IEP goals to data analysis.

- ✓ There will be a 5% increase in the number of students who will access community-based experiences as documented and evidenced by data collection and staff analysis.

- ✓ There will be a 5% improvement in student mastery of IEP objectives in ELA and Math for middle school students, as evidenced by Lakeshore (SANDI) Assessments

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in effective instruction as evidenced by a 10% increase in the use of student assessment binders that connect IEP goals to data analysis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Provide professional development for teachers on data collection and assessment analysis. ✓ Cohort meetings on a monthly basis with School Administration, School based coach, Crisis Teacher and/or data specialist to review data from multiple sources, ATS, ARIS, Lakeshore, Brigance and TeacherEase. ✓ During cohort meetings staff will collaboratively determine what information to include in the binder and on student profile sheets. ✓ The administrative team will analyze the data collected from the teachers to evaluate the progress of the program. ✓ Common prep programs among teachers with similar class ratios to collaborate and share binders. ✓ Based on student individual needs and class ratios (12:1:4, 12:1:1, 8:1:1, 8:1, 9:1 and 6:1:1, there will be leveled binders. ✓ Creation of teacher sub-groups in ARIS to disseminate information on binder maintenance and development. ✓ Administration and/or coaches will meet with cluster teachers to discuss and review benchmark assessments. ✓ Develop uniform data collection forms based on cohort meeting decisions.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ✓ Tax Levy funds to purchase supplies (\$1700 for binders), activity code 0771, pay teacher per diem for professional development, approximately 10 days @ \$154.96 per day in bulk job code GEPHB, teacher's prep period coverage money.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ Student work assessments checked bi-monthly by Administration, School Based Coach and/or Mentor ✓ Observations of teachers will focus on how binders' data collection drives differentiated instruction. ✓ Administration to meet with coach and cohorts to determine benchmarks for the year. ✓ The Administrative cabinet will monitor progress of meeting the annual goal in January 2011, April 2011 and June 2011 as well as ongoing monthly cohort meeting during the year.

Subject/Area (where relevant): Transition

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the number of students who will access community-based experiences as documented and evidenced by data collection and staff analysis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Teachers will increase the number of career related field trips during the calendar month. ✓ Teachers will increase the number of classroom jobs and the frequency of rotation among the jobs. ✓ The transition sub group will organize a Career Day for students. ✓ The teachers will administer a career vocational assessment for students deemed employable as per a Career Assessment Profile. ✓ The transition team will offer a parent workshop to enable parents to make meaningful and educated post-secondary decisions about their children. ✓ High school work site teachers will assess each worksite student in October and May and generate data for targeted objectives and objectives mastered. ✓ The number of students successfully travel trained will increase by 5%. ✓ Creation of social stories using digital pictures, PECS and/or videos of that student doing the specific job. Story is reviewed with student before student embarks on undertaking. Student then does job. Skills are then reinforced again by using the “personal story” created.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ✓ Tax Levy funds for professional development, approximately 10 days @ \$154.96 per day in bulk job code GEPHB, tax levy money for work related equipment and supplies (activity code 0771), VATEA money for supplies, given annually, approximately \$5000 in budget. ✓ Parental contributions for admissions. ✓ Classroom staff will network with speech providers and occupational/physical therapists to be able to identify and manage the communicative, gross, fine motor and sensory needs of the students. ✓ Peer-to-peer interactions through class inter-visitations so students from one class can model the skill needed for a set job.

Indicators of Interim Progress and/or Accomplishment

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

- ✓ An increase in student IEP goals that include career development by June 2011.
- ✓ An increase in students that apply for eligibility and OMRDD services by June 2011.
- ✓ An increase in students with affiliations with outside agencies for additional supports by June 2011.
- ✓ An increase of students that are travel trained.
- ✓ Administrative Cabinet will review and analyze various forms of data collected bi-monthly in the months of January, April and June 2011 that consistently reflect student growth.

Subject/Area (where relevant): ELA and MATH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% improvement in student mastery of IEP objectives in ELA and Math for middle school students, as evidenced by SANDI and Lakeshore Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ School-based mentor will train all intermediate school paraprofessionals and teachers in administering and interpreting the Lakeshore (SANDI) Assessments. ✓ Each intermediate school student will be assessed via the Lakeshore Sandi Assessment in October and May. ✓ Data will be collected and placed in the student’s assessment binder. ✓ The Lakeshore (SANDI) Assessments will drive the student’s IEP goals after being analyzed and interpreted by trained school personnel. ✓ Professional Development for teachers will focus on differentiating instruction. ✓ Cohort professional development will be provided for paraprofessionals to focus on strategies for differentiated instruction in ELA and Math. ✓ Common prep periods will be given to teachers with similar ratios to discuss lesson plans, data collection and anecdotes. ✓ Goal checklists and benchmarks will be reviewed in November, January, March and June 2011 to determine mastery and to generate new goals if needed. ✓ Based on benchmark results, further strategies will be planned to achieve mastery of goals. ✓ Professional development will be provided for teachers to implement technological pedagogies in daily lesson plans. ✓ Technology-based classroom projects will be created utilizing new knowledge acquired through training (IPhoto, IMovie, and PowerPoint). ✓ Initiating the creation of two independent work centers in each classroom for ELA and Math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ✓ Prep period coverages, tax levy money for supplies (activity code 0771), Reso “A” money (\$100,000 from FY ’10) spent on equipment for classrooms; use of FY ’11 NYSTL money for equipment (\$3905 activity code Z1M1) and NYSTL software money (\$3407 activity code 0017). ✓ Administrative cabinet will review various forms of data collected bi-monthly in January, April and June 2011 which consistently reflects student growth.

Indicators of Interim Progress and/or Accomplishment

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

- ✓ Students will make improvements in their short term assessment goals as reflected in the IEP and Lakeshore Sandi Assessments.
- ✓ Our ARIS communities will be upgraded to facilitate teacher communication regarding academic based issues at the various school sites.
- ✓ Administrators and teachers will meet bi-monthly to review data collections and discuss how to utilize their findings to drive instruction or map future curriculum.

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	26	26	26	26	7	0	3	2
7	30	30	30	30	3	0	3	3
8	40	40	40	40	7	0	5	5
9	32	32	32	32	9	0	2	5
10	26	26	26	26	6	0	5	5
11	30	30	30	30	11	0	5	7
12	120	120	120	120	25	0	18	19

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Services provided for standardized assessment students include remediation of basic skills and test-taking strategies in a combination of small group instruction and one-to-one tutoring. Services are provided during 37.5 minutes, Monday-Thursday, beginning at 2:00 PM. For students participating in Alternate Assessment, AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. To effectively teach autistic students a teacher must provide structure, i.e., set up the classroom so that students understand where to be, what to do, and how to do it, all as independently as possible. <u>Treatment and Education of Autistic and Related Communication for Handicapped Children (TEACCH)</u> is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders. Established in the early 1970s by Eric Schopler and colleagues, the TEACCH program has worked with thousands of individuals with autism spectrum disorders and their families. TEACCH provides clinical services such as diagnostic evaluations; parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment. Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Functional Skill Development, and Guided Reading</p>
Mathematics:	<p>Services provided for standardized assessment students include remediation of basic skills and test-taking strategies in a combination of small group instruction and one-to-one tutoring. Services are provided during 37.5 minutes, Monday-Thursday, beginning at 2:00 PM. For students participating in Alternate Assessment, AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which may include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Flexible Skill Groups, Small Group Instruction, Functional Skill Development, and Use of Visuals.</p>
Science:	<p>Services provided for standardized assessment students include remediation of basic skills and test-taking strategies in a combination of small group instruction and one-to-one tutoring. Services are provided during 37.5 minutes, Monday-Thursday, beginning at 2:00 PM. For students participating in Alternate Assessment, AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which may include Activating Prior Knowledge,</p>

	Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Flexible Skill Groups, Thinking Maps, Hands-On Science Instruction, Modification of Text and Curriculum, Small Group Instruction, Use of Visuals.
Social Studies:	Services provided for standardized assessment students include remediation of basic skills and test-taking strategies in a combination of small group instruction and one-to-one tutoring. Services are provided during 37.5 minutes, Monday-Thursday, beginning at 2:00 PM. For students participating in Alternate Assessment, AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which may include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Flexible Skill Groups, Thinking Maps, Hands-On Science Instruction, Modification of Text and Curriculum, Small Group Instruction, Use of Visuals.
At-risk Services Provided by the Guidance Counselor:	Assist in the consistent implementation of Behavior Intervention Plans, and reinforce positive behavior during counseling sessions, in order to foster an environment more conducive to learning. Assist students in speaking the language of LSCI and TCI to reduce maladaptive behavior in the classroom setting, thereby affording the student more instructional time with peers. <u>Life-Space Crisis Intervention (LSCI)</u> is a nationally recognized professional training and certification program, which teaches staff to work effectively with youngsters in crisis situations. The course uses lecture, role-plays, small group activities, video examples, and discussion to teach participants how to prevent or defuse power struggles; recognize common patterns of student self-defeating behavior; and address each of these patterns with specific strategies to turn stressful incidents into opportunities for insight, learning, and change. <u>Therapeutic Crisis Intervention (TCI)</u> is a training program designed to provide the skills, knowledge, and confidence direct care workers need in order to deal with children and young people in crisis and to be in control of the situation in order to bring about change of growth. This course: * Provides a structure to make sense of young people's difficult behavior. * Provides staff with the tools to do their job in preventing and managing crisis situations, and *Present a therapeutic approach to crisis prevention and intervention.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Assist in the consistent implementation of Behavior Intervention Plans, and reinforce positive behavior during counseling sessions, in order to foster an environment more conducive to learning. Assist students in speaking the language of LSCI and TCI to reduce maladaptive behavior in the classroom setting, thereby affording the student more instructional time with peers.
At-risk Health-related Services:	1:1 Nurses and Health Paraprofessionals will assist in reducing time spent out of classroom due to health-related issues, thereby affording the student more instructional time with peers.

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.

PLEASE REFER TO THE ATTACHED LANGUAGE ALLOCATION POLICY FINAL

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.

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) 6 to 12 **Number of Students to be Served:** 30 LEP _____ Non-LEP

Number of Teachers 2 ESL Teachers **Other Staff (Specify)** 3 paraprofessionals & 1 Administrator

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.

The Hungerford School has a total population of 343 students.

Thirty-eight of our students are English Language Learners served in the P721R ESL Program. All of our ELLs (38) participate in alternative assessment and have severe cognitive impairments that preclude them from performing well on the NYSESLAT although they participate (NYSESLAT questions are presented to them). None of our students participate in standardized assessment. The 31 students and the 7 X coded students participated in the 2010 NYSESLAT. According to the REXH-exam history report, 19 scored –no score and 19 scored –invalid. Our 38 students performed on the beginning level. This is approximately 11.07 % of the student population. The breakdown of ELL students by grade and their staffing ratio are as follows:

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Total	3	7	5	4	4	2	13
Ratio 6:1:1	0	1	2	1	1	0	1
Ratio 8:1:1	0	1	0	0	0	0	1
Ratio 12:1:1	2	3	2	2	1	1	9
Ratio 12:1:4	1	2	1	1	2	1	2

The breakdown of our ELL students' languages spoken in their households by grades is as follows:

Languages by grade:

Grades:	6th	7th	8th	9th	10th	11th	12th	Totals
Spanish	1	5	4	1	3	1	6	21
Russian							1	1
Albanian				1		1		2
French					1			1
Arabic			1		1		2	4
Polish		1						1
Chinese	2	1		1			2	6

Bengali							1	1
Other							1	1

Students receive CR Part 154 mandated units of weekly ESL instruction. Our middle school students, grades 6,7 and 8 receive the following units of instruction- Beginners and Intermediates receive 2 units (360 minutes) of ESL instruction, and Advanced students receive 1 unit each (180 minutes) of ESL and (180 minutes) of ELA. At the HS level (grades 9-12) - Beginners receive 3 units of ESL (540 minutes), Intermediates receive 2 units of ESL (360 minutes), and Advanced HS students receive 1 unit of ESL (180 minutes) and 1 unit of ELA (180 minutes). Currently, all ELLs at 721R are at the beginning level of English language proficiency.

The ESL program at the Hungerford School delivers English instruction to qualifying students using two different models: Push-in and Pull-Out. In the push-in model, the ESL teacher coordinates and works directly in the mainstream classroom with the teacher. The ESL teacher provides supports and assists the ESL students in the content areas and with specific needs. Specifically, the ESL teacher helps students by facilitating small groups in guided reading which is a component of the balanced literacy program. 721R does not have departmentalized programs. The ESL teachers meet with the classroom teachers once every other week during preps to plan instruction, create materials and discuss strategies. In the pull-out model, the students function in a homogeneous setting that facilitates 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. Reading and Writing is also used during pull-out ESL to support and reinforce what the students are learning in their classrooms. Instruction is based on the ESL standards and ELA standards and alternate grade level indicators (AGLIs). ESL methodologies are integrated into lessons and are used to address math, science and social studies standards and AGLIs.

A variety of genres is used to facilitate content areas and topics for oral discussion. Strategies for both pull-out and push-in models include various reading response activities that consist of using pictures, flash cards and sentence strips to heighten oral language development. Boardmaker software is also used to develop materials that are individualized to student needs. This facilitates identification and conceptualization of vocabulary.

721R has 38 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYESESAT scores for these students are unreliable, as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Brigance, ELA NYSA, teacher-generated assessments and observations).

Weaknesses are extremely apparent in the Reading and Writing skill areas. CSE evaluations have determined that many of our students have moderate to severe language difficulties. Functional reading and writing levels can range from pre-k to 2nd grade level. To address these deficits, individualized mini lessons are prepared to focus on each student's specific educational needs. However, school data for 6 years reflects students who

have improved and no longer require an Alternate Placement Para and/or ESL (e.g., bilingual/ESL mandates were removed from IEP by IEP team). This is a true gain for the student based on his/her classification.

Based on the 2010 NYSAA **data collected** in each of the content area, our ELLs scored the following:

On the Intermediate Level

Level 4 - ELA - 21	MATH - 19	SCIENCE - 4	SOCIAL STUDIES - 7
Level 3 - ELA - 1	MATH - 2	SCIENCE - 0	SOCIAL STUDIES - 1
Level 2 - ELA - 0	MATH - 0	SCIENCE - 0	SOCIAL STUDIES - 0
Level 1 - ELA - 0	MATH - 1	SCIENCE - 0	SOCIAL STUDIES - 0

HIGH SCHOOL

ELA - Six participated in ELA and six students scored level 4.

MATH - Six students participated in Math and six students scored level 4.

SCIENCE - Four students participated in Science and four students scored level 4.

SOCIAL STUDIES - Four students participated in Social Studies and four students scored level 4.

After examining the results, we noted that no students scored a level 2. In grades, 6, 7, 8 and high school, the predominant score was level 4.

To ensure that the students meet the standards, ESL instruction follows the NYS ESL Standards. ESL strategies such as: Total Physical Approach (TPR), Language Experience Approach, Graphics organizers and Cooperative Learning are used. The use of technology is incorporated to give students additional instructional support. Some of these include The Rosetta Stone Language Program, Words and Concepts software program and English as a Second Language (Standards Deviants School ESL Videos).

Multi-sensory/Multicultural ESL materials are infused throughout all aspects of instructions. These materials may include texts such as Visions and Thompson Corporation that helps students develop their English skills. The Content Connection is also used in classroom instruction along with Harcourt Brace's Picture Dictionary. In addition, academic language skills are supported through instruction that is presented via thematic units (e.g., Units of Study, Learning Experiences), using age-appropriate regalia, manipulatives, photographs, symbols and other visual aides. Smart Boards, multimedia and other technologies are also integrated into lessons and instruction, and hands-on activities. Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 38 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.

To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards. ESL strategies and approaches such as Total Physical Response (TPR), Language Experience Approach, Graphic organizers, and Cooperative Learning are also used. Technology is an integral part of the long term ELLs plan. Computers are used for multimedia projects, accessing information, word processing, publishing, reading and drills. Computer programs have also proven to be valuable resources for introducing or reinforcing content area concepts and augmenting English language skills.

The English as a Second Language (ESL) program of the Hungerford School also provides students with the language skills they need to participate successfully in their regular classes. To meet this goal, ESL instruction addresses the ESL and New York State Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her academic setting.

The proposed Title III program addresses the NYS Standards in ELA 1,2,3,4, ESL 1,2,3,4 & 5 and Arts 1,2,3,4. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase communication, socialization and language skills. According to **Champions of Change: The Impact of the Arts on Learning (1999)**, seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

- Reach students who are not otherwise being reached.
- Reach students in ways that they are not otherwise being reached
- Connect students to themselves and each other
- Transform the environment for learning
- Provide learning opportunities for the adults in the lives of young people
- Connect learning experiences to the world of real work

Our two ESL teachers will split the Title III program. One ESL teacher will teach Sunday ESL Family Days. The other ESL teacher will teach the Saturday Direct Instruction program. The Hungerford School has chosen to partner with Teachers & Writers (T&W) Collaborative with Title III funds to run four, 4-hour **ESL Family Days** on Sundays on: February 13, March 6, April 3 and May 1, 2011 from 10am-2pm. Each workshop will be opened to up to 30 participants (12 students from 12:1:1 ratio and approximately 18 parents- as some families have said that both parents will attend), on a first-come, first served basis). We have been working with T&W for over ten years. We have learned the importance of sustaining an on-going relationship with a successful, highly motivated and flexible teaching artist and arts organization. Our ELL parents and children will be invited to **direct instruction workshops** which include: journaling/free writing, yoga, playwriting/performance-based writing, and poetry. During each workshop, **students alongside with their parent/guardian will learn** different aspects of poetry/journaling and playwriting to help craft their own work. In this collaboration, with the use of group poems, dictated poems, poetry will become accessible to everyone involved. Parents will experience the “conversation” that writing creates, not only with their children, but also with the world around them. Poems from an array of cultures will be represented. Our artist-in-residence will conduct activities which take our students through a variety of writing processes. Our ESL teacher and our paraprofessionals will help make the activities more comprehensible for parents and their children. At the end of each workshop, there will be a discussion of ideas and instructions with parents on how to follow up on these activities with their child at home. In this way, parents

will gain first hand knowledge of the writing processes that their children are experiencing, alongside their children. Parents will be exposed to a variety of writing styles that will serve as models for their own writing. After the four 4-hour Sunday workshops, we will have a 2-hour final celebration and poetry reading on June 5, 2011. Families will come together to share their newly published poems and drawings. The anthology will be a keepsake of the family's experience with poetry and will also be displayed at the Hungerford School and in local libraries on Staten Island. It is our hope that students, teachers, paraprofessionals and parents will become more collaborative team members. Internal school communication and professional dialogue between teachers, paraprofessionals, and parents will increase to positively impact student achievement.

Since research supports delivery of instruction in English, using ESL methodologies (such as Total Physical Response (TPR) and multi-sensory strategies), it should be noted that during ESL Family Days, yoga will be taught to parent and child, as well. Our teaching artist from T&W, alongside our ESL teacher and bilingual paraprofessionals, will also demonstrate how they use yoga in the ESL classroom. Research shows that yoga enhances the mind-body connection, which can improve your mood and physical health - and even lighten various psychological disorders. Improved depression, body image struggles, eating disorders, and even physical problems such as back pain and asthma are some of the health benefits of yoga practice and meditation. The health benefits of yoga are initiated because you're focusing on inner peace. Self-realization, relaxation, focus, and harmony are the cornerstones of yoga.

We will also have five Saturdays of 4-hours of **direct instruction**. The first two-hour group 10am-12pm, (12:1:1 Grade 6, 7, 8 ELL students) will be provided instruction by one of our ESL teachers. Students will make collages, paintings, drawings, sculptures based on literary works. The direct instruction Saturdays will be developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts. Students' work will be displayed in the school, creating their very own Art museum. ESL strategies such as TPR, graphic organizers, Think-Pair-Share, the Learning Experience Approach will be utilized throughout the lessons. Heavy emphasis will be placed on differentiating instruction in, and through the arts, while learning activities within academic learning subjects. Many of our students have severe language delays. Hence, both our teacher and paraprofessionals will use language-based instruction to help develop student's vocabulary and expressive language skills as the art projects are planned and executed. The second two-hour group will be comprised of 12 ELL (12:1:1) students, 12noon-2pm, in alternate assessment (ungraded) Grades 9 -12, and will run similarly. The subject matter will be age appropriate for the older students. Our five Saturdays of direct instruction will be held on February 5, March 5, March 19, April 2, and May 7, 2011. The (3) paraprofessionals participating in the Title III program are language and one-to-one paraprofessionals, who will assist the teachers in differentiating instruction according to students' needs.

Parent and Community Involvement:

All of our instructional activities and PDs will complement ESL services required under CR Part 154. All Title III related information and flyers will be translated to parents by our bilingual staff members. To ensure and increase parent involvement, once translated, information will be both mailed and sent home in book bags. In addition, our parent coordinator will use DOE Translators to make follow up phone calls to all parents whose children are eligible for these services. Our parent coordinator will host a formal meeting for ELL parents along with the Assistant Principal responsible for ESL who will present all aspects of our Title III program. The meeting will occur during the school day.

P721R will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III funded programs. The Brigance Inventory, Lakeshore Assessment, NYSAA, pre-post tests, rubrics, student portfolios and teacher-created tests will

be used. We will use photo-documentation to examine positive, active parent and student involvement. We will look at attendance sign-in sheets. We will display the art activities as well as creative writing and photo-documentation on our bulletin boards to share the success of this program with the entire school community. We will have participants fill out evaluation forms at the completion of each workshop.

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

During the 2010-2011 school year, P721R’S professional development plan will include issues pertaining to the education of ELLs such as: the NYS ESL Standards, Balanced Literacy, the teaching of ESL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ESL instruction, and the adaptation of ESL materials for the education of ELLs with severe disabilities.

Using Title III funding, T&W will also provide **three** 2-hour professional development/parent workshops which will also provide activities and instruction for the parents of our Title III participants) afterschool from 3:30 -5:30 on March 4, April 8, and May 6, 2011) on teaching creative writing in different genres (performance poetry, memoir, playwriting/drama), with our specific student populations (ELLs, special needs, including those with autism, behavioral disorders, severe cognitive impairments and visual impairments). Teachers and Writers PD workshops promote innovative teaching methods and provide practical strategies for integrating the literary arts in the classroom to improve student learning and engagement. Our three PDs will be led by a T&W writer. **Our ESL teachers will incorporate ELL strategies into the T&W PD/ Parent workshops.** ESL strategies used include: TPR, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multisensory approaches. Workshops will also focus on working creatively to help students achieve learning standards in English literacy. Each PD will include two ESL teachers, 3 paraprofessionals, 1 Administrator and up to 10 ESL parents (on a first come-first served basis). These three professional development workshops will offer:

- Hands-on writing exercises that immerse workshop participants in the process of writing.
- Concrete and creative ideas, solutions, and lessons that teachers can take directly back to their classroom, and parents can take home with them.
- Each participant will receive a complimentary copy of a T&W book on the teaching of writing that is appropriate to the population of the teachers’ students and the literary genre covered during the workshop.

Discussions will also include strategies for lesson planning, classroom management and goal-oriented programs for students. It is a further intention to motivate new learning and ideas for staff/administrators/parents working with ELLs with special needs.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When students are admitted, we interview parent, if they come in for intake. We ask what language is spoken at home. If they do not come in we refer to child's IEP and home language survey to determine the language. We then ask parents their comfort level with English. When we access that the parent prefers notices in home language we make plans accordingly. At this time we serve students whose home languages are Russian, Arabic, Spanish, French, Chinese, Polish, Albanian, and Bengali. We use DOE Office of Translation Services to provide translation in the home language. It is also important to realize that we have deaf parents who need an interpreter for oral language. We have found that some of these parents will tell us not to worry about translating documents like the school newspaper because in the school there are people who speak and read English. We contact the Office of Translation to translate all school notices, newsletters, and interview forms, when we have no one in our school building that can provide translations.

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

The school uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings, etc. We use the DOE Office of Translation Services to provide us with the needed written translations.

We have 20 Spanish families, 6 Chinese families, 4 Arabic families, 1 French family, 2 Albanian families, 1 Russian family, 1 Polish family, 1 Bengali family, and 1 Malayalam family. Other families mentioned above are all English speaking. All fliers and newsletters are posted in required languages at the main site.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our Parent Coordinator turns to the Office of Translation Services for translation of our monthly newsletters. Our newsletter goes directly to the Office of Translation for all languages. For flyers, and PTA Conference Notices, our parent coordinator first goes to our in-house staff for translation. If our staff cannot translate the documents, then the Parent Coordinator sends the document to the Office of Translation. A Bill of Rights is sent to all ELL parents in their native language and is posted at all our sites. We have signage and forms at the main site. Emergency Blue Cards in various languages are available. Citywide standards are available in all languages, and “Snow Emergency” notices are sent to all families in native languages and are posted at main site.

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 school will provide oral interpretation services for parents through school staff and parent volunteers. However, if a home language is other than English and we do not have a parent volunteer or a staff member who know the language. We will turn to the Department of Education’s Office for Interpretation and Translation for assistance.

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>.

Parents will be informed monthly through the school newspaper about the service available. It will also be sent in home languages, when we ascertain the language. The school newspaper is mailed each month to the parents’ home. Our Parent Coordinator turns to the Office of Translation Services for translation of our monthly newsletters. Our newsletter goes directly to the Office of Translation for all languages. For flyers, and PTA Conference Notices, our parent coordinator first goes to our in-house staff for translation. If our staff cannot translate the documents, then the Parent Coordinator sends the document to the Office of Translation. A Bill of Rights is sent to all ELL parents in their native language and is posted at all our sites. We have signage and forms at the main site. Emergency Blue Cards in various languages are available. Citywide standards are available in all languages, and “Snow Emergency” notices are sent to all families in native languages and are posted at main site.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS N/A

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” ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <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 N/A

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS N/A

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).
At the present time, we have no students in Temporary Housing, who are currently attending our school.
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 District 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D75 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

School Name:	THE RICHARD H. HUNGERFORD SCHOOL					
District:	75	DBN:	75R721	School		307500015721

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0			89.5	90.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	10	0	1		63.4	0.0	NA
Grade 8	6	8	0				
Grade 9	0	1	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	1		0	1	0
Grade 12	61	0	0				
Ungraded	235	330	338	Recent Immigrants - Total Number:			
Total	312	339	340	(As of October 31)	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	312	339	0	Principal Suspensions	0	3	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	1
Number all others	0	0	339				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	52	66	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	70	83	0
# receiving ESL services only	7	24	TBD				
# ELLs with IEPs	0	32	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	58	63	0
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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
	41	21	52	% fully licensed & permanently assigned to this school	100.0	98.5	0.0
				% more than 2 years teaching in this school	78.8	60.6	0.0
				% more than 5 years teaching anywhere	67.3	56.1	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	88.0	0.0
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	0.0	100.0	0.0
Black or African American	22.8	20.1	22.4				
Hispanic or Latino	15.4	21.2	25.0				
Asian or Native Hawaiian/Other Pacific	7.4	7.1	5.3				
White	54.2	51.3	47.4				
Male	66.0	67.6	68.2				
Female	34.0	32.4	31.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 721	School Name Richard Hungerford
Principal Dr. Mary McNerney		Assistant Principal Mike Pepe	
Coach		Coach	
Teacher/Subject Area Nancy Morales, ESL		Guidance Counselor Lori Raiola	
Teacher/Subject Area Rosaria Cangelosi, ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Janet Manolakas	
Related Service Provider type here		Other Susan Smith, Supervisor	
Network Leader Ketler Louissant		Other Sherma Williams, Para	

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

C. School Demographics

Total Number of Students in School	339	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	11.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

The intake and identification process for students entitled as ELL is conducted in accordance with the "New York State - LEP Identification Process" as per CR Part 154. When students are admitted, a parent interview is conducted by ESL Teachers including Nancy Morales and Sara Cangelosi or qualified pedagogues. Every parent completes the Home Language Identification Survey (HLIS). We ask what language is spoken at home other than English. If the student only speaks English, the teacher stops the LEP Identification Process and a notation is made. The notation indicates that the student only speaks English and "NO" is entered on the OTELE code. If the student speaks another language, the teacher administers the LAB-R to determine eligibility.

The Spanish LAB assessment is administered to Spanish-speaking students, who do not pass the LAB-R. The assessment is administered once a year. We make an attempt to administer during the same time period as the LAB-R.

If the LAB-R indicates that the student is not proficient in English, the parents are invited to a meeting to discuss the English Language Learner (ELL) program options for their child. The New York State English as Second Language Achievement Test (NYSESLAT) is administered annually to all ELLs by ESL Teachers.

In order to inform parents of the ESL program for a newly enrolled ELL student, we send an Entitlement Letter in the child's home language. The parent is informed of the service to which he or she is entitled. This is done in a timely manner, no later than ten school days from the child's date of admission. Within the Entitlement Letter, parents are invited to attend a Parent Orientation session. The session affords parents the opportunity to receive an explanation about the ESL program as well as ask questions. Consideration is provided to parents by scheduling the orientation in the early afternoon and evening. Working parents are provided alternatives in participating in these sessions. Additionally, we offer parents an invitation to participate in one-on-one conferences throughout the school year if they are unable to attend the scheduled orientation. These Parent sessions, both formal and informal, are always conducted by the ESL Teacher, a nurse and Parent Coordinator, with on site translators, if needed. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

We then ask parents about their comfort level with English. When we determine that the parent prefers notices in home language we make plans accordingly. At this time we serve students whose home languages are Russian, Arabic, Spanish, French, Chinese, Polish, Albanian, and Bengali. We use DOE Office of Translation Services to provide translation in the home language. We also have available an interpreter for oral language for deaf parents. We contact the Office of Translation to translate all school notices, newsletters, and interview forms, when we have no one in our school building that can provide translations.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	24

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Total	0	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American:	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							1	5	4	1	3	1	6	21
Chinese							2	1		1			2	6
Russian													1	1
Bengali													1	1
Urdu														0
Arabic									1		1		2	4
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish								1						1
Albanian										1		1		2
Other													1	1
TOTAL	0	0	0	0	0	0	3	7	5	3	4	3	13	38

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

The Hungerford School is a special education school providing a specialized instructional environment for students classified with cognitive disabilities and/or Autism between the ages of 10-21 years. The aim of instruction is to increase students' level of academic achievement, social ability and independent functioning.

The demographics of P721R are as follows: 339 students attend 721R. 106 of these students are in grades 6-8 and 233 students are served in grades 9-12. The ESL program at the Hungerford School delivers English instruction to qualifying students using two different models: Push-In and Pull-Out. Of the 38 ELLs in our program, 22 are mandated for bilingual instructional services (BIS) and 9 are mandated for ESL only. All twenty two BIS-mandated students have alternate placement bilingual (Albanian, Arabic, Chinese, French, Russian, Spanish, Bengali, Polish) paraprofessionals assigned to them. Our LAP policy takes into account and addresses the students' levels of native language proficiency by providing them with alternate placement paraprofessionals who provide native-language support and cross-cultural connections for students, under the direction and guidance of the ESL and classroom teachers.

As mentioned above, the ESL program at the Hungerford delivers English instruction to qualifying students using two different models: Push in and Pull out. In the push-in model, the ESL teacher coordinates and works directly in the mainstream classroom with the teacher. The ESL teacher provides support and assists the ESL students in the content areas and with specific needs. Specifically, the ESL teacher helps students by facilitating small groups in guided reading which is a component of the balanced literacy program. 721R does not have departmentalized programs. The ESL teacher meets with the classroom teachers once a week during preps, every other week, to plan instruction, create materials, and discuss strategies.

In the pull-out model, students function in a homogeneous setting that furthers 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. Reading and Writing is also used during pull-out ESL to support and reinforce what the students are learning in their classrooms. Instruction is based on the ESL standards and ELA standards and alternate grade level indicators (AGLIs). ESL methodologies are integrated into lessons and are used to address math, science, and social studies standards and AGLIs.

All ELLs at P721R are at the beginning level of English language proficiency. Students in grade 6, 7 and 8 are entitled to 360 units of ESL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ESL instruction in as much as this is possible. ESL instruction is provided by a certified/licensed ES: teacher &/or by a monolingual teacher(s) who received a minimum of 10 hours of mandated Jose P training.

The Literacy program- P721 offers a rigorous curriculum aligned to NYS Standards and the Core Curriculum. The Balanced Literacy model is used to foster proficiency in the four language skill areas of listening, speaking, reading and writing. Areas of reading such as decoding, word recognition, print awareness, fluency background knowledge and vocabulary comprehension and motivation to read and areas of writing such as spelling, handwriting, text production, composition, motivation to write are addressed in different levels based upon student performance. Software and digital multimedia are used to enhance and support the development of English literacy. Teachers are encouraged to differentiate instruction as a result of divergent levels of performance. All our students participate in alternate assessment. Students are assessed in ELA, mathematics, science, social studies via the New York State Alternate Assessment (NYSAA). LAB-R and/or NYEESLAT scores for these students are unreliable, as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Brigance, ELA NYSAA, teacher-generated assessments and observations). Teachers also emphasize the Individualized Educational Plan (IEP) and individual goals and objectives. Students receive targeted instruction to focus on literacy deficiencies using small group instruction, tutoring, and lessons regarding fundamental skills.

For ELLs at P721R content area is provided as follows: Our ESL teachers are continuing to infuse ESL instruction with content area materials. The language of instruction is English. ESL strategies include: The Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers). Content area instruction follows the NYS standards and Core Curricula for Content Area teaching in mathematics, science, and social studies and is aligned to Alternate Grade Level Indicators (AGLIs) in each content area.

To differentiate instruction, ESL teachers use graphic organizers, maps, diagrams or charts to display students comprehension of concepts covered. ESL strategies such as: Total Physical Response Approach (TPR), Language Experience Approach, and Cooperative Learning are also used.

The targeted intervention programs for ELLs in ELA, math, science and social studies is as follows:

*Star reported- Daily theme-based and differentiated lessons targeting all academic areas delivered in a small group setting during the school day.

*Adapted Weekly Reader (ABLENET)- Adapted literacy, math, science and social studies instruction delivered in a small group setting during the school day.

* AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. To effectively teach students the teacher provides structure, i.e., set up the classroom so that students understand where to be, what to do, and how to do it, all as independently as possible. TEACCH provides clinical services such as diagnostic evaluations; parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment.

*Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which may include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Flexible Skill Groups, Small Group Instruction, Functional Skill Development, flexible Skill Groups, Thinking Maps, Hands-On Science Instruction, Modification of Text and Curriculum, Small Group Instruction, Use of Visuals and Guided reading.

All thirty eight (38) students on the ESL program are at the beginning level of second language acquisition and receive the minimum units of ESL pursuant to CR Part 54 mandates in as much as this is possible. To assure that the students meet the learning standards, ESL instruction implements the following: NYS ESL standards; ESL strategies such as Total Physical Response, the Language Experience Approach, Cooperative Learning. Various strategies for scaffolding instruction during cooperative learning activities have been adapted for use with ELLs with severe disabilities. Technology is integrated into instruction. The classroom library provides a variety of books to reflect the background, needs and strengths of ELLs. The classroom library includes books on all levels and supplemental, multisensory supports for students with severe disabilities.

Content area is provided as follows: Content area instruction follows the NYS standards and Core Curricula for Content Area teaching in mathematics, science, and social studies and is aligned to Alternate Grade Level Indicators (AGLIs) in each content area. Particular focus is given to preparing students for competitive, supported, and sheltered employment and this is addressed through the NYS Career Development and Occupational Studies (CDOS) learning standards and alternate performance indicators (APIs). Job-skills, functional and literacy skills development are infused throughout all aspects of instruction, as are technology, multisensory and multicultural materials, all of which support the instruction of ELLs. ESL strategies include: The Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers).

To differentiate instruction, ESL teachers use graphic organizers, maps, diagrams or charts to display students comprehension of concepts covered. ESL strategies such as: Total Physical Response Approach (TPR), Language Experience Approach, and Cooperative Learning are also used.

There are not currently any SIFE students at P721R. However, if SIFE students present at P 721 we plan to review their records to determine eligibility for testing. We also plan to group the students appropriately to effectively address their language needs. Presently there are no newcomers to our school. Should a newcomer present at our school, we plan to employ specific instructional strategies. The newcomer students require an opportunity to acclimate to the school setting. The ESL teachers initiate "survival English" for everyday activities. Consultation is conducted with the classroom teachers for a coordinated approach. The classroom teachers also receive consultation from the ESL teachers regarding ESL methodologies and strategies. ESL teachers emphasize relevant language used in the student's everyday life. Instruction is referenced to NYS Learning Standards for ESL.

Our plan for ELL students in our school for less than three years is as follows:

- Focus on the development of academic and functional language
- Students receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.

Our plan for ELL students (9) receiving service for 4-6 years is as follows:

- * Lesson plans address areas of weakness and authentic ESL learning experiences.
- * Emphasis is placed on the development of discrete language skills and academic language proficiency.

There are currently 38 ELL students in our school.

Our transitional plan for long-term ELLs (24) is as follows: Students who have not mastered the New York State ESL standards will continue to have ESL instruction targeted to their needs, their progress closely monitored with assessment completed periodically. The ESL teacher also provides the students with scaffolding support (individual instructional modifications) as necessary to help them to master a new task or keep up with more advanced learners. When scaffolding the teacher provides the students with activities and tasks that:

- Motivate or enlist the child's interest related to the task
- Simplify the task to make it more manageable and achievable for a child
- Provide some direction in order to help the child focus on achieving the goal
- Reduce frustration and risk
- Model and clearly define the expectations of the activity to be performed

Examples of scaffolding strategies used are: the use of picture sequencing with a group of students as a basis for a simple narrative, matching photos or pictures to simple sentences or labels, using cooperative learning groups, and modeling the appropriate thinking or working skills in the classroom. To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards. ESL strategies and approaches such as Total Physical Response (TPR), Language Experience Approach, Graphic organizers, and Cooperative Learning are also used. Technology is an integral part of the long term ELLs plan. Computers are used for multimedia projects, accessing information, word processing, publishing, reading and drills. Computer programs have also proven to be valuable resources for introducing or reinforcing content area concepts and augmenting English language skills.

We have seven x-coded Students who no longer require Bilingual or ESL services according to IEP will be supported for two years with ESL services.

Our plan for continuing transition support for ELLs reaching proficiency on the NYSESLAT is as follows:

- *ELL students will receive ESL services for at least two years. Students will also continue to receive related service supports such as counseling and speech services in English. They will participate in after school and extracurricular programs at the school.
- * support services such as Academic Intervention Services (AIS), content area support.

P721 does not currently have a new program for this school year. Additional P721 does not plan to discontinue any programs this school year.

The English as a Second Language (ESL) program of the Hungerford School also provides students with the language skills they need to participate successfully in their regular classes. To meet this goal, ESL instruction addresses the ESL and New York State Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her academic setting.

After school and supplemental services are offered to our ELLs. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase communication, socialization and language skills. According to Champions of Change: The Impact of the Arts on Learning (1999), seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

- Reach students who are not otherwise being reached.
- Reach students in ways that they are not otherwise being reached
- Connect students to themselves and each other
- Transform the environment for learning
- Provide learning opportunities for the adults in the lives of young people
- Connect learning experiences to the world of real work

Our two ESL teachers will split the Title III program. One ESL teacher will teach Sunday ESL Family Days. The other ESL teacher will teach the Saturday Direct Instruction program. The Hungerford School has chosen to partner with Teachers & Writers (T&W) Collaborative with Title III funds to run four, 4-hour ESL Family Days on Sundays on: February 13, March 6, April 3 and May 1, 2011 from 10am-2pm. Each workshop will be opened to up to 30 participants (12 students from 12:1:1 ratio and approximately 18 parents- as some families have said that both parents will attend), on a first-come, first served basis). We have been working with T&W for over ten years. We have learned the importance of sustaining an on-going relationship with a successful, highly motivated and flexible teaching artist and arts organization. Our ELL parents and children will be invited to direct instruction workshops which include: journaling/free writing, yoga, playwriting/performance-based writing, and poetry. During each workshop, students alongside with their parent/guardian will learn different aspects of poetry/journaling and playwriting to help craft their own work. In this collaboration, with the use of group poems, dictated poems, poetry will become accessible to everyone involved. Parents will experience the “conversation” that writing creates, not only with their children, but also with the world around them. Poems from an array of cultures will be represented. Our artist-in-residence will conduct activities which take our students through a variety of writing processes. Our ESL teacher and our paraprofessionals will help make the activities more comprehensible for parents and their children. At the end of each workshop, there will be a discussion of ideas and instructions with parents on how to follow up on these activities with their child at home. In this way, parents will gain first hand knowledge of the writing processes that their children are experiencing, alongside their children. Parents will be exposed to a variety of writing styles that will serve as models for their own writing. After the four 4-hour Sunday workshops, we will have a 2-hour final celebration and poetry reading on June 5, 2011. Families will come together to share their newly published poems and drawings. The anthology will be a keepsake of the family’s experience with poetry and will also be displayed at the Hungerford School and in local libraries on Staten Island. It is our hope that students, teachers, paraprofessionals and parents will become more collaborative team members. Internal school communication and professional dialogue between teachers, paraprofessionals, and parents will increase to positively impact student achievement.

Since research supports delivery of instruction in English, using ESL methodologies (such as Total Physical Response (TPR) and multi-sensory strategies), it should be noted that during ESL Family Days, yoga will be taught to parent and child, as well. Our teaching artist from T&W, alongside our ESL teacher and bilingual paraprofessionals, will also demonstrate how they use yoga in the ESL classroom. Research shows that yoga enhances the mind-body connection, which can improve your mood and physical health - and even lighten various psychological disorders. Improved depression, body image struggles, eating disorders, and even physical problems such as back pain and asthma are some of the health benefits of yoga practice and meditation. The health benefits of yoga are initiated because you're focusing on inner peace. Self-realization, relaxation, focus, and harmony are the cornerstones of yoga.

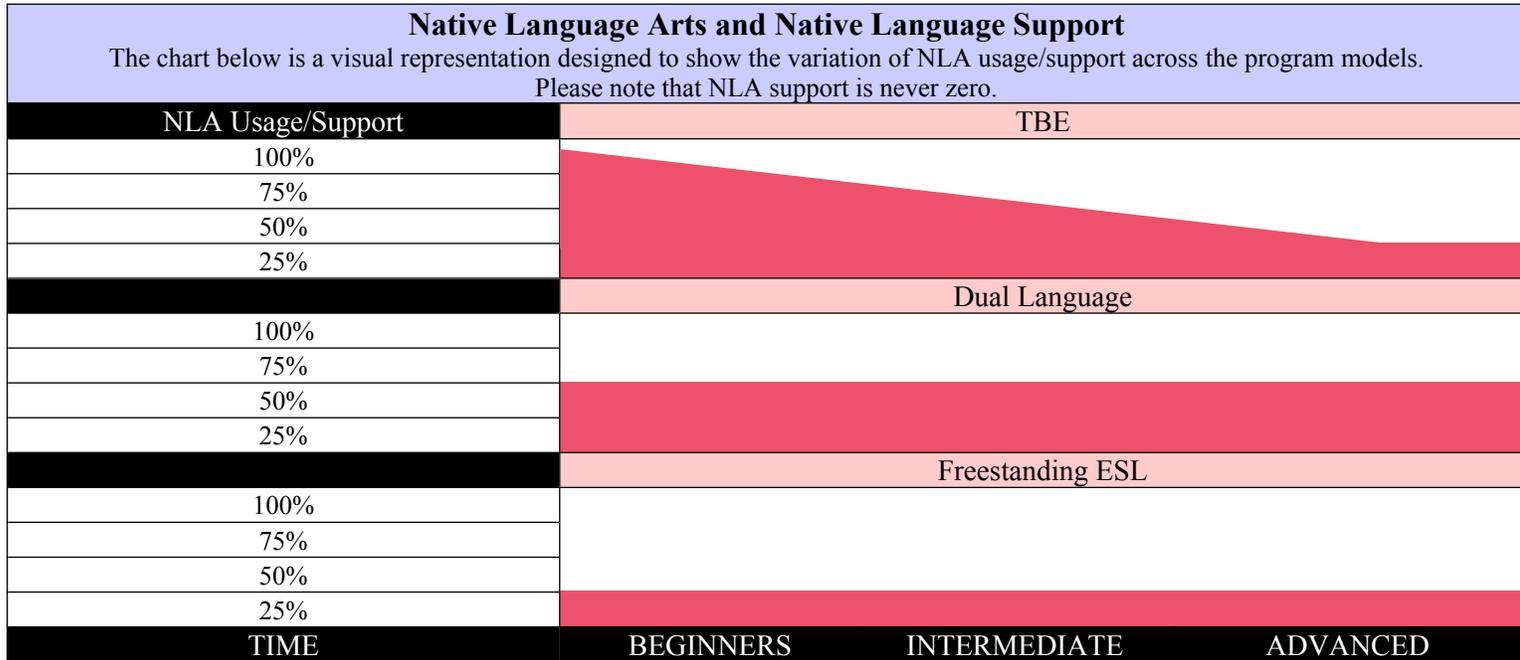
We will also have five Saturdays of 4-hours of direct instruction. The first two-hour group 10am-12pm, (12:1:1 Grade 6, 7, 8 ELL students) will be provided instruction by one of our ESL teachers. Students will make collages, paintings, drawings, sculptures based on literary works. The direct instruction Saturdays will be developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts. Students’ work will be displayed in the school, creating their very own Art museum. ESL strategies such as TPR, graphic organizers, Think-Pair-Share, the Learning Experience Approach will be utilized throughout the lessons. Heavy emphasis will be placed on differentiating instruction in, and through the arts, while learning activities within academic learning subjects. Many of our students have severe language delays. Hence, both our teacher and paraprofessionals will use language-based instruction to help develop student’s vocabulary and expressive language skills as the art projects are planned and executed. The second two-hour group will be comprised of 12 ELL (12:1:1) students, 12noon-2pm, in alternate assessment (ungraded) Grades 9 -12, and will run similarly. The subject matter will be age appropriate for the older students. Our five Saturdays of direct instruction will be held on February 5, March 5, March 19, April 2, and May 7, 2011. The (3) paraprofessionals participating in the Title III program are language and one-to-one paraprofessionals, who will assist the teachers in differentiating instruction according to students’ needs.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Based on the ELA, mathematics, science, and social studies scores, instruction will be focused on the areas in which ELL students demonstrate the greatest need for improvement. Additional opportunities will be provided for students to participate in scaffolded project-based learning, using rubrics (for self-regulation/to check work), multisensory and multicultural materials, and in cooperative groups in the aforementioned areas of concern.

All ELLs at 721R are at the beginning level of English language proficiency. Students in grades 6, 7, and 8 are entitled to 360 units of ESL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ESL instruction in as much as this is possible. ESL instruction is provided by a certified/licensed ESL teacher and/or by monolingual teacher(s) who received a minimum of 10 hours of mandated Jose P training. A variety of genre is used to facilitate content areas and topics for oral discuss. Strategies for both pull-out and push-in models, include various reading response activities that consist of using pictures, flash cards and sentence strips to heighten oral language development. Boardmaker software is also used to develop materials that are individualized to student needs. This facilitates identification and conceptualization of vocabulary.

721R has 38 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Brigance, ELA NYSAA, ABLLS-R, teacher-generated assessments and observations).

All of the students served in either ESL only or Bilingual/alternate placement fall into patterns and proficiency- level descriptions that are similar. For instance, in the area of Listening students can recognize only a very limited numbers of common words and phrases. Students are also limited in their ability to decode words and interpret sound – symbol relationships in English while Reading. When speaking students demonstrate little or no functional communicative ability in English and with the exception of four students, all students have few or no practical Writing skills in English. It must be noted that the majority of the ELLs in our program are non-verbal due to their disability and not due to issues of second language acquisition. In addition, in general, all of our ELL students' cognitive and language disabilities significantly impact their ability to listen, speak, read, and write. Therefore, caution should be exercised when attempting to interpret their proficiency levels based on the NYSESLAT.

When considering the four preceding areas, strengths for all of the students appear to be in the listening and visual perception-area. These strengths are varied in degree and help formulate the particular functional groups being addressed in ESL class. These particular strengths are evident in students' reactions and responses during teacher assessment of student progress at the end of each lesson. This is also obvious when the Words and Concepts software program is used. This program introduces a core vocabulary. Nouns are represented by colorful pictures and a friendly voice guides and motivates. The same pictures are used over and over with cuing and instructional information gradually fading. There is evidence (data program result) that this listening program uses students' strengths to heighten their English vocabulary. Non-ELL students attending 721R have a wide range of abilities dependent upon their classification. However, many students are similar to ELLs in their ability to decode words and interpret sound-symbol relationship. The particular techniques associated with Words and Concepts are also useful for the non-ELL population.

Weaknesses are extremely apparent in the Reading and Writing skill areas. CSE evaluations have determined that many of our students have moderate to severe language difficulties. Functional reading and writing levels can range from pre-k to 2nd grade level. To address

these deficits, individualized mini lesson are prepared to focus on each students specific educational needs. However, school data for 6 years reflects students who have improved and no longer require an Alternate Placement Para and/or ESL (e.g., bilingual/ESL mandates were removed from IEP by IEP team). This is a true gain for the student based on his/her classification.

To ensure that the students meet the standards, ESL instruction follows the NYS ESL Standards. ESL strategies such as: Total Physical Approach (TPR), Language Experience Approach, Graphics organizers, and Cooperative Learning are also used. The use of technology is incorporated to give students additional instructional support. Some of these include The Rosetta Stone Language Program, Words and Concepts software program, and English as a Second Language (Standards Deviants School ESL Videos).

Multi-sensory/Multicultural ESL materials are infused throughout all aspects of instructions. These materials may include texts such as Visions, Thompson Corporation, which help students develop their English skills. The Content Connection is also used in classroom instruction along with Harcourt Brace's Picture Dictionary. In addition, academic language skills are supported through instruction that is presented via thematic units (e.g., Units of Study, Learning Experiences), using age-appropriate realia, manipulatives, photographs, symbols, and other visual aides, Smart Board, multimedia and other technologies integrated into lessons and instruction, and hands-on activities. Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 37 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs

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 N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

During the 2010-2011 school year, P721R'S professional development plan will include issues pertaining to the education of ELLs such as: the NYS ESL Standards, Balanced Literacy, the teaching of ESL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ESL instruction, and the adaptation of ESL materials for the education of ELLs with severe disabilities. Teachers, paraprofessionals, administrators, and support staff participate in professional development activities such as small-group and individual professional development (PD) activities facilitated by the school-based coach, district-wide, and technical assistance and training on assessment (e.g., NYSAA) of ELLs with significant cognitive disabilities. ESL teachers also meet weekly with the assistant principals to share ideas, concerns, successes, etc. on assessing and instructing ELLs with significant disabilities. Ongoing support is being provided by the District 75 Office of ELL. District 75 PD focuses on compliance issues related to LAP, BESIS, All Extension of Services, as well as using technology and learning experiences. New staff will also attend the Jose P training offered by the district.

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?

Paste response to questions 1-4 here

All of our instructional activities and PDs will complement ESL services required under CR Part 154. All related information and flyers will be translated to parents by our bilingual staff members. To ensure and increase parent involvement, once translated, information will be both mailed and sent home in book bags. In addition, our parent coordinator will use DOE Translators to make follow up phone calls to all parents whose children are eligible for these services. Our parent coordinator will host a formal meeting for ELL parents along with the Assistant Principal responsible for ESL who will present all aspects of our Title III program. The meeting will occur during the school day.

P721R will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III funded programs. The Brigance Inventory, Lakeshore Assessment, NYSAA, pre-post tests, rubrics, student portfolios and teacher-created tests will be used. We will use photo-documentation to examine positive, active parent and student involvement. We will look at attendance sign-in sheets. We will display the art activities as well as creative writing and photo-documentation on our bulletin boards to share the success of this program with the entire school community. We will have participants fill out evaluation forms at the completion of each workshop.

Parents will be informed monthly through the school newspaper about the service available. It will also be sent in home languages, when we ascertain the language. The school newspaper is mailed each month to the parents' home. Our Parent Coordinator turns to the Office of Translation Services for translation of our monthly newsletters. Our newsletter goes directly to the Office of Translation for all languages. For flyers, and PTA Conference Notices, our parent coordinator first goes to our in-house staff for translation. If our staff cannot translate the documents, then the Parent Coordinator sends the document to the Office of Translation. A Bill of Rights is sent to all ELL parents in their native language and is posted at all our sites. We have signage and forms at the main site. Emergency Blue Cards in various languages are available. Citywide standards are available in all languages, and "Snow Emergency" notices are sent to all families in native languages and are posted at main site. The school uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings, etc. We use the DOE Office of Translation Services to provide us with the needed written translations.

We have 21 Spanish families, 6 Chinese families, 4 Arabic families, 1 French family, 3 Albanian families, 1 Russian family, 1 Polish family, 1 Malayalam family and 1 Bengali family. Other families mentioned above are all English speaking. All fliers and newsletters are posted in required languages at the main site.

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)							3	7	6	3	4	3	12	38
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	3	7	6	3	4	3	12	38

NYSESLAT Modality Analysis

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

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							0

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

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

NYS Social Studies

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

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								

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.

Paste response to questions 1-6 here

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Based on the NYSA data collected in each of the content area, ELLs scored the following:
On the Intermediate Level – ELA, MATH, SCIENCE, SOCIAL STUDIES

Level 4 - ELA - 21 MATH - 19 SCIENCE - 4 SOCIAL STUDIES - 7

Part VI: LAP Assurances

On the High School Level:

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		