



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **721M**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **75M721**

PRINCIPAL: **ANTOINETTE BELLO**

EMAIL: **ABELLO2@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
Antoinette Bello	*Principal or Designee	
Henry Gonzalez	*UFT Chapter Leader or Designee	
Jocelyn Chicon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dorothy Arroyo	Member/Assistant Principal	
Laura Hanrahan	Member/Teacher	
Carole Bonhomme	Member/Speech Teacher	
Maureen Brown	Member/Teacher	
Ritza Lino	Member/Parent	
Valerie Drayton	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, there will be increased student engagement as evidenced by improved targeted, individualized instruction as measured by low-inference observations to enhance student outcomes.**

### **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 cited in our 2010 – 2011 Quality Review, we need to heighten our students' levels of engagement to extend their learning. The reviewer stated in the "What the School Needs to Improve" section of our Quality Review report: "Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning." This year our school is participating in the Talent Management Pilot which focuses on educational competencies viewed through collaborative examination of student work that heightens teacher effectiveness and enhances student outcomes. One of the competencies that we will focus on this year is "engaging students in learning".

### **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

~~ Conduct Professional Development in the area of the Talent Management Pilot (TMP) including a framework for teaching. (Introduction: September 2011 Orientation Meeting and Cohort Meeting in September 2011; workshops and Cohort Meetings monthly throughout the school year (October 2011 through June 2012).

~~ Teachers and Administrators will participate in Cohort Meetings (September 2011; December 2011 through June 2012) to discuss and explore the Talent Management Pilot, framework for teaching and the collaborative examination of student work.

~~ Discuss and reflect on the implementation of the Talent Management Pilot with other members of the school community during various meetings [e.g., School Leadership Team Meetings (October 2011 through June 2012), Principal Student Advisory Council (PSAC) Meetings (monthly beginning December 2011), student assemblies (beginning December 2011), Cohort Meetings (September 2011; December 2011 through June 2012), Parent Association Meetings (September 2011, October 2011 and June 2012), Faculty Meetings (once a month October 2011 through May 2012), Paraprofessional Meetings (November 2011 and January 2012), Collaborative Inquiry Team Meetings (December 2011 through June 2012), monthly school committee meetings, etc.].

~~ Administrators will meet with school's Talent Management Coach several times monthly to complete co-observations, discuss techniques/information and

develop plans/strategies (October 2011 through June 2012).

~~ Administrators and the TMP Coach will conduct co-observations on a scheduled basis (5 to 6-week cycles); and teachers will be given specific, timely verbal feedback within 5 school days of each observation (November 2011 through May 2012).

~~ Administrators and selected teacher(s) will participate in TMP Professional Development sponsored by the New York City Department of Education (beginning September 2011).

~~ Administrators will conduct classroom observations (full and partial observations) in frequent cycles for teachers (November 2011 through May 2012).

~~ Teachers will receive written observation reports for full observations (January 2012 through May 2012).

~~ TMP updates will be presented periodically in the school's Daily News publications (September 2011 through June 2012).

~~ Professional Development on the topic of student engagement will be offered to teachers through workshops, Cohort Meetings and ARIS Learn (December 2011 through June 2012).

~~ Teacher growth in the area of engagement will be charted by Administrators (documentation/log) after each partial and full observation and reviewed with teachers to develop next steps for growth (November 2011 through May 2012).

~~ Teachers will participate in interclass visitations to view examples of high levels of student engagement (December 2011 through June 2012).

### **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.

~~ Parent Workshop related to educational competencies and how they affect students' mastery of skills

~~ School Leadership Team Meetings and Monthly Parent Association Meetings

~~ Interpretation services

~~ Parents will be trained on how to use ARIS Parent Link

~~ Parent Resource Area

~~ Parent Invitations to I.E.P. Conferences, Open School Week, Transition Planning, Agency Tours, and Educational Events such as Positive Behavior Intervention Supports Assemblies, Attendance Assemblies and Achievement Fairs

~~ School Newsletters and Calendars

### **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.

~~ We at 721M use many strategies and techniques to attract teachers, retain qualified teachers and strengthen teachers' professional skills. We acquire teachers to complete our interview process through various modalities such as conferring with personnel from the District 75 Human Resources Office, referring to the New Teacher Finder website where we post vacancies and review resumes of applicants, as well as, the resumes of other teachers listed on this site, attend Hiring Halls, and network with other District 75 personnel including Administrators of other schools. We are introduced to possible teacher candidates through our partnerships with Universities/Colleges. We are also advocates of the Department of Education's Career Ladder Program that encourages and supports paraprofessionals in pursuing educational goals to become teachers. A few members of our staff have taken advantage of this program and are now teachers in our school.

Teachers of our school community are offered varied opportunities to increase their skills, such as: Professional Development at the District level and at the school level in diverse areas; mentoring; inter-class, inter-site, and inter-school visitations; guidance and support from District coaches and the District 75 Teacher Development Specialist; Cohort Meetings; and feedback from full and partial observations (Talent Management Pilot). Differentiated professional development is provided for teachers based on need (as determined through classroom walkthroughs and observations), teacher interest, needs assessments, collaborative inquiry-based research, class/school programs, and student populations served.

**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.

In order to support this goal, we have incorporated the Talent Management Pilot Program through the New York City Department of Education. To encourage student engagement, we have implemented activities paired with Project ARTS, Title III, Get Ready to Learn (Sensory Program) and service projects.

**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.

- ~~ Tax levy budget to fund the cost of instructional supplies
- ~~ Teacher Per Session for Afterschool Professional Development
- ~~ Mentors
- ~~ Educational Advisors and Coverage Teachers
- ~~ Administrators
- ~~ Talent Management Pilot Personnel
- ~~ Network Leader
- ~~ District 75 Coaches, Teacher Development Specialist and other District personnel

## 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, there will be improved student proficiency in functional English Language Arts and mathematics skills as evidenced by appropriate student completed tasks aligned to the Common Core Learning Standards (CCLS) to enhance students' transition skills.**

### **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.

~~ To successfully prepare our students with essential career-ready skills, we need to immerse them in demanding learning experiences throughout the curriculum. We need to expose our students to tasks that promote critical thinking and problem solving in order to guide them in deciphering authentic problems in real-world situations. As we implement new educational programs for our students, we need to make certain that all students regardless of their functional levels have the opportunities to participate in cognitively demanding learning experiences based on their individualized abilities. We have begun to provide our students with more consistency in assessment and educational programs, and we need to incorporate instructional tasks that instill higher learning for all students.

### **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.

~~ Communicate with parents on the use of assessment, curriculum, the Citywide Instructional Expectations, and the Common Core Learning Standards (CCLS) through Parent Association Meetings (September 2011 and January 2012), School Leadership Meetings (December 2011), and written communication (January 2012).

~~ Conduct Professional Development for teachers in the area of assessment and the use of the Student Annual Needs Determination Inventory (SANDI) for students in 12:1:1 and 12:1:4 classes (October and November 2011).

~~ Assess each student through the implementation of SANDI (by December 2011 and May 2012).

~~ Develop goals/objectives for students based on the results of SANDI data (beginning October/November 2011).

~~ Conduct Professional Development for teachers in the area of the school-wide use of the UNIQUE Learning System for students in 12:1:1 and 12:1:4 classes --- High School and Transition Levels/Bands (October and November 2011).

~~ Implementation of the UNIQUE Learning System (October 2011)

~~ Conduct Professional Development for staff members in the area of the Common Core Learning Standards (September 2011, December 2011, and January 2012).

~~ Teachers and Administrators will participate in Cohort Meetings reflecting on the areas of assessment, curriculum, looking at student work, and the CCLS (October 2011 through June 2012).

- ~~ Analyze and reflect on the implementation of literacy and mathematics tasks with other members of the school community during various meetings (e.g., Principal Student Advisory Council/ PSAC (January 2012), student assemblies (January 2012), Cohort Meeting (December 2011), Parent Association Meeting (January 2012), Faculty Meeting (December 2011), Paraprofessional Meeting (January 2012), school committee meetings, etc.).
- ~~ Monitor/track the completion of each student's tasks using a timeline and checklist (January through May 2012 ~~ winter/spring).
- ~~ Review of students' work with parents (March 2012)
- ~~ Review of students' work and related checklists/rubrics at Cohort Meetings (January 2012 through May 2012)
- ~~ Review of students' work and related checklists/rubrics with Administration (January 2012 through May 2012)
- ~~ Student work (completed tasks) and related checklists/rubrics included in student binders (May 2012 through June 2012)

### **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.
- ~~ Parent Outreach Conducted by the Parent Coordinator and Various School Staff Members
- ~~ Parent Workshop on the Citywide Instructional Expectations
- ~~ School Leadership Team Meetings and Monthly Parent Association Meetings (discuss Citywide Instructional Expectations)
- ~~ Interpretation Services
- ~~ Positive Comments to Parents/Guardians Log
- ~~ Parents will be trained on how to use ARIS Parent Link
- ~~ Parent Resource Area (including literature on the Citywide Instructional Expectations)
- ~~ Parent Invitations to I.E.P. Conferences, Open School Week, Transition Planning, Agency Tours, and Educational Events such as Positive Behavior Intervention Supports Assemblies, Attendance Assemblies and Achievement Fairs
- ~~ School Newsletters and Calendars

### **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.
- ~~ We at 721M use many strategies and techniques to attract teachers, retain qualified teachers and strengthen teachers' professional skills. We acquire teachers to complete our interview process through various modalities such as conferring with personnel from the District 75 Human Resources Office, referring to the New Teacher Finder website where we post vacancies and review resumes of applicants, as well as, the resumes of other teachers listed on this site, attend Hiring Halls, and network with other District 75 personnel including Administrators of other schools. We are introduced to possible teacher candidates through our partnerships with Universities/Colleges. We are also advocates of the Department of Education's Career Ladder Program that encourages and supports paraprofessionals in pursuing educational goals to become teachers. A few members of our staff have taken advantage of this program and are now teachers in our school.

Teachers of our school community are offered varied opportunities to increase their skills, such as: Professional Development at the District level and at the school level in diverse areas; mentoring; inter-class, inter-site, and inter-school visitations; guidance and support from District coaches and the District 75 Teacher Development Specialist; Cohort Meetings; and feedback from full and partial observations (Talent Management Pilot). Differentiated professional development is provided for teachers based on need (as determined through classroom walkthroughs and observations), teacher interest, needs assessments, collaborative inquiry-based research, class/school programs, and student populations served.

**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.

In order to support this goal, we have incorporated activities through Project ARTS, Service Projects, and Title III. Students will partake in literacy-based and mathematics-based programs through their instructional programs to increase academic and transition skills.

**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.

- ~~ Collaborative School-Based Inquiry Team Funding
- ~~ Tax Levy Funding to Fund the Purchase of Instructional Supplies
- ~~ Title III Allocation Funding
- ~~ Technology Liaison
- ~~ Parent Coordinator
- ~~ Educational Advisors, Coverage Teachers, Counselors, Unit Teacher, and Administrators

### 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.

**By June 2012, there will be improved parental involvement and participation as evidenced by an increase in collaborative planning around student growth, development, and post-school planning conferences as measured by a 10% increase in parent attendance at related meetings and events.**

#### **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 there is a high correlation between parent involvement, home/school collaboration and student success, it is important to include the entire school community including parents/guardians in all aspects of our students' educational programs. Based on the parent participation rate of our Learning Environment Survey for the 2010 – 2011 school year, only 55% percent of our parents completed this survey. Of the parents who completed this survey, a small percentage of “don't know” and “very unsatisfied” responses were indicated by parents. Although the number of parents who participated in meetings, school activities, and workshops during the 2010 -- 2011 school year increased slightly compared to the 2009 -- 2010 school, a very limited amount of parents attended these events; and we as a school community need to increase our level of parental involvement at each school function (I.E.P. Conferences, Transition Planning Meetings, Travel Training Interviews/Meetings, workshops, special events, etc.) to enable us to increase student success.

#### **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.

~~ Parental Interest Inventories will be sent to parents to determine their needs and the types of workshops/meetings they would find useful (November 2011).

~~ A yearly schedule of Parent Association Meetings will be sent to all parents (September 2011).

~~ An administrator will participate at Parent Association Meetings (September 2011 through June 2012).

~~ A minimum of three student celebration presentations will take place on the same day as Parent Association Meetings (February, April, and June 2012).

~~ The school community will conduct an outreach effort targeting parental participation in the Parents' Association via phone calls and newsletters as documented on outreach logs (November 2011 through May 2012).

~~ Workshops on the varied topics of ARIS, the Learning Environment Survey, Guardianship, I.E.P.'s, Transition, Sex Education and Family Living, and Travel Training along with other workshops presented by various community-based organizations and workshops indicated on Parental Interest Inventories will be presented for parents (October 2011 through June 2012).

~~ A monthly calendar of events will be distributed to parents (December 2011 through June 2012).

~~ A faculty meeting on methods and strategies to improve parent involvement will be conducted (January 2012).

- ~~ Contact numbers for the Principal, Assistant Principals, Parent Coordinator, Transition Linkage Coordinator, and Job Developer will be distributed to parents (October 2011).
- ~~ Email addresses of Educational Advisors will be distributed to parents (November 2011).
- ~~ Positive phone calls regarding students will be conducted by teachers to parents. Logs of positive calls will be submitted monthly by teachers and reviewed on a monthly basis by administrators (September 2011 through June 2012).
- ~~ Invitations to school events will be sent to parents (October 2011 through June 2012).
- ~~ Our school website will be updated (by January 2012).
- ~~ Newsletters (in preferred languages) from the Parent Coordinator will be distributed to parents five times a year (November 2011, December 2011, February 2012, April 2012, and June 2012).
- ~~ Newsletters (in preferred languages) from the Principal will be distributed four times a year (January 2012, March 2012, May 2012, and June 2012).
- ~~ Translation services will be available at all school parental meetings and workshops (September 2011 through June 2012).
- ~~ The Celebration Newsletter which highlights activities and student work from various classes will be distributed three times a year to parents (December 2011, March 2012, and June 2012).
- ~~ School staff and the School Leadership Team will review the results of the 2011 Learning Environment Survey to determine satisfactory and unsatisfactory responses from parents (December 2011).
- ~~ Parental workshop on the Learning Environment Survey will be conducted (February 2012).
- ~~ Parents will be invited to partake in the Learning Environment Survey during Parent/Teacher Conferences, Open School Week, and at other times during the designated survey period. Raffles and incentives will be awarded to encourage parental participation in this survey (March and April 2012).
- ~~ Both the Principal and the Assistant Principals will meet with the Parent Coordinator on a monthly basis to identify parental needs, explore ways to encourage and increase parent participation, and review attendance sheets (October 2011 through June 2012).
- ~~ Administrative Meetings which include Administrators, Job Developer, Unit Teacher, Transition Linkage Coordinator, and Parent Coordinator will be held to explore ways to heighten the home/school connection (4 times a year... November 2011, January 2012, March 2012, and May 2012).
- ~~ Two Parent Workshops correlated to our Title III Program will be conducted (Spring 2012).
- ~~ Secure money from school budget allocations to purchase MetroCards, refreshments, supplies, etc. for parent use.

### **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.
- ~~ Parent Outreach Conducted by the Parent Coordinator and Various School Staff Members
- ~~ Parent Outreach Conducted by the PA Executive Board
- ~~ Parent Workshops in the areas of Guardianship, IEP's, Transition, Sex Education and Family Living, Travel Training, CCLS/Curriculum, ARIS
- ~~ Parental Needs/Interest Survey
- ~~ Parents will be trained on how to use ARIS Parent Link
- ~~ School Leadership Team Meetings and Monthly Parent Association Meetings
- ~~ Interpretation Services
- ~~ Positive Comments to Parents/ Guardians Log
- ~~ Parent Resource Area
- ~~ Parent Invitations to I.E.P. Conferences, Open School Week, Transition Planning, Agency Tours, and Educational Events such as Positive Behavior Intervention Supports Assemblies, Attendance Assemblies and Achievement Fairs
- ~~ School Newsletters and Calendars

**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.

~~ We at 721M use many strategies and techniques to attract teachers, retain qualified teachers and strengthen teachers' professional skills. We acquire teachers to complete our interview process through various modalities such as conferring with personnel from the District 75 Human Resources Office, referring to the New Teacher Finder website where we post vacancies and review resumes of applicants, as well as, the resumes of other teachers listed on this site, attend Hiring Halls, and network with other District 75 personnel including Administrators of other schools. We are introduced to possible teacher candidates through our partnerships with Universities/Colleges. We are also advocates of the Department of Education's Career Ladder Program that encourages and supports paraprofessionals in pursuing educational goals to become teachers. A few members of our staff have taken advantage of this program and are now teachers in our school.

Teachers of our school community are offered varied opportunities to increase their skills, such as: Professional Development at the District level and at the school level in diverse areas; mentoring; inter-class, inter-site, and inter-school visitations; guidance and support from District coaches and the District 75 Teacher Development Specialist; Cohort Meetings; and feedback from full and partial observations (Talent Management Pilot). Differentiated professional development is provided for teachers based on need (as determined through classroom walkthroughs and observations), teacher interest, needs assessments, collaborative inquiry-based research, class/school programs, and student populations served.

**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.

In order to support this goal, we have incorporated partnerships with community-based organizations and agencies. We also collaborate with the District 75 Office of Parent Involvement. We have parents participate in Title III activities such as workshops and student celebrations.

**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

~~ Parent Involvement Funds from the Parent Coordinator budget

~~ School Leadership Budget (SLT Stipends)

~~ Title III Allocation Funding

~~ Tax Levy Funding to fund the purchase of Metrocards, supplies, raffle incentives/give-aways, refreshments, child care services, etc.

~~ Family Worker and Parent Coordinator

~~ District 75 Office of Parent Involvement

~~ School Transition Linkage Coordinator and District 75 Transition Coach

~~ Job Developer

~~ Technology Liaison

~~ Educational Advisors, coverage teachers, counselors, Unit Teacher, school aides, secretaries, Attendance Teacher and Administrators

~~ School Leadership Team Members

~~ Parent Association Executive Board Members and Parent Association Members

~~ District 75 Travel Training Personnel

~~ Community-Based Organizations and Agency Personnel

## 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.

**By June 2012, there will be a decrease in inappropriate student behaviors as evidenced by a commensurate increase in students demonstrating positive social/emotional behaviors and measured by a 10% increase in the number of students achieving the highest level status in the school wide positive behavior intervention support program (PBIS).**

### **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.

Based on findings of the number of Level 4 and 5 Incident Reports that have been documented involving our students since September 2011, it has been determined that we have a higher level of these incidents based on this same time frame for the 2010 – 2011 school year. We currently also have had a greater number of student suspensions, based on this time frame from last year (September through November). We need to implement our PBIS Program to enhance student success in the area of positive behavior.

### **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.

~~ Professional Development related to Positive Behavior Intervention Supports (PBIS) and school safety will be conducted for staff members (October 2011).

~~ Professional Development related to PBIS conducted by District 75 and at the school level will be conducted throughout the school year for staff members.

~~ A Student Assembly related to Positive Behavior Intervention Supports (December 2011) will be conducted.

~~ Additional Positive Behavior Intervention Supports Assemblies will be conducted three times during the school year (February 2012, April 2012, and June 2012)

~~ PBIS posters will be displayed throughout the school and in all classrooms for student reflection. (September 2011 through June 2012).

~~ Monthly meetings conducted by the 721M Positive Behavior Intervention Support Committee will be conducted (September 2011; November 2011 through June 2012)

~~ Superintendent Student Advisory Council Meetings/SSAC will be held at the District Office (October 2011 through June 2012).

~~ Monthly meetings of the Principal Student Advisory Council/PSAC will be conducted (December 2011 through June 2012).

~~ Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's) which will include input from classroom staff members (both teachers and paraprofessionals) will be completed for all students with Crisis Management Paraprofessionals and students who have been involved in repeated Level 4 or 5 Incidents/occurrences (scheduled as needed).

~~ Student assembly to review the PBIS Plan, school expectations and school's PBIS incentive program to the student body will be held (December 2011).

- ~~ The 721M Detention Plan will be revised by the Positive Behavior Intervention Support Committee to best meet the needs of our students; such as: work assignments/coverage by staff members (November 2011).
- ~~ Daily points (earned) for each student will be recorded by staff members and reviewed by the Dean and counselors (September 2011 through June 2012).
- ~~ The Dean will tally each student's points on a daily and weekly basis (November 2011 through June 2012).
- ~~ Counselors will be contacted prior to students being removed from classes for de-escalation.
- ~~ Our C.H.A.M.P.S. Program (before and after school) will continue to encourage positive behavior and attendance (October 2011 through June 2012).
- ~~ Implementation of Rewards Days (choice of clubs based on points earned for a specific period of time) will be held 4 to 5 times during the year (beginning December 2011 and additional dates to be determined).
- ~~ Afterschool and lunchtime detention periods will be instituted (September 2011 through June 2012).
- ~~ Bi-monthly review of data collection/OORS reports to review Levels 3, 4, and 5 occurrences and students in need of intervention will be conducted (September 2011 through June 2012).
- ~~ Student suspensions (numbers and situations) will also be reviewed (November 2011, January 2012, March 2012, May 2012 and June 2012).
- ~~ Pupil Personnel Team Meetings based on need will be held to address the needs of specific students (September 2011 – June 2012).
- ~~ Student meetings will be announced in the Daily News (September 2011 through June 2012).
- ~~ Bus Personnel Workshops will be conducted two times a year (Fall 2011 and Spring 2012).

#### **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.
- ~~ Parent Outreach Conducted by the Parent Coordinator and Various School Staff Members (teachers, counselors, Dean, Administrators, Coordinators)
- ~~ Parent Workshops Related to Positive Behavior Intervention Supports
- ~~ School Leadership Team Meetings and Monthly Parent Association Meetings
- ~~ Interpretation Services
- ~~ Positive Comments to Parents/ Guardians Log
- ~~ Parent Resource Area
- ~~ Parent Invitations to I.E.P. Conferences, Open School Week, Transition Planning, Agency Tours, and Educational Events such as Positive Behavior Intervention Supports Assemblies, Attendance Assemblies and Achievement Fairs
- ~~ School Newsletters and Calendars

#### **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.
- ~~ We at 721M use many strategies and techniques to attract teachers, retain qualified teachers and strengthen teachers' professional skills. We acquire teachers to complete our interview process through various modalities such as conferring with personnel from the District 75 Human Resources Office, referring to the New Teacher Finder website where we post vacancies and review resumes of applicants, as well as, the resumes of other teachers listed on this site, attend Hiring Halls, and network with other District 75 personnel including Administrators of other schools. We are introduced to possible teacher candidates through our partnerships with Universities/Colleges. We are also advocates of the Department of Education's Career Ladder Program that encourages and supports paraprofessionals in pursuing educational goals to become teachers. A few members of our staff have taken advantage of this program and are now teachers in our school.

Teachers of our school community are offered varied opportunities to increase their skills, such as: Professional Development at the District level and at the school level in diverse areas; mentoring; inter-class, inter-site, and inter-school visitations; guidance and support from District coaches and the District 75 Teacher Development Specialist; Cohort Meetings; and feedback from full and partial observations (Talent Management Pilot). Differentiated professional development is provided for teachers based on need (as determined through classroom walkthroughs and observations), teacher interest, needs assessments, collaborative inquiry-based research, class/school programs, and student populations served.

#### **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.

To support this goal, we coordinate services for our students through community-based organizations and various agencies; such as: Young Adult Institute (YAI), (Federation Employment Guidance Services (FEGS), Office of People with Developmental Disabilities (OPWDD), Goodwill, and Lawyers for the Public Interest. We implement programs such as C.H.A.M.P.S., Respect for All, and Positive Behavior Intervention Supports to support students' emotional/social goals. Our attendance teacher supports our program in his efforts to improve student attendance.

#### **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.

- ~~ Collaborative School-Based Inquiry Team Funding
- ~~ Tax Levy Funding for the Purchase of Supplies
- ~~ Per session for after school detention
- ~~ Counselors
- ~~ Dean
- ~~ Educational Advisors and Paraprofessionals
- ~~ Positive Behavior Intervention Supports Team Members
- ~~ School Safety Agents
- ~~ Youth Officer from the Police Department
- ~~ District 75 Office of Positive Behavior Intervention Supports

### 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	18	18	18	18	10	0	0	GRTL: 0 C.H.A.M.P.S.: 2
10	20	20	20	20	13	0	0	GRTL: 3 C.H.A.M.P.S.: 5
11	41	41	41	41	19	0	0	GRTL: 5 C.H.A.M.P.S.: 9
12	135	135	135	135	82	0	0	GRTL: 10 C.H.A.M.P.S.: 21

**“Get Ready to Learn” Sensory Program (GRTL):** A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students, increase their alertness, and assist them in being able to self-regulate prior to classroom learning.

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.).

<p style="text-align: center;"><b><u>Inclusion Program 8:1</u></b></p> <p style="text-align: center;"><b>Name of Academic Intervention Services (AIS)</b></p>	<p style="text-align: center;"><b>Description</b></p>
<p style="text-align: center;"><b>ELA</b></p>	<p><b><u>Small Group/One-to-One Instruction</u></b> during tutoring/advisory periods: 4 times a week at 721M@Chelsea HS and 5 times a week at 721M@ Legacy HS during the school day</p> <ul style="list-style-type: none"> <li>• Acuity: Prepares students for state assessments using item content that mirrors the content on assessments (Chelsea)</li> <li>• Scantron Performance: diagnostic assessment that identifies strengths and challenges in reading (Chelsea and Legacy).</li> <li>• Test Prep Strategies for Regents Exams and RCT Exams using Barron’s Regents Review, regentprep.org (Chelsea and Legacy)</li> <li>• Visual Strategies: SmartBoard lessons, Google documents, Thinking Maps, graphic organizers, visual aids, outlines, power point (Chelsea and Legacy)</li> <li>• Study Skills and Home Work Help: content comprehension strategies (Chelsea and Legacy)</li> <li>• Epic Theater Arts Program (Chelsea): helps students explore the connection between politics and their personal lives. The program fosters empathy, creates civic dialogue and empowers students’ voices in their communities (during and after school, three periods a week).</li> <li>• Ed Helper: comprehension strategies and practice and provides extra practice for skills in all content areas (Chelsea)</li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p>	<p><b><u>Small Group/One-to-One Instruction</u></b> during tutoring/advisory periods: 4 times a week at 721M@Chelsea HS and 5 times a week at 721M@Legacy HS) during the school day</p> <ul style="list-style-type: none"> <li>• Acuity: Prepares students for state assessments using item content that mirrors the content on assessments (Chelsea)</li> <li>• Test Prep for Regents Exams and RCT Exams using Barron’s Regents Review, regentprep.org (Chelsea and Legacy)</li> </ul>

	<ul style="list-style-type: none"> <li>• Visual Strategies: SmartBoard lessons, Google documents, Thinking Maps, graphic organizers, visual aids, outlines, power point (Chelsea and Legacy)</li> <li>• Study Skills and Home Work Help content comprehension strategies (Chelsea and Legacy)</li> <li>• Extra work from the mathematics teachers (Chelsea and Legacy)</li> <li>• Index cards with steps (Chelsea and Legacy)</li> <li>• Ed Helper: comprehension strategies and practice and provides extra practice for skills in all content areas. (Chelsea)</li> </ul>
<p><b>Science</b></p>	<p><b><u>Small Group/One-to-One Instruction</u></b> during tutoring/advisory periods: 4 times a week at 721M@Chelsea HS and 5 times a week at 721M@Legacy HS during the school day</p> <ul style="list-style-type: none"> <li>• Study Skills/Test Prep and Home Work Help: content comprehension strategies (Chelsea and Legacy)</li> <li>• Visual Strategies: SmartBoard lessons, Google documents, Thinking Maps, graphic organizers, visual aids, outlines, power point, Discovery Education video (Chelsea and Legacy)</li> <li>• Ed Helper: comprehension strategies and practice and provides extra practice for skills in all content areas (Chelsea)</li> </ul>
<p><b>Social Studies</b></p>	<p><b><u>Small Group/One-to-One Instruction</u></b> during tutoring/advisory periods: 4 times a week at 721M@Chelsea HS and 5 times a week at 721M@Legacy HS during the school day for content comprehension strategies</p> <ul style="list-style-type: none"> <li>• Study Skills/Test Prep and Home Work Help (Chelsea and Legacy)</li> <li>• Epic Theater Arts Program (Chelsea): helps students explore the connection between politics and their personal lives. The program fosters empathy, creates civic dialogue and empowers students' voices in their communities (during and after school, three periods a week).</li> <li>• Visual Strategies: SmartBoard lessons, Google documents, Thinking Maps, graphic organizers, visual aids, outlines, power point (Chelsea and Legacy)</li> <li>• Ed Helper: comprehension strategies and practice and provides extra practice for skills in all content areas. (Chelsea)</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b><u>Small Group/One-to-One</u></b>: 1 time weekly during the school day at 721M@Chelsea HS and 721M@Legacy HS</p>

	<p><b><u>Counseling Period:</u></b> Individual sessions are available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives.</p> <p><b><u>Positive Behavior Support Program (PBIS):</u></b> Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p> <p>Chelsea HS E-Blast Newsletter sent electronically to all students.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>N/A</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>N/A</p>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• Student Government (all year during and after school/2 times a week)</li> <li>• Cross-country track (afterschool 1 or 2 times per week)</li> <li>• Basketball (afterschool 1 or 2 times per week)</li> <li>• Handball (afterschool 1 or 2 times per week)</li> <li>• Arista (afterschool) once a week</li> <li>• Epic Theater Arts Program (Chelsea): helps students explore the connection between politics and their personal lives. The program fosters empathy, creates civic dialogue and empowers students' voices in their communities (during and after school 3 times a week.)</li> </ul>

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.).

<p style="text-align: center;"><b><u>12:1:1 Alternate Assessment</u></b></p> <p style="text-align: center;"><b>Name of Academic Intervention Services (AIS)</b></p>	<p style="text-align: center;"><b>Description</b></p>
<p><b>ELA</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during English Language Arts instruction</p> <p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers, planners</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System:</u></b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>Mathematics</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during Mathematics instruction</p> <p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers, planners</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p>

	<p><b><u>UNIQUE Learning System</u></b>: a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>Science</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during Science instruction</p> <p><b><u>Visual Strategies</u></b>: PowerPoint, SmartBoard, graphic organizers, planners</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System</u></b>: a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>Social Studies</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during Social Studies instruction</p> <p><b><u>Visual Strategies</u></b>: PowerPoint, SmartBoard, graphic organizers, planners</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System</u></b>: a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which</p>

	<p>incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b><u>One-to-one/small group</u></b> ~~ 1 X weekly ~~ during the school day</p> <p><b><u>Counseling period:</u></b> Individual sessions available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objective.</p> <p><b><u>Positive Behavior Intervention Supports (PBIS Program):</u></b> Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>N/A</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>N/A</p>
<p><b>At-risk Health-related Services</b></p>	<p><b><u>Clubs:</u></b> C.H.A.M.P.S.: Basketball, flag football, volleyball, cheerleading and fitness clubs</p>

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

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

<p style="text-align: center;"><b><u>12:1:4 Alternate Assessment</u></b></p> <p style="text-align: center;"><b>Name of Academic Intervention Services (AIS)</b></p>	<p style="text-align: center;"><b>Description</b></p>
<p><b>ELA</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during English Language Arts instruction</p> <p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System:</u></b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and Transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>Mathematics</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during Mathematics instruction</p> <p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p>

	<p><b><u>UNIQUE Learning System:</u></b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>Science</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during Science instruction</p> <p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System:</u></b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>Social Studies</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5 x weekly ~~ during Social Studies instruction</p> <p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System:</u></b> a standards-based curriculum specifically designed for</p>

	<p>special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and Transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b><u>Positive Behavior Intervention Supports (PBIS Program)</u></b>: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>N/A</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>N/A</p>
<p><b>At-risk Health-related Services</b></p>	<p><b><u>Small group instruction</u></b> ~~ 5X weekly ~~ daily</p> <p><b><u>“Get Ready to Learn” Sensory Program</u></b>: A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students, increase their alertness, and assist them in being able to self-regulate prior to classroom learning.</p>

## **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.

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### **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. Our school 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 and the Parent Association, and they are welcomed members of our school community. Our school will support parents and families of students by:

- providing materials and training to help parents work with their children to improve their achievement levels, 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 children'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 languages that parents can understand;
- providing professional development opportunities for school staff 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 is based upon the needs of all parents/guardians, including parents/guardians of English Language Learners.

To increase and improve parent involvement and school quality, our school will:

- engage parents in discussion and decisions regarding funding which is allocated directly to schools to promote parent involvement;

- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator or a dedicated staff member to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff member 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 or a dedicated staff member 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 of grade/age/functional-level curriculum and assessment expectations; transition planning, Individualized Education Program (I.E.P.'s), sex education and family living, guardianship, travel training, Learning Environment Survey, accessing community and support services, and ARIS training to build parents' capacity levels 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, etc.;
- schedule additional parent meetings, if necessary, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate critical school documents and provide interpretation during meetings and events as needed;
- conduct fairs and events at which all parents are invited to attend to witness students' performance presentations that address academic success;
- provide parents with a Parent Interest Inventory to determine their needs and interests for meetings and workshops
- conduct two parent workshops for parents of students who participate in our Title III afterschool program

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

- hosting educational family events/activities during Parent-Teacher Conferences and/or throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and on the Parent Association
- establishing a Parent Resource Center/Area with instructional materials for parents;
- 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 calendars in the languages that parents can understand;

- contacting parents on a monthly basis or more often to inform them of positive aspects exhibited by their children (academic and social/emotional) and entering this information on the Positive Comments to Parents Logs which administrators review monthly
- providing parents with Educational Advisors' email addresses to heighten the communication level between teachers and parents;
- hosting agency/community-based organization panels during Parent/Teacher Conference Sessions;

### **SCHOOL-PARENT COMPACT**

Our school is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and our families. The entire school community (students, parents, and staff members) will share responsibility for improved academic achievement and the means by which a school-home partnership will be developed.

#### **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 and New York State Alternate Assessment;
- offering high-quality instruction in all content areas;
- providing instruction by qualified teachers;
- offering instruction to students that prepares them for career readiness and transition into adulthood;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which each individual child's achievement will be discussed
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in each child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding 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 children's teachers or other school staff member;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences and Individualized Education Program (I.E.P.) 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 children's progress by providing professional development opportunities
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents (if possible);

#### **I. 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 expectations 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 teachers about educational needs and stay informed about his/her education by 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

#### **II. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school expectations (**S.T.A.R.S.**: **S**how Respect, **T**hink and Behave Positively, **A**lways Do Your Best, **R**emember to Follow Directions, and **S**tay Accountable)
- be responsible for my actions;
- 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Gary Hecht/ Ketler Louissaint</b>	District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>721</b>
School Name <b>Manhattan Occupational Training Center</b>			

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

Principal <b>Antoinette Bello</b>	Assistant Principal <b>Dorothy Arroyo</b>
Coach	Coach
ESL Teacher <b>Robert Frost</b>	Guidance Counselor <b>Cynthia Reid</b>
Teacher/Subject Area <b>Jose L. Fernandez/Bil. Spec Ed</b>	Parent <b>Jocelyn Chicon</b>
Teacher/Subject Area <b>Maria Polonia/Bil. Spec. Ed</b>	Parent Coordinator <b>Madeline Nieves</b>
Related Service Provider <b>Gail Novick, Bilingual Speech</b>	Other
Network Leader	Other

### C. Teacher Qualifications [i](#)

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

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

### D. School Demographics

Total number of students in school	<b>213</b>	Total Number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>46.48%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Our program serves 213 students in special education between the ages of 14 and 21. Approximately 177 are mandated for a 12:1:1 class. Another 18 students are mandated for a 12:1:4 class along with 18 students who participate in our inclusion program. Our English Language Learners (ELLs) make up approximately 46% of our total population. The following native languages are represented among our ELLs: 86 students come from Spanish-speaking homes, 10 students come from Chinese-speaking homes, 1 student comes from a Russian-speaking home and 2 students are from Indian-speaking households. Although we are an ungraded program in the traditional sense, we use age-grade equivalents.

All students are referred to 721M through the Committee on Special Education (CSE), community-based special education programs or other District 75 school organizations. We receive our referrals electronically through the District 75 Placement Office. At that time, the Assistant Principal investigates the students' information in CAP/SEC, SESIS and ATS to ensure that they are placed appropriately. Once we receive a student's IEP, we review it as well to ensure that it is aligned with the information in CAP/SEC, SESIS and ATS. Corrections are made to any information that does not match.

The entire 721M student population is certified as special education; every aspect of the students' instructional programs are IEP driven including their bilingual/ESL Only classifications and staffing ratios. Therefore, all ELL students who are referred to 721M are already classified as bilingual or ESL Only. On occasion, students from out of state/country are referred to our school. If Home Language Information Surveys and/or the LAB-R's were not administered by the CSE, they are administered at the school level by our licensed/certified ESL teacher (Robert Frost) or Bilingual Special Education teacher (Jose L. Fernandez) within ten days of the students being admitted to the school. If a family requires support in a language other than Spanish/English, we have paraprofessionals who speak Cantonese, Fukinese, Russian, Bengali and French who can provide support during each screening process. If a Spanish-speaking student does not successfully pass the English version of the LAB-R, the Spanish LAB-R will be administered. All ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. The IEP and various ATS reports are utilized to ensure that all eligible students participate in NYSESLAT testing. Robert Frost, the licensed/certified ESL teacher, collaborates with at least one licensed/certified bilingual teacher to choreograph the schedule for the administration of the NYSESLAT. Although a student's linguistic service classification can be changed on the IEP, the student's ELL status stands until the student passes the NYSESLAT.

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

## Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	99
SIFE	13	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	47

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	7	3	7	9	4	9	21	1	21	37
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	2	11	25	2	25	26	1	26	62
<b>Total</b>	<b>18</b>	<b>5</b>	<b>18</b>	<b>34</b>	<b>6</b>	<b>34</b>	<b>47</b>	<b>2</b>	<b>47</b>	<b>99</b>

Number of ELLs in a TBE program who are in alternate placement: 7

## 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	3	0	11	23	37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>23</b>	<b>37</b>								

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	3	3	5	6	17
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Russian	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>9</b>	<b>20</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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).

## A. Programming and Scheduling Information

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?

The entire population of our self-contained school has a handicapping condition. Students are placed in the least restrictive environments (LRE) that are conducive to their cognitive needs. At 721M, we believe it is imperative that all ELLs are exposed to literacy-rich environments. Each student receives an instructional program that follows CR Part 154 regulations and incorporates established best practices in the field of literacy and second language acquisition. In addition to NLA and ESL, bilingual students benefit from bilingual content-area instruction through a self-contained or departmentalized program. Our school program has eight periods per day; each period is at least forty-eight minutes long. The Transitional Bilingual Program consists of three high school bilingual special education classes for ELL's in Alternate Assessment. All classes are self-contained; one is a work-study class, and the other two are in-house classes. The self-contained, in-house classes are instructed by a licensed/certified bilingual teacher for five periods during the day. For the two remaining periods, the students have either technology, print shop, Physical Education/Adaptive Physical Education (PE/APE) or music taught by monolingual teachers using ESL methodologies. The self-contained worksite class is also instructed by a licensed/certified bilingual teacher from periods one to seven. They have PE/APE eighth period taught by a monolingual teacher using ESL methodologies. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provide instruction in more than one subject area. Every student in a bilingual class receives NLA (1+ unit/one 48 minute period, daily) and ESL instruction (3+ units/three 48 minute periods, daily) programmatically that is consistent with the units per week indicated in the CR Part 154. The TBE students receive daily content- area instruction as follows: NLA, ESL-Social Studies/ESL- Science/ESL taught by a Bilingual Special Education teacher and the remaining subject areas are taught in English utilizing ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all TBE work-study students in alternate placement receive ESL services at the beginning of the day or upon their return to school via the pull-out model. These students receive additional support in their native language (Chinese) and English from a paraprofessional who speaks the students' native language and English. All bilingual students who are mandated for counseling and/or speech are seen by a bilingual counselor/speech provider. Our ESL program serves fourteen students whose IEP's indicate "ESL Only". The ESL teacher(s) will deliver the mandated units of instruction (3+units daily) via a push-in/pull-out model. In addition, seven alternate placement students (at worksites) also receive ESL services.

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

The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet each student's linguistic and academic needs, we continue to expand our literacy program by aligning it with the Common Core Learning Standards (CCLS) and/or Alternate Grade Level Indicators (AGLI's). NLA/ESL literacy activities are extended throughout the curriculum and subject areas by combining a theme-based approach with read alouds, reading/writing workshops, contextualization and multisensory approaches, small group instruction, infusion of the arts and the use of technology tools. Finding materials for our population has always been a challenge. We continue to use the "Meville to Weville" literacy program (Spanish edition – AbleNet, Inc.) with one of the bilingual classes. However, we will be implementing the UNIQUE Learning System curriculum (High School and Transition Bands) this year. UNIQUE is a dynamic, standards-based, research-based curriculum specifically designed for special learners. It contains monthly thematic units of study that include comprehensive activities for all five core competencies (reading, writing, math, science and social

## A. Programming and Scheduling Information

studies). UNIQUE Learning System materials have been designed with SymbolStix graphics (comprehensible input via visual supports), and each unit has three defined levels (from maximum support to modified content) of differentiated tasks to accommodate the learning styles of our students. Work-study teachers will utilize the Transition Band of the curriculum. The Transition Band focuses on skill learning that will be needed by students when exiting the school, entering the work setting and living with optimal independence. We have also found that the use of multimedia enhances and supports the development of English and native language skills. Teachers further differentiate instruction by creating more interactive/hands-on age/grade appropriate materials/activities, using T.E.A.C.C.H. (structured teaching) strategies, also research-based, facilitating the use of AAC devices and the utilization of computer equipment (ie. Smartboard) and/or software. Our more emerging students will have the opportunity to use the Rosetta Stone (English and Spanish) software program this year. Native language books and materials are available in each bilingual class. This year, in order to better gauge yearly progress and create appropriate IEP goals, our students will be assessed at the beginning and end of the year with the Student Annual Needs Determination Inventory (SANDI). Additionally, the UNIQUE curriculum will enable teachers to track student progress on-line with monthly checkpoints. This on-going assessment ensures that students are moved along our continuum (school to work) when they are ready.

In response to the state's citation, all of our ELL students are served as per their IEP's and are administered the NYSESLAT annually.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English/Spanish			
Math:	English/Spanish			
Science:	English/Spanish			
Work Skills	English/Spanish			

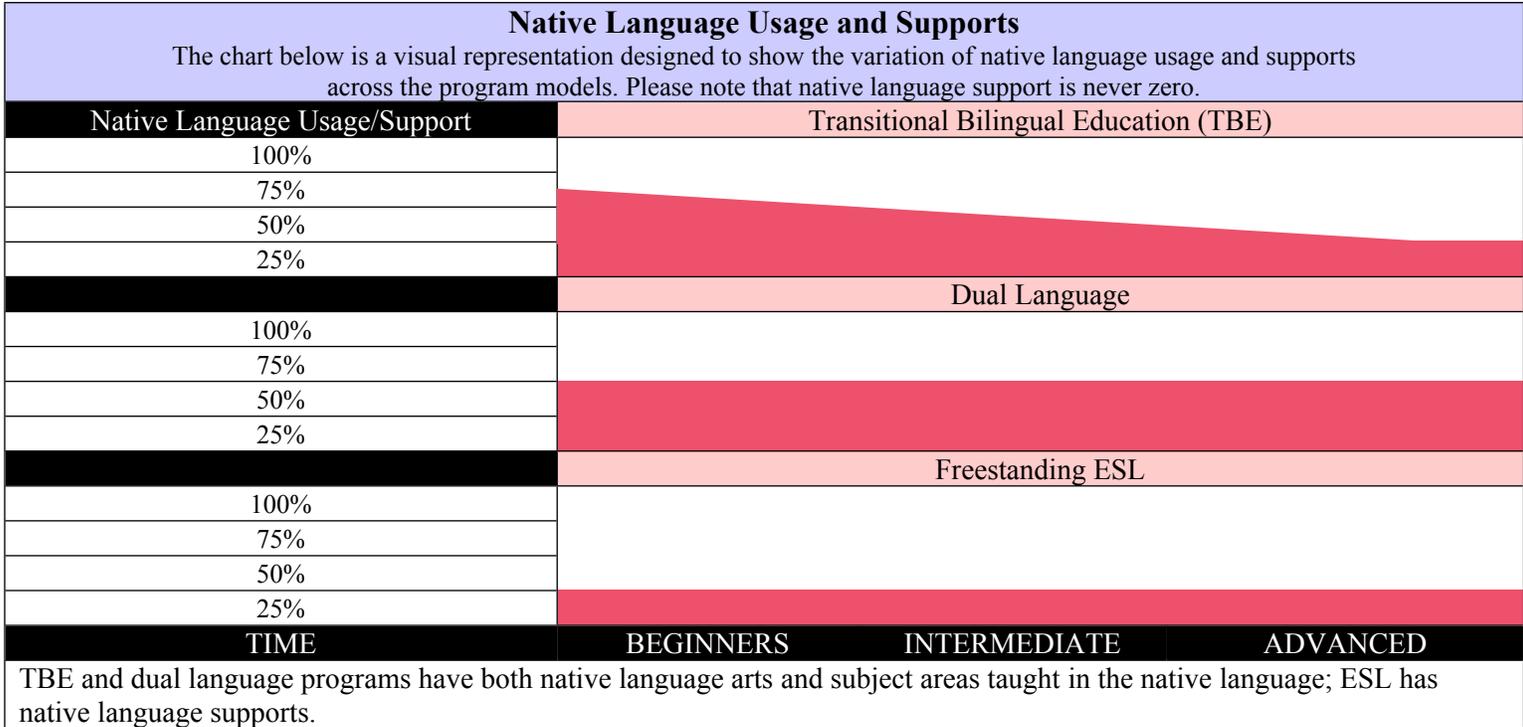
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



## 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 majority of our students (with the exception of six) fall in the beginning level and are grouped functionally. Long-term ELLs continue to receive mandated NLA/ESL service according to their proficiency levels. Students who score at the advanced level will receive at minimum 180 minutes of ESL and 180 minutes of ELA instruction. At present, we have not had any students who have tested out on the NYSESLAT. Should we have students who reach the proficiency level on the NYSESLAT, we will continue to provide linguistic support through our Title III/C.H.A.M.P.S. Programs. In addition, the ESL teachers are available to meet with our monolingual staff should there be any concerns regarding the progress of any former ELL student.

All activities, including afterschool programs, are accessible to ELL students. Support and related services are provided according to IEP mandates including the language of instruction/service. We are an alternate assessment school, and our students do not earn credits toward a general education diploma; therefore, we do not offer language electives. Our program is geared toward making instruction meaningful and functional to ensure that our students have the skills they need for their post-secondary placement. Students exit our program with a local IEP diploma which is not credit driven. The Title III Program is an afterschool enrichment program designed to support students'

## 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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All activities, including afterschool programs, are accessible to ELL students. Support and related services are provided according to IEP mandates including the language of instruction/service. We are an alternate assessment school, and our students do not earn credits toward a general education diploma; therefore, we do not offer language electives. Our program is geared toward making instruction meaningful and functional to ensure that our students have the skills they need for their post-secondary placement. Students exit our program with a local IEP diploma which is not credit driven. The Title III Program is an afterschool enrichment program designed to support students' progress along the continuum. This program is open to ELL and former ELL students. We have purchased a new library compiled by the D75 literacy department in collaboration with a vendor to specifically address the needs of our older alternate assessment students. We hope to create a native language version of this library. We piloted a new assessment tool, the Student Annual Determination Inventory (SANDI), last year; and the target group included one of our bilingual classes. This year we are implementing the use of the SANDI across our 12:1:1 and 12:1:4 classes. IEP goals will address the skill areas identified on SANDI assessments.

## C. Schools with Dual Language Programs

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

NA

## D. Professional Development and Support for School Staff

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

Throughout the year, our entire organization participates in professional development provided by the school, D75 and/or outside organizations. Every staff member including related service providers and paraprofessionals participates in the Chancellor's Conference Days in November and June. There has been a big focus on transition and differentiation this year. The understanding of transitional services has supported our teachers in writing IEP goals that address overall desired student exit outcomes. Additionally, this better prepares our teachers and counselors to support our students and families as they transition to their post-secondary placements. To further

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Thus far, our professional development plan includes: Talent Management Pilot Institute (October 11, November 9), SANDI Assessment (October 12, 14 and 20), NYSAA (October 20), UNIQUE Learning System (October 21, 25, and 26), ELA Curriculum Frameworks Model: Purpose and Use (September 20), High School Balanced Mathematics Classroom (October 18), Math Curriculum Frameworks Model (November 22), Developing High School Mathematics Problem Solving Sense through Literacy and Technology (February 9), Transition Focused IEP and Indicator 13 (October 27), Post Secondary Options (January 18), Classroom Management Strategies for Special Educators (January 24 and 31), Introduction to Feeding and Positioning for Students with Multiple Disabilities (September 28), Getting Ready to Learn (GRTL - September 21, October 7, November 1, November 8, December 6, January 17, February 7, March 6, April 27 and May 15), Nuts and Bolts (for inclusion - September 16, October 13, November 15, December 13, January 12). Some staff will attend outside conferences and will turnkey the information at cohort meetings and/or monthly staff conferences. All new staff members will participate in Jose P. training offered by the district. Should that not be available, our Assistant Principal can provide this training with the district's approval. Two teachers who were hired after the last school year began will attend the Jose P. workshops this year.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

All parents are encouraged to attend the 721M Parent Association (PA) and the School Leadership Team (SLT). During the year, the PA conducts a interest survey in order to address the interests of the attending parents. The PA collaborates with the Parent Coordinator to plan and implement workshops and/or secure speakers based on parental interest. Workshops address: the transition process, Medicaid Service Coordination, I.E.P.'s, Parent Involvement, Travel Training, ARIS, securing guardianship for their child, supporting skills at home, sex education, disabilities and respite services. The Young Adult Institute (YAI), FECS, Office of People with Developmental Disabilities (OPWDD), Goodwill and Lawyers for the Public Interest will present workshops at our school. Our relationship with these organizations has facilitated other workshop venues for parents. Workshops will be added based on parent suggestions and/or consensus. Interpretation services are available for parents at all meetings.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	6	0	3	7	16
Intermediate(I)	0	0	0	0	0	0	0	0	0	1	1	2	2	6
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	0	7	1	5	9	22

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	0	0	0	0	2
	I	0	0	0	0	0	0	0	0	0	3	0	1	5
	A	0	0	0	0	0	0	0	0	0	3	1	3	2
	P	0	0	0	0	0	0	0	0	0	1	0	1	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	6	0	3	7

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	0	0	0	0	0	0	0	0	0	1	1	2	2
	<b>A</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>P</b>	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
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	22	22

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0		0		1		21		22

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	0		0		0		22		22

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	22		22	
NYSAA Mathematics	22		22	
NYSAA Social Studies	20		20	
NYSAA Science	22		22	

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

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

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

All of our ELLs enter the school with varied educational histories. Some students have been admitted into general education settings, tested and then referred for special education evaluations. Others are fortunate enough to have been evaluated promptly and placed in special education environments that address their needs. We have students with some formal schooling, some with interrupted schooling and a fraction who have had little or no formal schooling in their native countries. What they all have in common is a lack of literacy skills in their native languages and English as well.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** MOTC

**School DBN:** 75M721

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Bello	Principal		1/1/01
Dorothy Arroyo	Assistant Principal		1/1/01
Madeline Nieves	Parent Coordinator		1/1/01
Robert Frost	ESL Teacher		1/1/01
Jocelyn Chicon	Parent		1/1/01
Jose L. Fernandez	Teacher/Subject Area		1/1/01
Maria Polonia	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cynthia Reid	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Gail Novick	Other <u>Bil. Speech Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75M721

School Name: MOTC

Cluster: \_\_\_\_\_

Network: Ketler Louissaint

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

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

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

For the purpose of clear communication with families, we establish each parent's language preference during the intake process. At the beginning of the year, 721M conducts an ATS/SEC/CAP/SEIS survey in order to ascertain the home languages of all students. In addition, parents must be contacted for their children's Annual Review Conferences (Individual Education Programs/I.E.P.'s). Each invitation letter asks the parent to indicate if he/she needs an interpreter for the conference. Upon receipt of this request, the teacher must make the appropriate arrangements to have an interpreter available on the date of the conference.

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

After the ATS/SEC/CAP/SEIS survey, we found that almost half of our students come from homes where languages other than English are spoken. The following native languages are represented among our ELLs: 86 are from Spanish-speaking homes, 10 are from Chinese-speaking homes, 2 are from Indian-speaking homes and one is from a Russian-speaking home. We have ascertained that three of our ELL households (Russian and Indian) do not require interpreter/translation services. Since we provide interpretive/translation services on an as-needed basis, we can accommodate requests should circumstances change in these households. To ensure that all parents receive important information in a timely manner, we send notices home in English/Spanish or English/Chinese. The breakdown of the languages was shared at one of our School Leadership Team (SLT) Meetings, and the minutes are visually posted on one of our bulletin boards.

## Part B: Strategies and Activities

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

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

721M parent contacts are sent home in English, Spanish and/or Chinese. School forms are also available in these languages. Parent contacts are calendared ahead of time to ensure they are sent in a timely manner. The 721M Parent Coordinator in collaboration with the Parent Association facilitates parent workshops that address the needs of the parents and their children (i.e.; Starting the Guardianship Process; Transition Services, Travel Training, etc). These workshops are designed to empower our parents so they may participate in their children's education. Whenever possible, the Parent Coordinator obtains presenters who are bilingual. If this is not possible, interpreters are available at the school level. Bilingual staff members are always available to meet with parents to answer questions or discuss concerns they may have (i.e.; Open School Week, I.E.P. Meetings, community-based organization information, etc.). We also have signs posted at the entry location in the building and other key offices that alert parents of the availability of interpreting services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

721M fulfills the Chancellor's notification requirements (see above). At present, we do not have any parents who speak primary languages that are neither English nor a covered language. If a parent requires a document in a language that is not readily available, we will contact the Department of Education's Translation Unit.

## 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: MOTC	DBN: 75M721
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 checked="" 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:

Our school serves 213 students in special education between the ages of 14 and 21. The entire 721M student population is certified as students with varying handicapping conditions. Every aspect of the students' instructional programs are IEP driven including their bilingual/ESL Only classifications and staffing ratios. Students are placed in the least restrictive environments (LRE) that are conducive to their cognitive needs. Therefore, ELL students who are referred to 721M are already classified as bilingual or ESL Only. Although we are an ungraded program in the traditional sense, we use age-grade equivalents. Since our classes are ungraded, we place students according to their age/functional levels; and instruction is differentiated accordingly. Our English Language Learners (ELLs) make up approximately 46% of our total population.

At 721M, we believe it is imperative that all ELLs are exposed to literacy-rich environments. The students receive instructional programs that follow CR Part 154 regulations and incorporate established best practices in the field of literacy and second language acquisition. In addition to NLA and ESL, bilingual students benefit from bilingual content-area instruction through a self-contained or departmentalized program. Our school program has eight periods per day; each period is at least forty eight minutes long. The Transitional Bilingual Program consists of three high school bilingual special education classes for ELL's in Alternate Assessment. All classes are self-contained; one is a work-study class, and the other two are in-house classes. The self-contained, in-house classes are taught by licensed/certified bilingual teachers for five periods during the day. For the two remaining periods, the students have either technology, print shop, Physical Education/Adaptive Physical Education or music with monolingual teachers using ESL methodologies. The self-contained, work-site class is also taught by a licensed/certified bilingual teacher for six periods a day. They have Physical Education/Adaptive Physical Education during the eighth period instructed by a monolingual teacher using ESL methodologies. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provide instruction in more than one subject area. Every student in a bilingual class receives NLA (1+ unit/one 48 minute period daily) and ESL instruction (3+ units/three 48 minute periods daily) programmatically that is consistent with the units per week indicated in the CR Part 154. Our TBE students receive daily content-area instruction as follows: NLA, ESL-Social Studies/ESL- Science/ESL taught by a Bilingual Special Education teacher; and the remaining subject areas are taught in English utilizing ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all TBE work-study students in alternate placement receive ESL services at the beginning of the day or upon their return to school via the pull-out model. These students receive additional support in their native language (Chinese) and English from a paraprofessional who speaks the students' native language and English. The ESL

## Part B: Direct Instruction Supplemental Program Information

teacher(s) delivers the mandated units of instruction (3+units daily) via a push-in/pull-out model.

Our instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet each student's linguistic and academic needs, we continue to expand our literacy program by aligning it with the Common Core Learning Standards (CCLS) and/or Alternate Grade Level Indicators (AGLI's). NLA/ESL literacy activities are extended throughout the curriculum and subject areas by combining a theme-based approach with read alouds, reading/writing workshop, contextualization and multisensory approaches, small group instruction, infusion of the arts and the use of technology tools. Finding materials for our population has always been a challenge. We continue to use the "Meville to Weville" literacy program (Spanish edition – AbleNet, Inc.) with one of our bilingual classes. However, we will be implementing the UNIQUE Learning System curriculum (High School and Transition Bands) this year. UNIQUE is a dynamic, standards-based, research-based curriculum, specifically designed for special learners. It contains monthly thematic units of study that include comprehensive activities for all five core competencies (reading, writing, math, science and social studies). The UNIQUE materials have been designed with SymbolStix graphics (comprehensible input via visual supports), and each unit has three defined levels (from maximum support to modified content) of differentiated tasks to accommodate the learning styles of our students. Work-study teachers will utilize the Transition Band of the curriculum. The Transition Band focuses on skill learning that will be needed by our students when they exit the school, enter work settings and live with optimal independence. We have found that the use of multimedia enhances and supports the development of English and native language skills. Teachers further differentiate instruction by creating more interactive/hands-on age/grade appropriate materials/activities using T.E.A.C.C.H. (structured teaching) strategies which are also research-based and facilitate the use of AAC devices and the utilization of computer equipment (ie. Smartboard) and/or software. Our more emerging students will have the opportunity to use the Rosetta Stone (English and Spanish) software program this year. Native language books and materials are available in each bilingual class. This year, in order to better gauge yearly progress and create appropriate IEP goals, students will be assessed at the beginning and end of the year with the Student Annual Needs Determination Inventory (SANDI). Additionally, the UNIQUE curriculum will enable teachers to track student progress on-line with monthly checkpoints. This on-going assessment ensures that students are moved along our continuum (school to work) when they are ready.

Title III funds will be utilized for our 15-week, Title III after-school Photography Program (January to May 2012). There will be one group of ELLs (12:1:1). The class will meet twice a week on Mondays and Thursdays from 3:00 PM to 5:00 PM. One licensed/certified bilingual teacher (Spanish) along with a bilingual (Spanish) paraprofessional will work with students after school hours to focus on literacy activities. The aim of the program is to increase the students' vocabulary skills. The language of instruction will be English. The program will utilize an Audio Card Reader along with various word card sets that can be systematically integrated with reading, writing, speaking and listening lessons. The lessons will be presented within the context of a familiar theme. These materials are age-appropriate and will support our older special needs students. A consultant will work with students and staff during the course of the program on integrating technology to enhance their literacy projects. We believe our ELL students will benefit from this program (Title III Afterschool Photography Program) because it facilitates the acquisition of English language skills through authentic activities. A few of the students who participated last year will serve as "buddies" (peer coaching) to the newer students while

### Part B: Direct Instruction Supplemental Program Information

deepening their own skills. Teachers will be asked to identify our younger students who have moderate to profound language deficits and/or need to increase their vocabulary skills to participate in this program.

The results from the NYSESLAT and SANDI Assessments indicate that the targeted ELL students fall within the beginning level of these assessments. These students will benefit from an enrichment program that focuses on the improvement of native and English language skills. The instructional program will encompass a student-selected theme which will incorporate hands-on and multisensory activities that will culminate in a multimedia literacy-focused project (Cambourne, 1988, Orelove & Sobsy, 1993). The project(s) will reinforce the skills that are taught during the instructional day and will be aligned with the Common Core Learning Standards (CCLS) and/or AGLI's. Focus questions at the beginning of each session will require students to talk about topics they are curious about and/or are important to them (Krashen, 2006). During the course of the program, the students will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial tasks for our more challenged students. Providing these instructional supports will expand each student's comprehension and acquisition of English and Spanish skills. Teacher-made assessments/rubrics/checklists will be used to gauge student progress. English will be the language of instruction.

### 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:

Last year, the 721M program staff and students learned basic photography skills. This year in order to integrate more technology, we will secure professional development services from Making Books Sing during the course of our after-school program. A Making Books Sing staff member will work with the 721M Title III program staff for five sessions (2/7 [Photographic Composition], 3/5 [Lighting], 3/12 [Depth Of Field], 4/16 [Focus Control], 4/30 [Special Effects]) from 3PM to 5PM. Some non-Title III staff members will also be invited to (voluntarily) participate as well. This professional development will focus on more advanced photographic techniques. Professional development will enable the teaching staff to deepen our students' basic photography skills. The students will learn to use techniques that can be used to manipulate and change the meaning of a given image. The photographs produced during the program will be integrated into their culminating literacy/multimedia project.

### Part D: Parental Engagement Activities

### 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:

The program will be introduced by an Assistant Principal during our Parent Association Meeting on January 25, 2012. Once students are identified, official Title III invitation letters in English and the parents' home languages will be sent prior to the beginning of the program. On February 15, 2012, the parents of the participating students will be invited to an orientation meeting to discuss the purpose and aim of the program. In addition to the two Parent Workshops conducted by Making Books Sing, parents are invited to participate alongside their children in all instructional sessions. Making Books Workshops (March 15 and April 19, 2012, from 3:00 to 5:00 p.m.) will give parents opportunities to learn some of the same technological skills (i.e. how to use a digital camera, etc.) their children have been learning in the Title III Program. There will also be a culminating celebration where students will present their work to their parents and guests.

### Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6623.80	1 Teacher: $\$50.06 \times 60 = \$3003.60$ (15 weeks x 2 days @ 2 hours per day =60 Hours) 1 Paraprofessional: $\$29.00 \times 60 = \$1740.00$ (15 weeks x 2 days @ 2 hours per day =60 hours) 1 Supervisor: $\$52.39 \times 30 = \$1571.70$ (15 weeks x 2 days @ 1 hour per day = 30 hours) 1 Payroll Secretary: $30.85 \times 10 = 308.50$
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$2450.00	Making Books Sing - Professional Development ( $\$350.00 \times 7 \text{ days} = 2450.000$ )* * Title III staff are not paid separately for PD as it is part and parcel of the Title III program for students, teachers and parents
Supplies and materials	2439.20	Five digital cameras (600.00), Four

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		tripods (94.96), Film paper, frames, special hooks and art materials (1744.24)
Educational Software (Object Code 199)	169.00	Photoshop Software
Travel	\$378.00	Metrocards: 12 parents x \$4.50 x 7 sessions
Other	300.00	Refreshments for parent sessions
<b>TOTAL</b>	<b><u>\$12360.00</u></b>	