



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ____721K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K721

PRINCIPAL: WENDY WEISS **EMAIL:** WWEISS6@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Wendy Weiss	*Principal or Designee	
Marilyn reich	*UFT Chapter Leader or Designee	
Ellien Santana	*PA/PTA President or Designated Co-President	
Patricia Oristano	DC 37 Representative, if applicable	
Kailin Thomas Richard Martinez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kristine Greene	Member/ teacher	
Amanda Marsala	Member/teacher	
Natalie Valle-Erdmann	Member/teacher	
Bertha Chan	Member/parent	

Maureen Dantzler	Member/parent	
Martina Malone	Member/parent	
Sharon Shields	Member/parent	
Desiree Spadaro	Member/parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, a target group of 50% of classroom and coverage teachers will improve their teaching skills by one level over baseline within 2 of 6 Rubric Competencies in accordance with the Talent Management Pilot utilizing the Danielson Rubric for Effective Teaching

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

721K is participating in the Talent Management Pilot. Early indicators of the Pilot reveal a need for 721K teachers to improve their teaching skills as measured by the Danielson Rubric which is the basis for the Pilot.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Improvement of instructional skills will also be accomplished through the use of professional conversations during post observation feedback sessions with administrators.

Observations will be as follows: 4 Informal Observations and 2 Formal Observations. Professional Development regarding the Talent Management Pilot has been implemented during September Orientation, Election Day and Collaborative Inquiry Team Meetings. Timeline for implementation has been initiated from mid-September 2011 and is ongoing.

Strategies to increase parental involvement -

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I School.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- ***Our involvement in the Talent Management Pilot and our continued efforts to supply all our teachers with valued feedback during post observation conferences.***
- ***Professional development to ensure that all teachers fully understand the elements, components and details of the Danielson Rubric.***

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We have scheduled funds in My Galaxy to pay for coverages for teachers to attend collaborate inquiry meetings, core inquiry and professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 50% of students at 721K's internship sites will increase their communication/problem solving skills by 1 level over baseline as evidenced by assessments utilized within the Unique Curriculum.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As evidenced by observations by administrators, and feedback from job developer and internship site teachers, it is revealed that students need to improve communication/problem solving skills and self-initiative.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The use of the Unique Curriculum and assessments has been introduced to teachers in September 2011 Orientation, Election Day Professional Development and Collaborative Inquiry Team Meetings. Pacing calendar developed to reflect the Unique Curriculum.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Professional development will be presented to teachers during Collaborative Inquiry team meetings and during faculty conferences as well as during PD Conference days. Further staff development will occur during pre and post observation

meetings between teachers and administrators.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We have scheduled funds in My Galaxy to pay for coverages for teachers to attend collaborate inquiry meetings, core inquiry and professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

As evidenced by a reduction in SWIS reports documenting in-school incidents, 721K will decrease the number of in-school student disruptions, 25%, by June 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data collected by newly formed school SAVE Team, reveals the necessity to revise a number of student safety procedures that directly relate to positive student outcomes in areas which include: cafeteria procedures, bathroom procedures, arrival and dismissal procedures. This particularly applies to incidents when substitute paraprofessionals are assigned.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

SAVE Team will reach out to teachers and review past SWIS data to determine baseline of student disruptions and to identify students in need of intervention. Professional Development through Collaborative Team Inquiry meetings, Faculty Conferences and memorandums will inform and assist teachers in a variety of methodologies including: the writing and implementation of individual behavior plans, accumulation of data supporting these plans, the assignment of all paraprofessionals including para substitutes and the efficient distribution of resources during cafeteria period, arrival and dismissal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

This is not a Title I school

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

School will provide appropriate training to teachers and paraprofessionals increasing their expertise and expanding knowledge base regarding positive behavior supports. Monthly Safety Committee meetings will bring to light all teacher concerns regarding students' disruptions. Committee will also begin the process to remedy these concerns.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We have scheduled funds in My Galaxy to pay for coverages for teachers to attend collaborate inquiry meetings, core inquiry and professional development.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht/ Ketler Louissaint	District 75	Borough Brooklyn	School Number 721
School Name The Roy Campanella School			

B. Language Allocation Policy Team Composition [?](#)

Principal Wendy Weiss	Assistant Principal Rosemary DeMastri
Coach Kristine Greene	Coach type here
ESL Teacher Tatiana Bakastova/ESL	Guidance Counselor Michael Mocombe
Teacher/Subject Area Karen Leifsen/ELA	Parent Eliene Santana
Teacher/Subject Area	Parent Coordinator Vivian Soto
Related Service Provider type here	Other Marcy Rosoff-Unit Coordinator
Network Leader Ketler Louissaint	Other type here

C. 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	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	481	Total Number of ELLs	130	ELLs as share of total student population (%)	27.03%
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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. 

721K is a District 75 secondary school for students with developmental disabilities, Autism and multiple handicaps; ages 14-21. All ELLs referred to 721K from other NYC schools are done so through the placement office at the District level; therefore prior to enrollment at 721K, a Home Language Survey would have been completed and part of the student's official record.

Any student first entering the NYS public school system identified as an English Language Learner based on the Home Language Survey, reports in ATS (RPOB) CAP, IEP would have the LAB(English)/LAB-R(Spanish) administered by a NYS certified ESL teacher within the first 10 days of admission into the school system and the NYSESLAT administered by the school annually. Upon analysis of the student's score on the LAB/LAB-R and NYSESLAT, the level of language services to be provided to the student will be in accordance with NYS CR Part 154 policy. The LAB/LAB-R scores along with other standardized tests, the annual NYSESLAT, and Home Language Surveys become part of the student's official record and remain at the school that the student attends. The District 75 placement office would take all of the above into consideration before site offering 721K as an appropriate program. Translation services by clinicians and/or other school staff fluent in the student's native language would be provided during the assessment, evaluation and placement process.

ELLs who have not attended a NYC school prior to enrolling at 721K or are new to the country must and are attending school for the first time must be evaluated by the District CSE (bilingual psychologist and or an English speaking psychologist) At that time an IEP will be completed by the District bilingual psychologist, together with the parent and student. In addition, a Home Language Survey would also be completed in order to determine whether a student is an ELL. If so, then a LAB/LAB-R would be administered in order to assess the student's language functioning level and recommendation of program. All programming options would be explained to the parents and student at that time in their native language. Upon analysis of the student's assessments and other data (taking into account the student's individual needs and supports) an appropriate programming option would be selected. Translation services by appropriate staff fluent in the student's native language would be present during the process. If the ELL does not have the home language survey or was given the LAB(English)/LAB-R (Spanish) during the placement process, then the home language survey will be completed with the parent during the intake process or Parent Orientation. If parent is not able to attend either meetings then Home Surveys and cover letter/instructions would be sent home in the family's native language. This would be followed up by a phone call home by staff who speaks the family's native language to provide further assistance in answering the questions or to provide clarification.

Once it has been determined by the District CSE and Placement Office that 721K is an appropriate program for an ELL, most parents and students tour the program (spring and summer of the preceding year) prior to accepting placement. Various members of the LAP team provide school tours and explain all aspects of the program at 721K including language services/programs. Although there are 3 language programs, 721K only offers 2 types of programs at this time; a TBE Bilingual Spanish program and ESL (a freestanding self-contained ESL program and a pullout ESL program). The two language programs that 721K offers are explained to parents and students

in-depth. Parents and students can visit an appropriate ESL class or Bilingual Spanish class and speak with the teacher in order to get further insight into the programs. Language services at 721K are provided by 3 certified ESL teachers and 1 certified Bilingual Spanish teacher. 721K does not have any bilingual teachers not currently teaching in the school's bilingual program or content area, special education or common branched licensed teachers who hold bilingual extensions or ESL certifications. 721K does not offer foreign language as part of the school curriculum at this time. Parents and students are able to spend time in the ESL and or Bilingual class to see the students, teachers and use of ESL methodologies first hand. If at the end of the tour or orientation meetings parents and students require more information about the three types of language programs (TBE, Dual Language and Freestanding ESL) they are able to meet with the SBST school psychologists, the unit coordinator or school based coach, any of the ESL teachers or bilingual Spanish teacher, administrator or any other school based personnel they would like to meet with. All three programs are discussed prior to the student accepting placement at 721K, during the tour process; parent orientation meetings, and throughout the school year during parent conferences, annual review and triennial conferences. The process is ongoing and parents may inquire or question language services at anytime.

Translators who speak the student's native language are provided to translate for the family as needed. If a student requires a dual language program, which 721K does not provide at this time, or the parent deems the program is not aligned to the CSE recommendation, then the district placement office and CSE representatives are contacted by the school in order to assist with finding a more appropriate program. If the parent's request is aligned with the CSE recommendation, then the parent will sign off on the program offering and an official referral is made to the school. In addition, the student's official records are then sent to the school.

ELLs who according to the IEP require bilingual language services in languages other than Spanish are provided a full-time alternate placement paraprofessional who speaks the student's native language in order to assist them with oral and written translations in monolingual classes including ESL throughout the school day. In addition, it is also the responsibility of the alternate placement paraprofessional to assist with communication between school and the family. ELLs who speak the same language and who are functioning on the same level are placed together in the same class whenever possible in an effort to create a peer base and support for the students.

Translators provide written and oral translations and interpretations as needed in order to ensure that parents and students understand and receive information in their native language. In addition, on September 19, 2011 (evening) and September 20, 2011 (day) a parent orientation meeting was held at 721K. Translations were provided to parents in their native languages as needed. (Turkish, Haitian Creole, Russian, Spanish, Cantonese, Mandarin, Arabic, Hebrew, Yiddish, Vietnamese, Bengali, Urdu, French, Italian, Greek, and Albanian). The orientation meeting provided parents with the opportunity to meet the administration, various members of the LAP team, teachers, and other parents in order to learn more about the school program, language services and models and to ask questions for clarification. Parents were provided ample time to have their specific issues addressed with one of the members of the LAP team.

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

Students are placed in language programs (BIS or ESL) according to the mandates set forth on the student's IEP and in CAP. In addition, LAB/LAB-R and NYSESLAT history reports (REXH), reports in ATS (RLAT, RYOS, RYOB, RLAB and RDGS) student's IEP and other pertinent reports are reviewed by an Assistant Principal within the first week of school to determine the appropriate number of units of ESL services an ELL requires based on the LAB/LABr and NYSESLAT test scores. At 721K for the 2010-2011 school year all ELLs scored at a beginning level on the LAB/LABr and or NYSESLAT, therefore they receive a minimum of 550

minutes of ESL Language which is in accordance to NYS mandated guidelines. Students are grouped according to functioning level and language needs. Upon analysis of the student's records and test history and scores If at this time a student who is new to the country or new to the NYC public school system is identified as an ELL did not have the LAB/LAB-R administered prior to admittance to 721K, then an LAB/LAB-R will be administered within the first 10 days of admittance by one of 721K's certified ESL teachers. The three ESL teachers responsible for the administration of the the LAB or LABr speak Spanish, Japanese, French. Italian and Russian in addition to English.

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

K ● 1 ● 2 ● 3 ● 4 ● 5 ●

Student(130) in IEP(BIS, ESL or Check all that apply) according to their Home Language Survey receive language services as per their IEP and now designated monolingual without ESL services). ELLs who's lagnuage service designation according to their I.E.P.s are serviced by a certified BIS/Spanish(12:1:1) or 3 certified ESL teachers(12:1:1, 8:1:1, 6:1:1 and 12:1:4). ELLs designated for bilingual services as per their IEP in languages other than Spanish and in a ratio of 12:1:1 receives instruction in English with the supports of an alternate placement paraprofessional who speaks the student's native language and received ESL services from NYS certified ESL teacher. All students attending 721K are classified as alternate assessment. All Ells designated BIS, ESL only and monolingual without ESL (ELLs formerly known as X-coded) are administered the NYSESLAT in the Spring of the school year by a certified ESL teacher and a certified special education teacher, with an expertise in ELA.

To ensure that all ELLs are tested, key members of the LAP team cross reference information from students' IEPs, CAP, and ATS reports(RLAT, RYOB,RLAB,RYOS,RDGS). Test procededures are followed. Notices go home informing parents in their native language that students will be participating in the NYSESLAT tests. Schedules are created for the administration of all four parts of the test and disseminated to staff, students and parents. Funds have been scheduled in the school budget to pay for INYS certified ESL teacher, 1 ELA teacher/test coordinator and 1 school coach to administer all four parts of the NYSESLAT to all ELLs. Rosters are created and students checked off as they finish each portion of the test.

These test scores are reviewed annually within the first week of school in September in order to determine and ensure that ELL students receive the appropriate amount of minutes of language services which are based on their NYSESLAT score. Based on the 2011 NYSESLAT scores, all 58 ELL students(newcomers, SIFE and long term ELLs) who currently require language services and the 72 ELL students who according to their IEP receive language services in a monolingual class without ESL , scored on a Beginners level. Therefore the 58 students who currently receive language services as per their IEPs. receive a minium of 550 min of language services from certified ESL teachers as per CR Part 154.

IEP goals are developed by the teacher with the parent and student annually and updated at the end of the school year for mastery. Parents, students and teachers have the opportunity to discuss progress and student needs at this time. In addition language mandates are added or lessened or dropped when parents request a reevaluation. Since the student's language services are driven by the IEP, (parents and students take part in the IEP process)parents must sign off if they agree with the services or can request a modification or change during the scheduled times(annual review and Triennials) or as needed.

Since translators are school based, they are available to attend all conferences (IEP, Triennials, reevaluations, Parent/Teacher conferences, and etc) and clarify options available to their children. Money has been scheduled in MY Galaxy in order to pay for translators for meetings and events which occur after school hours.

Language services and student progress in language acquisition are reviewed and discussed with the student and parent formally during the annual review process once a year and during parent teacher conferences in the fall and the spring. Any other times during the school year (based on the feedback of all personnel including the LAP team, student and their families) recommendations are made to the school pupil personnel team to have lagnuage services re-evaluated or to modified according to the student's progress or need, officially through a triennial or IEP review. Often times, students and or their family advocate to modify the mandates (Bilingual services to ESL or ESL to monolingual without ESL) by requesting a reevaluation of language mandates, in order to pursuit the opportunity to participate in the 721K inclusion program at John Dewey High School, where the ELL is expected to attend classes provided by a monolingual English speaking teachers or at a full time volunteer worksite where students are transported directly to the worksite and back home again. Parents may make these requests because they feel that their children have mastered enough English(receptive and express) to be able to function smoothly and independently in school and in their community. All such request are directed to the school's SBST for re-evaluation.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="radio"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	130
SIFE	6	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	27

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	2	0	1	3	0	1	7	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	1	0	1	5	0
Total	0	0	2	0	1	4	0	2	12	0

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			
Number of ELLs in a TBE program who are in alternate placement: <u>12</u>											

C. Home Language Breakdown and ELL Programs

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

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

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

**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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	1	1	1	1	2	6
Chinese	0	0	0	0	0	0	0	0	0	2	2	2	13	19
Russian	0	0	0	0	0	0	0	0	0	1	1	1	3	6
Bengali	0	0	0	0	0	0	0	0	0	2	1	0	2	5
Urdu	0	0	0	0	0	0	0	0	0	1	0	1	2	4
Arabic	0	0	0	0	0	0	0	0	1	0	0	0	2	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	1	1	2
TOTAL	0	2	8	5	6	25	46							

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All the students (ELLs, newcomers, SIFE and long term ELLs), grades 8-12 are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests (with the exception of the LAB/LAB-R and NYSESLAT) in order to chart competencies in all subject areas. 58 students are LEP/ELLs (SIFE, newcomers and long term ELLs) in a bilingual Spanish class, a pullout and self contained ESL program models (2-8th grade, 10- 9th grade, 7-10th grade, 8-11th grade, and 31-12th grade) and 72 ELLs who according to their are coded monolingual without ESL services for a total of 130 ELLs. All ELLs are serviced as per their IEP. This total number includes students whose IEPs indicate ESL only (6), 52 students in Alternate Placement (3 Arabic, 5 Bengali, 12 Cantonese, 4 Mandarin, 1 Hebrew, 6 Russian, 5 Spanish not in a Bilingual Spanish class, 12 Spanish in a Bilingual Spanish Class, 1 Yiddish, and 3 Urdu. Each student who is mandated to receive ESL services as per the IEP receive ESL instruction by 3 certified ESL teacher(s) through a pull out, departmentalized or self contained class program. These students receive instruction in all the core subject areas (math, science, ELA, social studies) in addition to adaptive physical education, the arts (music, art, photography or theater arts), vocational classes (school-based and community-based). We do not offer foreign language classes at 721K. Since these students are functioning on a beginning level of proficiency according to their scores on their previous NYSESLAT and or LAB/LABR and in analyzing the patterns in students' results, we have found that all the students who took the NYSESLAT in the Spring of 2011, scored "invalid", "NSC" or scored on a beginners level on the test because they were not able to complete all parts of the test therefore, remained on a beginners level in each of the proficiency levels (reading, writing, listening and speaking. This was consistent with their LAB/LABR scores when they entered the NYC public school system, therefore (as prescribed by NYS guidelines for ELLs functioning on a beginners level) they are provided with a minimum of 11 periods (50 min each period) each week for a minimum of 550 minutes-1250 minutes of ESL instruction in English in the subject areas of social studies, vocational, mathematics, literacy or science.

Students (12/12:1:1) in the TBE/Bilingual Spanish class are placed in a self contained class receive instruction in all academic subject areas from a certified Bilingual Spanish teacher with the supports of a bilingual Spanish speaking paraprofessional. This delivery model enables the teacher to more efficiently assess and document the students' acquisition and usage of the English language as well as their practical implementation of literacy skills in the school environment. Since we only have one Bilingual Spanish Class, the teacher is able to monitor, first hand, the progress of the students in the TBE class in the area of Literacy from year to year. In order to meet the range of language and academic needs of the students and to plan appropriate course of study and AIS, the TBE/Bilingual teacher takes into consideration each student's proficiency in both languages (English and in Spanish) scores on the LAB/ LAB-R, NYSESLAT, Brigance Inventories and other summative and formative assessments. All 12 students in the Bilingual Spanish TBE class are performing on a beginners level based on their proficiency scores on the NYSESLAT and LAB/ LAB-R, NYSAA and other informal assessments. The students in the TBE Spanish class are receiving the following mandated minutes of instruction from their Bilingual Spanish teacher: in

A. Programming and Scheduling Information

Spanish for Native Language Arts (12 periods/600 min) and in English for ESL (13 periods/650 min). Students receive 650 hours of instruction daily, which includes lunch(50 min.). The breakdown of instruction for the TBE students by their certified Bilingual Spanish teacher according to subject area is as follows: Health/Science-150 min (3 periods)/NL, Health/Science- 100min(2 periods)/English using ESL for a total of 250 min/Health-Science, Literacy-200min(4 periods)/NL and Literacy300 min(6 periods)/English using ESL for a total of 500 min/Literacy., Social Studies-Transition-100min/NL, Social Studies-Transition250 min(5 periods)/English using ESL. For a total of 350 min/Social Studies-Transition. TBE students who demonstrate a proficiency in the acquisition and usage of the English Language based on their performance on the LAB/LBR, NYSESLAT, NYSAA and a variety of formative and summative data/assessments may have their language services reviewed by the school's Pupil Personnel Team and LAP team on a regular basis throughout the school year. Progress and modifications are discussed with the student and parent and submitted on an individual basis and as needed for reevaluation to the school's SBST team. These TBE students will continue to be serviced with AIS services for a period up to two years.

Students(40) who are designated on the IEP as requiring Bilingual services and where a class in their native language or instructional ratio is not available, receive the services of a fulltime alternate placement paraprofessional to help clarify and translate information in monolingual and ESL classes. Students in 12:1:1 instructional ratio and who speak the same language are grouped together whenever possible and receive instruction in English. Students who require the services of an AP paraprofessionals have their paraprofessionals travel with them from class to class to assist in instruction by providing clarification in both English and the students' native language when needed. These ELLs receive the supports of IEP driven AP paraprofessionals who also assists the teacher as a conduit to communicate to parents and parents to communicate with teachers regarding the needs and progress of the student.

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

A request for an extension of services for 14 ELLs who are in their 4th and 5th years of ESL/BIS services have been processed. Instructional and language services of long term ELLs are closely monitored and reevaluated by the LAP team and PPT teams respectively. The LAP team which is made up of and not limited to administrators, programming coordinator, BIS teacher, ESL teacher, alternate placement paraprofessional if applicable, subject specific monolingual teacher, school psychologist, job developer, and related service providers review the services/mandates of ELL and long term ELL students on an annual basis. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the students age, time in the country, peer interactions, functioning abilities, needs, desires, future placement-after graduation, etc. As ELLs are reevaluated to less restrictive language service models, we continue monitor student progress and functioning in all areas academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed. (see the description of the various instructional language models that 721K has to offer, stated earlier in the LAP). Those long term ELLs that continue to receive language services as per their IEP, receive differentiated instruction that is adapted to meet their needs, upon analysis of per various assessments such as Brigance, NYSAA, student data/progress sheets, NYSESLAT and LABs, Unique Curriculum profiles, and Diagnostic On-line Reading Assessments. These students continue to benefit from peer tutoring, small group and individual instruction, as well as additional supplemental instructional programs such as the Title III afterschool program.

All ELL students(SIFE, long term ELLs, newcomers) who took the Spring 2011 NYSESLAT scored a level 1 or the test was deemed invalid due to the fact that when scoring the test booklets, the students were not able to read and follow the directions of the test, nor comprehend what was being asked of them. The majority of these high school aged (14-21), alternate assessment students are long term ELLs . Due to their cognitive disability these ELLs were not able to score above a beginners level on the Spring 2011 NYSESLAT, therefore, never being able to reach proficiency, based on this assessment. However, these same students scored level 3 and 4 on the 2011 NYSAA (in the subject areas taken-Math, Science, S.S and ELA).Based on the outcome of the 2011 NYSESLAT and in comparison to that of the 2011 NYSAA, it is clear that instructional goals must continue to be individualized that teachers must use other forms of

A. Programming and Scheduling Information

formative and summative assessments to determine student progress in English language proficiency. In addition to any informal assessments that classroom teachers may use to assess the students' functioning level, at the beginning of the school year (October through the first week in November) a Brigance Inventory is completed for each student. The data collected from the administration of the Inventories enable teachers to establish a base line of language and content area skills by assessing the student's areas of strength and deficits in order to plan an appropriate unit of study and AIS in all subject specific areas (appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.). Classroom portfolios and student assessment binders are kept for ELLs in all subject areas which contain student progress sheets and other summative and formative assessment and student work samples depicting the acquisition of specific skills in all subject areas including language. This information is accumulated, tracked and evaluated on a regular basis and interventions put in place as needed in order to bring the student's functioning to the next level.

ELLs who are scheduled to participate in the 2012 NYSAA have been identified. Student work will be collected and evaluated in the Spring of 2012. Classroom Portfolios are kept for each student including ELLs in all subject areas. Since communication skills and literacy skills are major deficit areas for all our students (monolingual, ELLs, newcomers, SIFE and long term ELLs) approaches in instructional

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Since 1992, limited-English-proficient (LEP) student enrollment has nearly doubled. Most recent data from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) indicate that there are close to five million students identified as LEP (NCELA, 2002).. These skyrocketing numbers of LEP students underscore the importance of ensuring that student academic success becomes a reality and that		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

8. 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.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

It is evident that instructional goals must continue to be individualized while addressing the student's needs and taking into account individual strengths, deficits, modes of communication and age. Instruction must be differentiated and presented in a variety of modalities. In addition, materials must be adapted in order to meet the needs of all ELL students (newcomers, SIFE and long term ELLs). Instruction for all students including all level and classification of ELLs is driven by goals set forth in the student's IEP and is differentiated and adapted in order to strengthen and build upon skills in order to address individual student needs. I.E.P. goals for the 2011-2012 school year are currently being done for all students in all subject areas (including language and Native language and ESL goals and will be completed in accordance with their scheduled I.E.P. conference dates. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important skills which ELL students need to develop and hone if they are to reach their potential and excel in ESL, Bilingual and content area classes and function as independently as possible in the school environment and in their home communities. These are major deficit areas for all our students (monolingual, ELL and long term ELLs), approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning are effective in working with ELL students. The Mayer Johnson communication system is also utilized with ELLs who have major language/communication deficits.

ELL students who have major language/communication deficits are evaluated for communication devices as needed. These students are also screened for the use of augmentative communication devices (when appropriate). To supplement and support classroom learning the school and classroom libraries(content areas, TBE and ESL classrooms) include a variety of books on all reading levels that reflect the diverse cultural backgrounds and interests of the students of school.

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

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

In addition, through the availability and use of technology in classrooms(classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural

B. Programming and Scheduling Information--Continued

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In addition, through the availability and use of technology in classrooms(classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In

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

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)?

N/A

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

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.

Every teacher (including ESL and Bilingual) has the chance to identify and evaluate their strengths and areas of need on their individual learning plan. Throughout the school year, every teacher is responsible for seeking appropriate course of action in order to accomplish their personal goals. This includes but is not limited to: attending PD provided by District 75(best practices, regulations, new methodologies, infusing ELS methodologies in content areas), Jose P Training for anyone who needs to fulfill mandated hours, college and online courses, inter class and school visitations to gather information and observe best practices in their areas of need, attending conference, and doing in-depth research. In addition, every teacher shares common professional periods in order to meet collaboratively a minimum of once a week with colleagues that teach similar populations and subject. During these meeting times, ESL and Bilingual teachers are able to bring up various issues, explore viable solutions and share best practices., including how to incorporate ESL methodologies while addressing the school wide instructional themes and successful strategies to meet the needs of ELLs in monolingual classes and to look at authentic student work created by English Language Learners. Monolingual teachers in need of more supports to better address the needs of ELLs in their classrooms are able to meet with ESL and Bilingual teachers on a 1:1 basis or participate in interclassroom visitations. 2 of the 3 ESL teachers and the BIL. Spanish teacher have received 10 hours of Jose P. training. 1 ESL teacher with an conditional ESL certificate is in the process of receiving 10 hours of Jose P. training during the 2011-2012 school year. In addition over 50% of the teaching staff at 721K need the required hours of training. Due to the large numbers and not to disrupt the instructional program at 721K, we have requested that D75/Office of ELLs provide Jose P. training at the school during the 2 staff development days for the 2010-2011 school year. However, due to their constraints, the Department of ELLs was not able to provide the training. Since this is still an area of need, we are making the same request for the 2011-2012 school year. Staff who sign up for Jose P. Training are approved at the school level. Funds are scheduled in the school budget to provide coverages for the staff to attend the meeting. Lists are maintained and updated annually regarding staff who attended Jose P. training and the amount of hours the attended.

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

Funds have been scheduled in order for teachers to attend workshops during the school day if needed. In addition, 721K is planning to provide staff with professional development during the school year on creating SMART goals on the IEP, threading Transition goals in all subject areas, assessment, NYSAA, use of various technology such as the smartboard, iPAD, boardmaker, imovie, to as a means to enhance and facilitate language and literacy etc. New teachers receive the support and ongoing professional development through a school based mentor. The school based instructional coach is also available professional development as needed to provide 1:1 or small professional development as needed. As part of the Title III after school program(pending approval of the plan), 4 PD sessions (2 hours each session) has been scheduled in My GALAXY for staff read and discuss "Improving Comprehension with Think-Aloud Straties by Jeffrey D. Wilhem, PH.D as a means to improve and strengthen languag/verbal skills and comprehension skills of ELLs.

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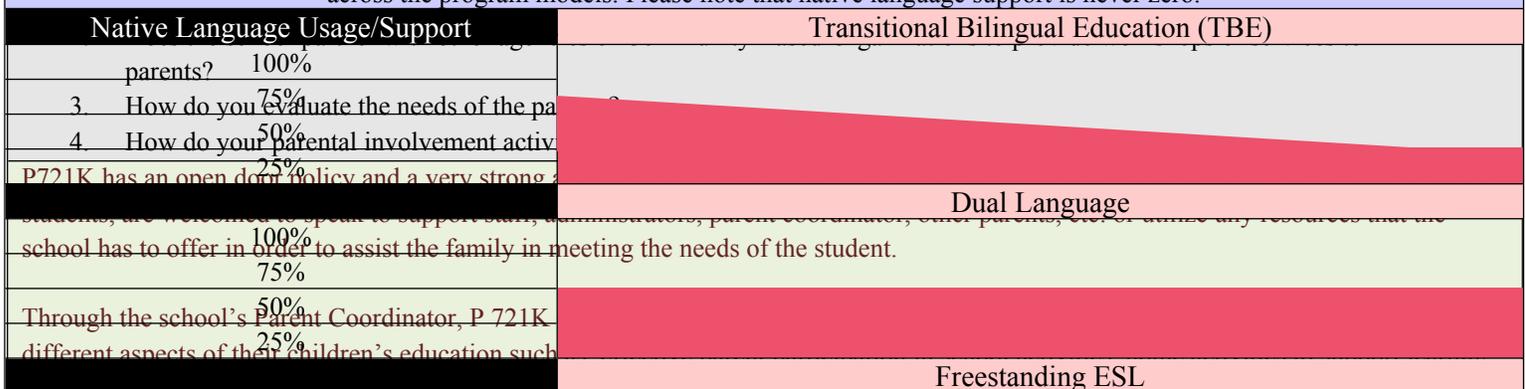
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Native Language Usage and Supports

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



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?

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

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

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

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

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

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

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

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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

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

It is evident that instructional goals must continue to be individualized while addressing the student's needs and taking into account individual strengths, deficits, modes of communication and age. Instruction must be differentiated and presented in a variety of modalities. In addition, materials must be adapted in order to meet the needs of all ELL students (newcomers, SIFE and long term ELLs). Instruction for all students including all level and classification of ELLs is driven by goals set forth in the student's IEP and is differentiated and adapted in order to strengthen and build upon skills in order to address individual student needs. I.E.P. goals for the 2011-2012 school year are currently being done for all students in all subject areas (including language and Native language and ESL goals and will be completed in accordance with their scheduled I.E.P. conference dates. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction.

Literacy and communication are important skills which ELL students need to develop and hone if they are to reach their potential and excel in ESL, Bilingual and content area classes and function as independently as possible in the school environment and in their home communities. These are major deficit areas for all our students (monolingual, ELL and long term ELLs), approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning are effective in working with ELL students. The Mayer Johnson communication system is also utilized with ELLs who have major language/communication deficits.

ELL students who have major language/communication deficits are evaluated for communication devices as needed. These students are also screened for the use of augmentative communication devices (when appropriate). To supplement and support classroom learning the school and classroom libraries(content areas, TBE and ESL classrooms) include a variety of books on all reading levels that reflect the diverse cultural backgrounds and interests of the students of school.

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

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

In addition, through the availability and use of technology in classrooms(classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural

B. Programming and Scheduling Information--Continued

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In addition, through the availability and use of technology in classrooms(classroom computers, smartboards, communication devices, cameras, recorders etc), LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In

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)?

N/A

2. What is revealed by the data patterns across proficiency levels (on the LAB-K 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.

ALL ELLs at 721K are designated alternate assessment on their IEPs. This makes them exempt from taking standardized tests as a means to measure progress and to meet graduation requirements. Since the LAB/LABr and the NYSESLAT standardized tests do not reflect the capabilities or measured gains for ELL students with developmental disabilities, Autism and multiple handicaps, we must rely on other forms of assessment including those which are performance based to better assess early literacy skills of ELLs at 721K. Our highest functioning students including those who are participating in a SETSS program at John Dewey High School do not test out of the beginners level on the NYSESLAT, however, many of these students are functioning on a level 3 or 4 on the NYSAA. In addition, 721K administers the Brigance Inventories to all students in 12:1:1, 8:1:1, 6:1:1 and 12:1:4 instructional ratios. The Brigance Inventories are administered in October of the school year in order to establish base-line skills in ELA. Depending upon the literacy areas the students show as an area of need, teachers then select a minimum of 3 sub-categories they will focus on during the school year for each ELL. In addition, the Unique Curriculum Profiles and the DORA on line reading diagnostic assessment are given to all students including ELLs in 12:1:1 and some in 8:1:1 instructional ratios and the Eden Curriculum assessment for students in 8:1:1, 6:1:1 and 12:1:4 instructional categories starting in September and intermittently throughout the school year in order to measure student gains in the area of ELA/Literacy. These literacy areas are reflected on the English Language Learners IEP. Teachers also use these base-line assessments to plan, adapt and differentiate their lesson plans and activities.

Additional Information

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

.Paste additional information here

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.

Every teacher (including ESL and Bilingual) has the chance to identify and evaluate their strengths and areas of need on their individual learning plan. Throughout the school year, every teacher is responsible for seeking appropriate course of action in order to accomplish their goals. This includes identifying the needs of students with disabilities. District 756 provides training and support for all staff to ensure that every student has the opportunity to learn and succeed.

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Every teacher (including ESL and Bilingual) has the chance to identify and evaluate their strengths and areas of need on their individual learning plan. Throughout the school year, every teacher is responsible for seeking appropriate course of action in order to accomplish their personal goals. This includes but is not limited to: attending PD provided by District 75(best practices, regulations, new methodologies, infusing ELS methodologies in content areas),Jose P Training for anyone who needs to fulfill mandated hours, college and online courses, inter class and school visitations to gather information and observe best practices in their areas of need, attending conference, and doing in-depth research. In addition, every teacher shares common professional periods in order to meet collaboratively a minimum of once a week with colleagues that teach similar populations and subject. During these meeting times, ESL and Bilingual teachers are able to bring up various issues, explore viable solutions and share best practices., including how to incorporate ESL methodologies while addressing the school wide instructional themes and successful strategies to meet the needs of ELLs in monolingual classes and to look at authentic student work created by English Language Learners. Monolingual teachers in need of more supports to better address the needs of ELLs in their classrooms are able to meet with ESL and Bilingual teachers on a 1:1 basis or participate in interclassroom visitations. 2 of the 3 ESL teachers and the BIL. Spanish teacher have received 10 hours of Jose P. training. 1 ESL teacher with an conditional ESL certificate is in the process of receiving 10 hours of Jose P. training during the 2011-2012 school year. In addition over 50% of the teaching staff at 721K need the required hours of training. Due to the large numbers and not to disrupt the instructional program at 721K, we have requested that D75/Office of ELLs provide Jose P. training at the school during the 2 staff development days for the 2010-2011 school year. However, due to their constraints, the Department of ELLs was not able to provide the training. Since this is still an area of need, we are making the same request for the 2011-2012 school year. Staff who sign up for Jose P. Training are approved at the school level. Funds are scheduled in the school budget to provide coverages for the staff to attend the meeting. Lists are maintained and updated annually regarding staff who attended Jose P. training and the amount of hours the attended.

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

Funds have been scheduled in order for teachers to attend workshops during the school day if needed. In addition, 721K is planning to provide staff with professional development during the school year on creating SMART goals on the IEP, threading Transition goals in all subject areas, assessment, NYSAA, use of various technology such as the smartboard, iPad, boardmaker, imovie, to as a means to enhance and facilitate language and literacy etc. New teachers receive the support and ongoing professional development through a school based mentor. The school based instructional coach is also available professional development as needed to provide 1:1 or small professional development as needed. As part of the Title III after school program(pending approval of the plan), 4 PD sessions (2 hours each session) has been scheduled in My GALAXY for staff read and discuss "Improving Comprehension with Think-Aloud Straties by Jeffrey D. Wilhem, PH.D as a means to improve and strengthen languag/verbal skills and comprehension skills of ELLs.

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?

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	6	20	16	14	74	130
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	6	20	16	14	74	130

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	6	20	16	14	74
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	6	20	16	14	74
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	3	23	26

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	0	0	3	0	8	0	15	0	26

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	1	0	25	0	26

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	26	0	26	0	
NYSAA Mathematics	26	0	26	0	
NYSAA Social Studies	26	0	26	0	
NYSAA Science	26	0	26	0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
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Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

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Additional Information

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School Name: 721K

School DBN: 75K721

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wendy Weiss	Principal		11/29/11
Rosemary DeMastri	Assistant Principal		11/29/11
Vivian Soto	Parent Coordinator		11/29/11
Tatiana Bakastova	ESL Teacher		11/29/11
Iliene Santana	Parent		11/29/11
Karen Leifsen/ELA	Teacher/Subject Area		11/29/11
	Teacher/Subject Area		
Kristine Greene	Coach		11/29/11
	Coach		
Michael Mocombe	Guidance Counselor		11/29/11
Ketler Louissaint	Network Leader		11/29/11
Marcy Rosoff	Other <u>Unit Coordinator</u>		11/29/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 75K721 **School Name:** 721k

Cluster: _____ **Network:** 5

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

Part A: Needs Assessment Findings

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

Students' home language is determined by the Home Language Survey. Students and families who require translation, both written and oral, are identified and linked to the language of preference. Participating staff who are assigned as interpreters are matched with the family who requires this preferred language. Parent meetings, workshops, parent-teacher conferences and telephone conversations frequently need, and are provided with, interpreters. Other accommodations included translations of written notices that are sent home..

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

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

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

Part B: Strategies and Activities

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

721k has staff who are fluent in the following languages: Russian, Urdu, French, Haitian Creole, Cantonese, Mandarin, Vietnamese, Yiddish, Hebrew, Greek, Spanish, Italian, Arabic and Polish. These staff members have been identified and are available to translate any written correspondence that the school may send home or written correspondence sent from the family. Time is provided during the school day as needed in order to accomplish the translations in the student's/family's native language. In addition, staff who speak the family's native language follow-up written correspondence with phone calls in order to be able to clarify the written correspondence or to provide additional information as needed. As a means to increase parent/school involvement, staff translators are made available to accompany parents at PA meetings or school conferences where parents may have to read or write information such as surveys, IEPs, completing applications etc. Money has been scheduled in the budget to pay for translators to attend afterschool meetings or to translate information that is sent home in students' native languages.

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.

As with the written translations 721K has identified school staff (teachers and paraprofessionals) available to provide oral translations for students and parents in need of these services. Teachers and paraprofessionals are available for translations to parents to attend meetings or to communicate with teachers, parent-teacher conferences, 721K's Transition Fair, Annual Reviews, PA workshops, intake interviews, telephone conversations and individual meetings. Money is scheduled in the school budget to cover the staff members providing the translations and interpretations as needed. In addition, we are aware of the services that are available from the translation unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parents' Bill of Rights is provided during Annual review time(in our school October-December). Interpretation notice signs and letters are provided to parents via the Parents' Association and the Parent Coordinator. letters home are also translated. 721K offers parents of ELLs ongoing information in their home language and training on different aspects of their children's education such as effective parent participation in school activities and home activities to support learning. Paraprofessionals proficient in English as well as a specific native language serve as translators at transition meetings, parent meetings, parent-teacher conferences and Annual Review conferences.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 721k	DBN: 75K721
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissaint
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 721K's Title III after school program will start January 10, 2012 and end May 10, 2012 on Tuesdays, and Thursdays (3:00-5:00) (2 hours/per session X 2 session/ea week X 18 weeks for a total of 72 hours) pending approval. The Title III after-school program will be taught in English.

Participants of the program will consist of 12 ELLs in an ungraded 12:1:1 instructional ratio. OPT will provide transportation home to any ELL who requires transportation home as per their I.E.P. will be provided transportation by OPT. A NYS certified ESL teacher will instruct the class and 2 alternate placement paraprofessionals (1 Cantonese & 1 Bengali speaking) will provide the supports to students in their Native Language as needed. In addition, the teacher who is fluent in Spanish and the alternate placement paraprofessionals who are fluent in Cantonese and Bengali will be able available to communicate with the parents who are not fluent in English and need to have someone who speaks their native language on hand during the program. 1 assistant principal will supervise the program and 1 secretary will process the payroll and assist with any paperwork associated with the after school program. In addition, Title III funds have been scheduled in the school budget to purchase 3 iPads with protective covers, 1 Macbook and consumable supplies such as copier paper, toner to support the program (see attached Title III budget). The focus of the Title III after-school program will be based on Dr. Jeffrey D. Wilhelm's research based book, "Improve Comprehension with Think-A-Loud Strategies."

Students in 721K's Title III after school program (pending approval) will improve their language and comprehension skills one level over base line established at the beginning of the Title III program (January 2012) using existing assessments i.e. Brigance, Unique Curriculum student profiles, teacher made assessments, and DORA where applicable. The focus and methodologies used for the Title III after-school program is researched based using TPR strategies, Whole Language Experience Approach, scaffolding and graphic organizers. Students will, utilize a variety of resources, such as; the internet, multicultural books and classroom libraries, newspapers, magazines, videos, and any other resource that may be used during the regular school day. Vocabulary will be expanded and literacy/comprehension skills strengthened through conversation, role playing utilizing all ESL methodologies described in detail in the ELL delivery program for P721K. By the end of the program the students will collaboratively create 2 books of fiction comprised of authentic student illustrations and writing. Book one will be completed by March 1st, 2012 and the 2nd by May 10th, 2012. In addition, family members will be invited to a special celebration where they will have the opportunity to participate in a read aloud of one of the culminating stories created by the students. The story telling session will be followed up by a celebration with their families.

Each student's 2011-2012 I.E.P goals, Brigance Inventories, Unique Curriculum student profiles, teacher made assessments, DORA assessments, 2010-2011 NYSAA, LAB/LABR, 2011 NYSESLAT scores will be made available to the teacher of the Title III program in order to establish a base-line for language and

Part B: Direct Instruction Supplemental Program Information

comprehension skills for each student in order to measure student growth in these areas. Informal pre and post assessments will be conducted and student formative and summative data sheets will be generated for each student in order to document progress during the Title III program. The teacher of the program will communicate and update student progress with the daytime teachers of the ELLs participating in the Title III after school program once a month during regular school time collaborative meetings, email and other written correspondence. Research has shown that in order to maximize language acquisition for ELLs, instruction must be planned and differentiated (described above, using the same strategies as used during the regular school day) in order to address each individual student's needs and learning styles; taking into consideration the patterns of student scores on the LAB/LABR, Brigance Inventories, NYSESLAT, NYSAA and other pertinent assessments. In addition, students will use technology to research and prepare the class culminating project. Individual student portfolios will be kept for each student and samples of student work will be sent home at the end of the program.

The Title III after school teacher will be available to speak to the parents regarding the progress of the students during parent teacher conferences and IEP conferences. Parents will receive a progress report twice (March 1, 2012 and the May 10, 2012) during the Title III program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Staff (ESL teacher, two alternate placement paraprofessionals and supervisor) of the Title III program will participate in 4 professional development workshops on January 9, 2012; Jan. 23, 2012; Jan 30, 2012 and February 6, 2012. Each session will meet for two hours from 3:00-5:00, totaling 8 hours of professional development. Participants of the workshop will read and discuss the book "Improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhem, PH.D." Staff will work collaboratively to read, discuss, identify and incorporate "Think A Loud" strategies in the classroom as a means to strengthen language, writing and comprehension skills of English Language Learners participating in the 2011-2012 Title III after-school program. The professional development workshops will be provided at the beginning of the Title III program so that all staff working the program will read, discuss and apply the strategies described in Dr. Wilhem's book. Application and refinement of the techniques will be ongoing throughout the program.

The agenda for each of the professional development sessions will be as follows:

1. Read 2-3 chapters of the book.
2. Identify specific "Think A Loud" strategies detailed in the book to improve and strengthen

Part C: Professional Development

language/verbal and comprehension skills

3. Discuss how these strategies apply to ELLs

4. Develop and adapt ways to incorporate the strategies into instructional practices in the classroom

In addition, the first 30 minutes of professional development sessions 2-4 will be spent with staff discussing how "Think A Loud" strategies were actually used during the Title III after-school program with ELL participants. Staff will identify which strategies worked and which needed further adaptations in order to address the needs of ELL students in attending the Title III after-school program. The remainder of the professional development session will be spent reading the next several chapters of the book, identification and application of the next set of strategies.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

September 19, 2011(evening) and September 20, 2011(daytime) parent orientation workshops were conducted. Parents were provided with an overview of the school program and instructional focus for the 2011-2012 school year. This overview included various after-school programs which we have had and plan to continue during the current school year, including the Title III after school. At the orientation session, parents interested in the Title III after-school program completed an initial interest form in order to be contacted at a later date. Parents of ELLs will receive official notices in their native language (Bengali, Urdu, Russian, Spanish, Cantonese, Mandarin, Vietnamese, Turkish, Hebrew, Haitian Creole, Yiddish, Italian, and Greek) describing the particulars of the proposed Title III program during parent teacher conferences on November 3, 2011 (12:30-3:00 and 5:30-8:00). Staff will be on hand to answer any questions parents may have about the Title III program. Translators will be on hand to provide information to parents as needed. Staff will provide translated letters regarding the Title III program in languages in which the DOE did not provide official translated letters.

Any parent showing interest in the proposed Title III after-school program and not able to attend the parent teacher conference, will be contacted by a school translator and the particulars of the program discussed over the phone prior to the onset of the program and permission forms sent home.

Parents who are still interested in having their young adults participate in the after-school program and who returned the permission forms will officially be contacted. A parent orientation meeting concerning the Title III program will be conducted as an extension of the school's regular monthly parent

Part D: Parental Engagement Activities

association meeting once the Title III program has been approved. Parents will have an opportunity to meet the staff running the Title III after-school program. Translation and interpretation was provided by the Parent Coordinator and paraprofessionals who speak the parents' native languages.

The second Thursday of each month beginning in February 2012 (2/9, 2012, 3/8/2012 and 4/12/2012 and 5/10/2012) parents will be invited to attend the Title III program along with their student and participate in the program's activities for that day. The program will assist parents in helping their young adults increase their comprehension skills through the creation of illustrated fiction books. In addition, they will participate in a culminating activity and celebration will take place on May 10, 2012. Samplings of authentic student stories will be read aloud at the celebration.

In addition, once a month, the parent association conducts evening parent workshops (5:30pm-8:00pm) followed-up by a morning (10:00am-11:30am) meeting the next day. Topics presented at these meetings range from Guardianship, respite care, where students go after they age out of the DOE at age 21, behavior management at home, Autism, case management, after-school and holiday programs, etc). These workshops are primarily facilitated by the parent association and the parent coordinator. The topics of the workshops are discussed and selected according to the needs of the parent members. School administrators are invited to speak at these sessions and are on hand for the evening parent workshops and follow-up. In addition, the school transition coordinator, other pertinent school personnel and adult service agency personnel are also asked to attend meeting to present information to parents regarding a particular topic of interest. Translators are available in the parent's native language for all meetings. In addition, metro cards are provided for any family member who requires it in order to attend the meetings and to participate in the afterschool program with their young adult during the scheduled "family" sessions.

Parents of ELLs support and celebrate their young adult's achievements by attending student based performances throughout the school year, school based best practice fairs (Literacy and Social Studies; Math, Science and Technology) in addition to any other special classroom events.

Parents of ELLs are notified by the parent coordinator of parent workshops offered by the DOE that they may attend throughout the school year. These workshops are also discussed at the monthly parent association meetings.

In addition, to all of the above parent involvement activities, parents of ELLs participate in the intake, I.E.P & triennial and aging out process for their young adults. All aspects of the students educational needs, level of supports and progress are discussed, developed and modified as needed, including language services.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

	Sub Total -PD per session subtotal \$1,283.60	16 total paraprofessional PD hours (8 hours for each paraprofessional X 2 paraprofessionals) per session rate \$29.00 per hour/ 1 paraprofessional X 2 hours per PD workshop(\$58.00) X 4 PD workshops=\$232.00 X 2 paraprofessionals=\$464.00
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	Total \$2,802.26	-Purchase 3 iPads \$500 each iPad X 3 iPads=\$1,500 -Purchase of hard protective jackets for iPads- \$30.00 each jacket X 3 jackets=\$90.00 -1 Macbook 13.3 inches \$1,045.80 -injet paper \$166.46
Educational Software (Object Code 199)	\$250.00	To purchase Applications for the iPads
Travel	\$67.50	Metro cards to attend Title III program and activities Metro cards \$2.25 one ride X 2(round trip)=\$4.50 X 15 participants=\$67.50
Other	\$217.44	Funding to purchase items for the culminating celebration at the end of the Title III program
TOTAL	\$16,420	\$16,420

