



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : HUNGERFORD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75R721

PRINCIPAL: DR. MARY MC INERNEY EMAIL: MMCINER@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
Dr. Mary McInerney	*Principal or Designee	
Al Vota	*UFT Chapter Leader or Designee	
Michael Pollutri	*PA/PTA President or Designated Co-President	
Felicia Pinero	DC 37 Representative, if applicable	
Travis Ruddick AnnaMarie Incantalupo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
David Vota	Member/Teacher-Staff	
Michael Lee	Member/Teacher-Staff	
Tony D’Alessandro	Member/Paraprofessional-Staff	
Ryan Smith	Member/ Paraprofessional-Staff	
Danielle Pellegrino	Member/Occupational Tx-Staff	
Jean DiLeone	Member/Parent	
Ann Marie Dirago	Member/Parent	
Janet Katz	Member/Parent	

Margaret Lindsey	Member/Parent	
Karen Malone	Member/Parent	
Frank Mitchell	Member/Parent	
Debra Watson	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

By June 2012, there will be improvement in the effective delivery of targeted instructional strategies as evidenced by low-inference observations.

Comprehensive needs assessment

A review of the 2011 School Survey results for our school delivered the following responses: Parents: 57%, Teachers: 93% and Students: 96%. In 2010, our survey scores (out of 10) were: Academic Expectations: 8.8, Communication: 8.4, Engagement: 8.5, and Safety & Respect: 9.0. The following trends were observed in our 2011 survey scores as follows: Academic Expectations remain the same at 8.8, Communication remained the same at 8.4, Engagement went down .1 to 8.5 and Safety & Respect remained the same at 9.0.

From 2010 to 2011 there has been an increase in the number of fully licensed, permanent teachers assigned to our school. The number of tenured teachers with more than five years teaching experience also increased. The number of teachers with two years of experience or less has increased due to opening more classes at our sites. As a result, there has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have three school based mentors, an increase of two from previous years, who are involved with 11 new teachers across our sites. We shaped the organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities. In September 2011, 11 teachers complete probation and by September 2012, it is expected that six of our teachers will complete probation. In July 2011, one of our teachers was hired to replace our assistant principal who developed into a District 75 principal.

Our school has been included in the NYC DOE's talent management pilot. The pilot centers on NYC DOE's long term goal: *benefiting students by ensuring each student has an effective teacher*. We need to provide measurable feedback to our teachers and communicate with them more often in order to improve their practice. We feel that with increased observations, the administrative team is able to engage teachers in authentic dialogue about instruction and provide teachers with objective/fair assessments of their current effectiveness. Our school's administrative team will provide feedback, support and professional development to our teaching staff based on "Charlotte Danielson's Framework for Teaching".

Instructional strategies/activities

- a) September 2011 thru November 2011 our administration team will set clear expectations for pedagogy through the introduction of a rubric. Through workshops, the administrative team will describe what low-inference note taking is and why it is important to the evaluation process. The teachers will understand the difference between different points on the rubrics.
- b) November 2011 thru June 2012, school leaders engage in six partial cycles of observations and two full observations. Timely and specific feedback is provided.
- c) November 2011 thru 2012, during pre/post observation conferences, teachers will articulate how their lesson plans reflect differentiated instruction.
- d) Throughout the year, teacher schedules will include daily common planning time and weekly collaborative inquiry sessions lead by the subject area teachers.

- e) By the end of November 2011, teachers will have studied and analyzed student performance trends and lessons will reflect small-group instruction.
- f) September thru June 2012, teachers will develop student portfolios containing student work. Portfolios will include reflections of mastery, learning targets and progress toward attaining SMART goals.
- g) September 2011 thru June 2012, teachers will successfully use Unique Learning System. Unique is a dynamic, standards-based curriculum specifically designed for special learners. Teachers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.
- h) September 2011 thru June 2012, teachers and administrators will perform ongoing site inter-visitations across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/or class ratio.

Responsible parties are all stakeholders including our administrative team, teachers, coaches, transition coordinator, job coach, paraprofessionals, students, parents and related service providers.

Strategies to increase parental involvement

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association and are welcomed members of our school community. Our school will support parents and families of our students by providing opportunities for parents to help them understand the accountability systems (e.g. Talent Management Program and Quality Review Reports). We will schedule our PTA meetings and parent workshops with flexible times and site locations, such as meetings in the morning or evening. We will share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Our school's website has been redesigned to keep parents informed about school activities and student progress. We maintain a parent coordinator to serve as a liaison between the school and families. The Parent Coordinator provides parent workshops based on a needs assessment of parents of children who attend our school. She works to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office, conduct parent workshops with topics that may include, but not limited to: parenting skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. According to our school's demographics data, over the past four years, we are showing an increase in enrollment of Black or African American and Hispanic or Latino students. There is a decrease in Caucasian student enrollment. The majority of our students are still males. Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. We will have more parent events, school trips and infuse our curriculum to address our increase of African American and Hispanic student populations.

Strategies for attracting Highly Qualified Teachers (HQT)

The No Child Left Behind Act of 2001 (NCLB) emphasizes teacher quality in improving student achievement. We establish incentives to attract, support and retain highly qualified and effective teachers. We support programs within our district by identifying mentors for classroom-based support programs to increase teacher retention, supporting outstanding paraprofessionals to become certified teachers and teachers who exhibit strong leadership skills to become school building leaders/school district leaders. We work closely with local educational universities (i.e., New York City Teaching Fellows, Pace University, Brooklyn College and Bank Street College. Four of our teachers work with Bank St. College to obtain an

annotation for severe and multiple disabilities with a concentration in autism. To further support our teachers, the school partners with agencies and cultural organizations such as NYC Jr. Tennis League, American Museum of Natural History, UFT, Special Olympics, SI Zoo, Snug Harbor Cultural Center, UCP, AHRC, Lifestyles and various corporate sponsors. These groups offer a variety of enriched professional development activities at Hungerford, such as:

- CASA, a New York City Council grant, funded a proposal Hungerford had written with Marquis Studios. This funding enables us to have qualified teaching artists to come into our classrooms and provide 1:1 professional development in the field of creative arts. The teaching artists provide opportunities to teachers on how to integrate art strategies to promote literacy skills that address the common core standards in ELA.
- We are one of the 138 NYC DOE's "Urban Advantage" Schools. "Urban Advantage" (UA) is a standards-based partnership designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. Our partners, the S.I. Zoo, and the American Museum of Natural History, design and conduct high quality professional development for our staff and building leaders, that promotes the teaching and learning of inquiry and investigations.
- P721R has teamed up with the Institute of Basic Research (IBR) and the New York State Office for People with Developmental Disabilities to implement and develop the Health Advocacy Program. The core team of teachers, paraprofessionals and members of the IBR assess, teach and develop individual programs for each child. The team meets monthly to track data, share ideas and lessons and develop next steps. Professional development is provided to our staff by the New York State Office for People with Developmental Disabilities.
- Many professional development opportunities are available to new and experienced teachers and paraprofessionals. These activities are designed to improve the quality of instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of evidence-based strategies; and help teachers meet their license and salary differentials. Some of these activities are school based as well as Citywide.

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.

- The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization..
- Recipient of several grants. Such grants include *RESO A Grant* Technology: As recipients of a RESO A, a grant for the 2008-2012 school years, we intend to continue to build on our technological expertise through an increase in staff technology-based training and instruction. Upon delivery and installation of hardware, we will have Smartboards, ibooks and laptops in all classrooms at our main site, IS43, New Dorp HS and IS24.
- Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success. This year, we will be rolling out the WAVE program into our IS24 and New Dorp HS sites.

Budget and resources alignment

- SANDI assessment funded with Instructional Program Money/State Standards Money
- Unique Curriculum funded with Instructional Program Money/State Standards Money
- CASA Grant for Arts Integration into subject areas.
- Get Ready to Learn funded with Tax Levy Money
- Parent Involvement funded with Instructional Program Money/Remuneration
- PBIS funded with Instructional Program Money
- RESO A Grant money funded with Resolution A Technology Projects Money
- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverages from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books.

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

By June 2012, students in alternate assessment will demonstrate increased proficiency in ELA skills as evidenced by a 15% gain in skill mastery as measured by the SANDI Assessment, aligned with the Common Core Curriculum.

Comprehensive needs assessment

Our school did not receive a Quality Review in the 2010-11 school year, but we anticipate one this upcoming year. Our last Quality Review was conducted in 2009. In 2009, while we continued to receive Well Developed in most areas, the results of the Quality Review found that our school leaders and faculty need to more consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning. To meet this end, we met regularly (at least monthly) to discuss, review and adjust the timeframes to reach the goals of all students in all core subjects and functional life skills. Additionally, we met regularly with students and their families to ensure that there are clear expectations/understanding and communication of the goals in all core subjects and functional life skills and set timeframes to increase student achievement.

Our 2010-2011 school year NYSAA data reflects that 10 out of our 10 elementary age group received level 4s in ELA . Out of 113 intermediate age students 109 received level 4s, 3 received level 3s and one was unscorable. Thirty six of our secondary age students all received level 4s in ELA.

We have high expectations for academic rigor in our school. In 2011-2012, we piloted the Lakeshore Model in all of our seven sites for formative assessment and the measurement of student learning. The Lakeshore Model is a process for assessing the Standards for students with severe disabilities. We have been using this new tool to help identify academic needs, which will help us write individualized S.M.A.R.T. IEP goals for our group. We have had such great success with the Lakeshore (Student Assessment of Needs Determination Inventory (SANDI)) assessment, as well as positive feedback from our staff, we have decided to move towards implementing Lakeshore into all our classes. The SANDI quickly helps staff determine student need areas and aligns needs to content standards, insuring access to grade level standards based curriculum. The SANDI assessment is now aligned to the Common Core standards in ELA.

We are implementing a process to uniformly assess student outcomes across all sites. Teachers in our schools have processes in place to create student learning portfolios. A student learning portfolio is a collection of assessments information intended to capture evidence of student learning over a specific amount of time. By creating uniformity of assessments across all sites, teachers and staff can communicate about and understand their student's performance more effectively. This also allows for inter-visitations among sites.

Instructional strategies/activities

- Baseline ELA SANDI data to be completed by November 2011 and May 2012 for 100% of students by the official teacher.
 - identifies every student by name and need
 - provides alignment of specific skill areas to the alternate standard blueprints
 - administered prior to the IEP
 - determines current levels of performance for the IEP
 - aligns student need areas to content standards
 - ensures and directs writing of standards based IEP goals
 - tracks and demonstrates student progress over time
 - provides legally defensible documentation of educational benefit
- Fall 2011 thru June 2012, create inquiry teams to research, discuss and implement different strategies to increase independent reading skills.
- Fall 2011 thru June 2012, analyze data to determine professional development (PD) needs of staff on a monthly basis.
- Fall 2011 thru June 2012, focused collaborative walk-throughs by the administrative team.
- PD on Core Curriculum Standards (CCS) November 2011
- Begin PD on UNIQUE September 2011 (piloted UNIQUE Curriculum in the summer of 2010, which gives our staff a strong foundation) with monthly benchmark meetings.
- Fall 2011 thru June 2012 Writing curriculum mapping and appropriate lesson plans (begin alignment of Unique lessons to new Core Curriculum Standards-plans will be reviewed at weekly departmental meetings).
- Ongoing starting in September 2011, common planning time to review and assess data in order to develop action plans for next steps.
- Partial and full period observations aligned with the Talent Management Pilot, beginning November 2011
- Ongoing starting in the fall semester, task analysis and data collection reviewed weekly with the following levels measured: physical prompt, partial physical prompt, gestural prompt, independent use

- In the fall semester of 2011, the teacher teams will review samples of student work to determine gaps between what students currently know and are able to do and the demands of the Common Core. The teacher teams will analyze the information and determine next steps.
- In the winter/spring semester of 2012, all students will engage in one culminating ELA assessment embedded in well sequenced units of instruction that are aligned to the common core standards as per the Chancellor's expectations.
- November 2011 thru June 2012, ongoing site inter-visitations by teachers and administration across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/ or class ratio.

Responsible parties include all stakeholders including our administrative team, teachers, coaches, transition coordinator, job coach, paraprofessionals, students, parents and related service providers.

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- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverages from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books.

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

By June 2012, students in alternate assessment will demonstrate increased proficiency in Math skills as evidenced by a 15% gain in skill mastery as measured by the SANDI Assessment, aligned with the Common Core Curriculum.

Comprehensive needs assessment

Our school did not receive a Quality Review in the 2010-11 school year, but we anticipate one this upcoming year. Our last Quality Review was conducted in 2009. In 2009, while we continued to receive Well Developed in most areas, the results of the Quality Review found that our school leaders and faculty need to more consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning. To meet this end, we met regularly (at least monthly) to discuss, review and adjust the timeframes to reach the goals of all students in all core subjects and functional life skills. Additionally, we met regularly with students and their families to ensure that there are clear expectations/understanding and communication of the goals in all core subjects and functional life skills and set timeframes to increase student achievement.

Our 2010-2011 school year NYSAA data reflects that 10 out of our 10 elementary age group received level 4s in Math. Out of 113 intermediate age students 110 received level 4s, 2 received level 2s and one was unscorable. All thirty six of our secondary age students received level 4s in Math.

We have high expectations for academic rigor in our school. In 2011-2012, we piloted the Lakeshore Model in all of our seven sites for formative assessment and the measurement of student learning. The Lakeshore Model is a process for assessing the Standards for students with severe disabilities. We have been using this new tool to help identify academic needs, which will help us write individualized S.M.A.R.T. IEP goals for our group. We have had such great success with the Lakeshore (Student Assessment of Needs Determination Inventory (SANDI)) assessment, as well as positive feedback from our staff, we have decided to move towards implementing Lakeshore into all our classes. The SANDI quickly helps staff determine student's areas of need and aligns needs to content standards, insuring access to grade level standards based curriculum. The SANDI assessment is now aligned to the Common Core standards in Mathematics.

We are implementing a process to uniformly assess student outcomes across all sites. Teachers in our schools have processes in place to create student learning portfolios. A student learning portfolio is a collection of assessments information intended to capture evidence of student learning over a specific amount of time. By creating uniformity of assessments across all sites, teachers and staff can communicate about and understand their student's performance more effectively. This also allows for inter-visitations among sites.

Instructional strategies/activities

- Baseline Math SANDI data to be completed by November 2011 and May 2012 for 100% of students by the official teacher.
 - identifies every student by name and need
 - provides alignment of specific skill areas to the alternate standard blueprints
 - administered prior to the IEP
 - determines current levels of performance for the IEP

- aligns student need areas to content standards
- ensures and directs writing of standards based IEP goals
- tracks and demonstrates student progress over time
- provides legally defensible documentation of educational benefit

- Fall 2011 thru June 2012, create inquiry teams to research, discuss and implement different strategies to increase independent reading skills.
- Fall 2011 thru June 2012, analyze data to determine professional development (PD) needs of staff on a monthly basis.
- Fall 2011 thru June 2012, focused collaborative walk-throughs by the administrative team.
- PD on Core Curriculum Standards (CCS) November 2011
- Begin PD on UNIQUE September 2011 (piloted UNIQUE Curriculum in the summer of 2010, which gives our staff a strong foundation) with monthly benchmark meetings.
- Fall 2011 thru June 2012 Writing curriculum mapping and appropriate lesson plans (begin alignment of Unique lessons to new Core Curriculum Standards-plans will be reviewed at weekly departmental meetings).
- Ongoing starting in September 2011, common planning time to review and assess data in order to develop action plans for next steps.
- Partial and full period observations aligned with the Talent Management Pilot, beginning November 2011
- Ongoing starting in the fall semester, task analysis and data collection reviewed weekly with the following levels measured: physical prompt, partial physical prompt, gestural prompt, independent use
- In the fall semester of 2011, the teacher teams will review samples of student work to determine gaps between what students currently know and are able to do and the demands of the Common Core. The teacher teams will analyze the information and determine next steps.
- In the winter/spring semester of 2012, all students will engage in one culminating math assessment embedded in well sequenced units of instruction that are aligned to the common core standards as per the Chancellor's expectations.
- November 2011 thru June 2012, ongoing site inter-visitations by teachers and administration across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/ or class ratio.

Responsible parties include all stakeholders including our administrative team, teachers, coaches, transition coordinator, job coach, paraprofessionals, students, parents and related service providers.

Strategies to increase parental involvement

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association and are welcomed members of our school community. Our school will support parents and families of our students by providing opportunities for parents to help them understand the accountability systems (e.g. Talent Management Program and Quality Review Reports). We will schedule our PTA meetings and parent workshops with flexible times and site locations, such as meetings in the morning or evening. We will share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Our school's website has been redesigned to keep parents informed about school activities and student progress. We maintain a parent coordinator to serve as a liaison between the school and families. The Parent Coordinator provides parent workshops based on a needs assessment of parents of children who attend our school. She works to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office, conduct parent workshops with topics that may include, but not limited to: parenting skills, understanding educational accountability, alternate assessment curriculum and assessment expectations; literacy, accessing community and support

services; and technology training to build parents' capacity to help their children at home. According to our school's demographics data, over the past four years, we are showing an increase in enrollment of Black or African American and Hispanic or Latino students. There is a decrease in Caucasian student enrollment. The majority of our students are still males. Research supports that when schools support students' culture as an integral part of the school experience, the students will be motivated to do better. We will have more parent events, school trips and infuse our curriculum to address our increase of African American and Hispanic student populations.

Strategies for attracting Highly Qualified Teachers (HQT)

The No Child Left Behind Act of 2001 (NCLB) emphasizes teacher quality in improving student achievement. We establish incentives to attract, support and retain highly qualified and effective teachers. We support programs within our district by identifying mentors for classroom-based support programs to increase teacher retention, supporting outstanding paraprofessionals to become certified teachers and teachers who exhibit strong leadership skills to become school building leaders/school district leaders. We work closely with local educational universities (i.e., New York City Teaching Fellows, Pace University, Brooklyn College and Bank Street College. Four of our teachers work with Bank St. College to obtain an annotation for severe and multiple disabilities with a concentration in autism. To further support our teachers, the school partners with agencies and cultural organizations such as NYC Jr. Tennis League, American Museum of Natural History, UFT, Special Olympics, SI Zoo, Snug Harbor Cultural Center, UCP, AHRC, Lifestyles and various corporate sponsors. These groups offer a variety of enriched professional development activities at Hungerford, such as:

- CASA, a New York City Council grant, funded a proposal Hungerford had written with Marquis Studios. This funding enables us to have qualified teaching artists to come into our classrooms and provide 1:1 professional development in the field of creative arts. The teaching artists provide opportunities to teachers on how to integrate art strategies to promote literacy skills that address the common core standards in ELA.
- We are one of the 138 NYC DOE's "Urban Advantage" Schools. "Urban Advantage" (UA) is a standards-based partnership designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. Our partners, the S.I. Zoo, and the American Museum of Natural History, design and conduct high quality professional development for our staff and building leaders, that promotes the teaching and learning of inquiry and investigations.
- P721R has teamed up with the Institute of Basic Research (IBR) and the New York State Office for People with Developmental Disabilities to implement and develop the Health Advocacy Program. The core team of teachers, paraprofessionals and members of the IBR assess, teach and develop individual programs for each child. The team meets monthly to track data, share ideas and lessons and develop next steps. Professional development is provided to our staff by the New York State Office for People with Developmental Disabilities.

Many professional development opportunities are available to new and experienced teachers and paraprofessionals. These activities are designed to improve the quality of instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of evidence-based strategies; and help teachers meet their license and salary differentials. Some of these activities are school based as well as Citywide.

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.

- The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with

gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.

- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization..
- Recipient of several grants. Such grants include *RESO A Grant Technology*: As recipients of a RESO A, a grant for the 2008-2012 school years, we intend to continue to build on our technological expertise through an increase in staff technology-based training and instruction. Upon delivery and installation of hardware, we will have Smartboards, ibooks and laptops in all classrooms at our main site, IS43, New Dorp HS and IS24.

Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success. This year, we will be rolling out the WAVE program into our IS24 and New Dorp HS sites.

Budget and resources alignment

- SANDI assessment funded with instructional program money/state standards money
- Unique Curriculum funded with instructional program money/state standards money
- CASA Grant for Arts Inter-subject area
- Get Ready to Learn funded with tax levy money
- Parent Involvement funded with instructional program money/remuneration
- PBIS funded with instructional program money
- RESO A grant money funded with Resolution A Technology projects money.
- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverages from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books.

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

By June 2012, there will be increased movement towards independence as evidenced by successful integration in community/social settings as measured by a 15% increase in movement to a Less Restrictive Environment.

Comprehensive needs assessment

In order to provide students with the least restrictive environment (LRE) and promote independence student services should be reduced/terminated as appropriate. As students gain the necessary skills to perform activities of daily living and are able to participate in the academic and vocational program with greater independence they experience greater success. We emphasize safety, independence and transition skills as our students become valued members of the community.

We continue to identify and evaluate students who are appropriate for alternative augmentative communication (AAC). Communication systems are regularly updated and provided to students who are currently unable to communicate without assistance. Use of individual communication devices has steadily increased over the past five years.

Due to student improvements in the 2010-11 school year the following transitions were made to least restrictive environments: three students moved from the 12:1:4 class ratio to 12:1:1, seven students move from 12:1:1 class ratio to 8:1 (Inclusion), one student moved from the 8:1:1 class ratio to 8:1 (Inclusion), one student move from 8:1:1 to a 12:1:1 class ratio, three students moved from the 6:1:1 class ratio to 12:1:1 and four students moved from 6:1:1 class ratio to 8:1 (Inclusion) class ratio. In the area of related service mandates there were 46 speech and language therapy modifications to meet LRE, in addition to 15 students being transitioned out-of speech and language therapy services. Three physical therapy modifications to meet LRE were made, in addition to four transitions out-of physical therapy services. Eleven modifications to meet LRE were made in occupational therapy, in addition to four transitions out-of occupational therapy services. We had three modifications to meet LRE in counseling, two in nursing services, one transition out-of hearing services and five transitions out-of of 1:1 crisis paraprofessionals support.

Due to student improvement, in the current school year, to date we have had four speech modifications and two transitions out of speech and language therapy services, two occupational therapy modifications and one physical therapy modification. One student transitioned to a larger class ratio, three students were transitioned out of crisis paraprofessional services and one student was transitioned out of transportation paraprofessional services.

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

Instructional strategies/activities

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- IEP review from Fall 2011 thru June 2012

- Fall 2011 thru June 2012, require the use of formative/summative assessments
- Fall 2011 thru June 2012, require the use of a data system to track student indicators having direct impact on student achievement
- Cohort team meetings monthly from the Fall 2011 thru June 2012
- Partial and full observations from Fall 2011 thru June 2012
- Ongoing from September 2011 thru June 2012, Professional Development for staff on therapeutic crisis intervention. The Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting teachers in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to students and staff.
- Ongoing from the Fall 2011 thru June 2012, the related service providers work towards using the in class collaborative service delivery model. This model allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.
- Ongoing from the fall of 2011 thru June 2012, students displaying behaviors that seriously interfere with instruction and require additional supports receive a functional behavior assessment according to IDEA by a trained professional. The child study team will meet monthly to gather, track and review data in order to create and update an appropriate behavior intervention plan.
- Ongoing from fall 2011 thru June 2012, our transition coordinator and job developer work with the administration and staff across all sites in order to ensure that skills are developed and supports are provided to that every student can become as independent as possible. They are committed to ensuring that every student receives the services needed to achieve his or her desired post secondary outcomes and become productive members of the community.

Responsible parties include all stakeholders including our administrative team, teachers, coaches, transition coordinator, job coach, paraprofessionals, students, parents and related service providers.

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Budget and resources alignment

- SANDI Assessment funded with Instructional Program Money/State Standards Money
- Unique Curriculum funded with Instructional Program Money/State Standards Money
- CASA Grant for arts integration into subject areas.
- Get Ready to Learn funded with Tax Levy Money
- Parent Involvement funded with Instructional Program Money/Remuneration
- PBIS funded with Instructional Program Money
- RESO A grant money funded with Resolution A Technology Projects Money.
- VATEA Supply Money
- VATEA Stipend Money
- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverages from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books.

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	21	21	21	21	9	9	9	18
7	33	33	33	33	16	16	16	30
8	34	34	34	34	17	17	17	31
9	52	52	52	52	27	27	27	46
10	44	44	44	44	21	21	21	21
11	30	30	30	30	15	15	15	29

12	125	125	125	125	76	76	76	110
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On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

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

Name of Academic Intervention Services (AIS)	Description
<p style="text-align: center;">ELA</p>	<p>The Richard H. Hungerford School uses The Unique Curriculum as well as the New York State Core Curriculums as a guide to instructional delivery. In areas where these curriculums are deficient in meeting student’s academic needs, and/or when students still struggle to meet State Standards, the following academic intervention programs and strategies are used.</p> <p>Achieve3000 provides a web-based, individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. There is one high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level. Key to successful learning is using material that students find relevant and interesting and differentiating that content to meet each student's unique learner profile. The diversity of students in a class makes it difficult to both find content that motivates all students and present it at each student's point of entry. The use of a wide range of high-interest and current articles in achieve3000 helps to ensure students will find something that engages their interest. The daily e-mail sets the stage for a learning experience that is designed to help every student maximize his or her potential by introducing the topic of the article using vocabulary and questions appropriate for their reading level. The ONE-ON-ONE support model of Achieve3000 uses technology to help each student progress towards reading and writing proficiency. Students follow a five step literacy routine - <u>Set a schema</u>, <u>Read for Information</u>, <u>Demonstrate Mastery</u>, <u>Construct Meaning</u>, <u>Form an Opinion</u> - that is directly linked to state standards, most recent researched based literacy strategy and is geared towards helping students to reach their maximum potential. The program also provides the opportunity for teachers to track students’ progress. Student scores are stored and is easily accessible to teachers and parents. This allows teachers to use performance data to inform instruction while parents get consistent updates on their child’s performance. Services for achieve3000 is provided during the school day use one-on-one and small group instructional models. This academic intervention service is provided during the school day using one-on-one and small group instructional models. News-2-You is a symbol-supported, simple text electronic newspaper delivered weekly on the Internet. Its focus is on current events. Each issue is wrapped around a newsworthy--and subject appropriate—event of interest to our readers in the special education and beginning reader communities. News-2-You</p>

recognizes the paucity of research addressing the academic education of students with significant disabilities. Historically these students participated in a curriculum that focused on functional life skill applications with limited participation in academic skills.

The 1997 IDEA and 2001 NCLB legislation changed the academic landscape forever. Downing now lists five general guidelines for literacy instruction for students with significant disabilities:

- I. Recognize the link between communication and literacy
- II. Maintain high expectations for students to acquire literacy
- III. Make literacy materials accessible
- IV. Follow the interest of the student
- V. Engage the student in direct and systematic instruction (8)

News-2-You is designed to achieve those goals. It is a tool for teaching and expanding literacy skills, from basic awareness of symbols and print to reading fluently with comprehension. It spurs discussion and student interest. It expands the knowledge of cultures, customs, events and places in the world. Importantly, it sparks an interest in reading for pleasure as well as information. Importantly it provides multiple opportunities for educators to measure student performance on standards-based skills.

This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Get Ready to Learn: GRTL includes Specific routines that incorporate sound, breath work, yoga postures and deep relaxation techniques adapted for the specific challenges of various disabilities. Each routine is designed to be implemented in a sequential approach - modeling, minimal prompt and assisted performance. The program is supervised by therapists but is implemented by the classroom teacher to provide a daily preparatory therapeutic program. The program includes 2 seated and 2 floor routines designed to start the student instructional day. Data collection tools for this program include: baseline data forms, teacher/parent observation forms, parent letter/feedback forms, teacher feedback forms, and simple weekly data sheets to track individual progress.

This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Words Their Way is an approach to spelling and word knowledge that is based on extensive research literature and includes stages of development and instructional levels that are critical to the way students learn to read. It complements the use of phonics, spelling, and vocabulary instruction that is already being used in our school. Included in the WTW approach is a set of three inventories that assess student ability in key areas. These three inventories include the Primary Spelling Inventory, the Elementary Spelling Inventory, and the Upper Level Spelling Inventory. Students are introduced to the inventory that is at their individual level. In addition to vocabulary that is provided during balanced literacy lessons, students work with a set of words

each day. These words address their spelling ability and word knowledge. This academic intervention service is provided during the school day using one-on-one and small group instructional models.

BrainPOP includes the use of multimedia instruction that significantly enhance students' learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners in curricular topics. Content is mapped to Common Core, aligned to academic standards, and easily searchable with the online Standards Tool. BrainPOP, is uniquely suited for our intervention program and for 21st century learners. The program is fully compatible with interactive whiteboards, learner response systems, projectors, Macs, and PCs.

Structured Teaching Strategy is a tool used by our teachers and staff to organize student work and provide access to Content Curriculum. The "structure" consists of modifications in the environment, concrete and visual ways of presenting information, and proactive routines. It is individually designed around each student's strengths, skill, interests and needs. The goal of structured teaching is to promote independence and meaning through structure. As students show progress, the structure is adjusted as necessary. Structured Teaching is seamlessly integrated into the school day for all our students however, to effectively teach autistic students TEACCH model is implemented. Treatment and Education of Autistic and Related Communication for Handicapped Children (TEACCH) is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders. Established in the early 1970s by Eric Schopler and colleagues, the TEACCH program has worked with thousands of individuals with autism spectrum disorders and their families. TEACCH provides clinical services such as diagnostic evaluations; parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment. Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Functional Skill Development, and Guided Reading.

PCI Education/Grammar Series incorporates essential grammar skills in three leveled binders, each including more than 200 activities. The program offers a variety of activities in order to help students fully master each skill. Worksheets have been designed to address the major learning modalities (visual, auditory, and tactile/kinesthetic). Each of the three binders is leveled, beginning with the most basic grammar skills in Binder 1 and gradually increasing the difficulty level in Binders 2 and 3. Each binder contains a correlations chart featuring skill objectives so that teachers can easily reference specific skills pertinent to their students' needs. Each binder contains 8-13 units. The beginning of each unit includes a teacher page

	<p>complete with instructions for motivating the students, as well as suggested activities to use in class and to take home. Also included is a parent letter that explains the unit students will be studying and offers suggested home activities that will reinforce the skill.</p> <p>Remedial Comprehension Skill Cards: provides practice for 6 key comprehension skills: FACTS, SEQUENCE, MAIN IDEA, CONTEXT, CONCLUSION, and INFERENCE. Each set has 6 color coded sections containing two each of 8 double sided cards per skill. Read aloud to your students as they follow along or allow students to read on their own. Cards include Context, Main Idea, Conclusion, and Inference paragraphs and multiple choice questions per skill. Facts and Sequence cards include 16 short stories and a series of multiple choice questions per skill. Program includes teacher guide with response sheets, answer key and progress chart.</p> <p>This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p> <p>Project-Based Learning: is an instructional approach built upon authentic learning activities engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. PBL teaches students 21 st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. PBL is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p>
<p>Mathematics</p>	<p>Math Navigator is a highly flexible intervention program that repair misconceptions and fills critical gaps in students' understanding. The program is aligned with Common Core State Standards and builds conceptual understanding, problem solving, and skills. This program supports our English learners and students within our inclusion classes. This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p> <p>PCI Solving Word Problems with Pictures gives students a fool-proof strategy for solving word</p>

problems. The addition, subtraction, multiplication, and division problems are presented in high-interests, "real-life" stories. While solving the basic, students learn and practice a simple, six-step process that can be used to attack any word problem. Stories are written at a low reading level to accommodate beginning and struggling readers and are appropriate for students of all ages. A unique aspect of this program is the requirement that students visualize and draw a picture to represent the problem. Creating a visual representation of the word problem helps students clearly understand what the problem is about. When students understand what a word problem is about, they can plan an appropriate way to solve it. As students progress through each level, new challenges appear. Level 1 begins with the most basic problems, which contain no extraneous information to distract students. In Level 2, students identify the distracters in each problem and choose the correct operation from two choices. In Level 3, students choose the correct operation to solve each problem from four choices. In Level 4, students solve problems in a standardized test format.

This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Get Ready to Learn: GRTL includes Specific routines that incorporate sound, breath work, yoga postures and deep relaxation techniques adapted for the specific challenges of various disabilities. Each routine is designed to be implemented in a sequential approach - modeling, minimal prompt and assisted performance. The program is supervised by therapists but is implemented by the classroom teacher to provide a daily preparatory therapeutic program. The program includes 2 seated and 2 floor routines designed to start the student instructional day. Data collection tools for this program include: baseline data forms, teacher/parent observation forms, parent letter/feedback forms, teacher feedback forms, and simple weekly data sheets to track individual progress.

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BrainPOP includes the use of multimedia instruction that significantly enhance students' learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners in curricular topics. Content is mapped to Common Core, aligned to academic standards, and easily searchable with the online Standards Tool. BrainPOP, is uniquely suited for our intervention program and for 21st century learners. The program is fully compatible with interactive whiteboards, learner response systems, projectors, Macs, and PCs.

This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Impact math and Everyday math games and manipulative offer Frequent mathematical practice for our students' intervention. This practice is necessary to attain strong mental arithmetic skills and reflexes. Everyday Mathematics encourages practice through games. The Games satisfy many, if not most, standard drill objectives. While some drills sometimes tend to become tedious and, therefore, gradually lose its effectiveness, games relieve the tedium because children enjoy them. Drill exercises aim primarily at building fact and operations skills. Practice through games shares these objectives, but, at the same time, games often reinforce other skills including calculator skills, money exchange and shopping skills, logic, geometric intuition, and intuition about probability and chance. Using games to practice number skills also greatly reduces the need for worksheets. Because the numbers in most games are generated randomly, the games can be played over and over without repeating the same problems. Many of the Everyday Mathematics games come with variations that allow players to progress from easy to more challenging versions. Games practice, therefore, offers an almost unlimited source of problem solving material. This academic intervention strategy is provided during the school day using one-on-one and small group instructional models.

Structured Teaching Strategy is a tool used by our teachers and staff to organize student work and provide access to Content Curriculum. The "structure" consists of modifications in the environment, concrete and visual ways of presenting information, and proactive routines. It is individually designed around each student's strengths, skill, interests and needs. The goal of structured teaching is to promote independence and meaning through structure. As students show progress, the structure is adjusted as necessary. Structured Teaching is seamlessly integrated into the school day for all our students however, to effectively teach autistic students TEACCH model is implemented. Treatment and Education of Autistic and Related Communication for Handicapped Children (TEACCH) is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders. Established in the early 1970s by Eric Schopler and colleagues, the TEACCH program has worked with thousands of individuals with autism spectrum disorders and their families. TEACCH provides clinical services such as diagnostic evaluations; parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment. Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Functional Skill Development, and Guided Reading. This academic intervention strategy is provided during the school day using one-on-one and small group instructional models.

Equals is a Pre K-12 curriculum that provides mathematics instruction for educators who work with students in special education or in alternative education programs. It encompasses pre-

	<p>readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities. The curriculum provides a multi-sensory structure to math with three levels of instructional strategies dedicated to each lesson. Equals builds math preparedness through incremental and systematic progression from the concrete to the abstract. In addition, Equals pulls together the critical instructional elements of communication and engagement by providing the strategies and manipulative that enable all students to demonstrate measurable progress on math outcomes. This program features:</p> <ul style="list-style-type: none"> • Complete scope and sequence of math skills • Lessons range from pre-emerging math to traditionally taught math standards • K-12 with age-neutral lessons • Comprehensive assessment • Real life problem solving (school-home-community math applications) • Math manipulative (specifically for students with disabilities) • Hundreds of worksheets at multiple levels of complexity <p>This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p>
Science	<p>News-2-You is a symbol-supported, simple text electronic newspaper delivered weekly on the Internet. Its focus is on current events. Each issue is wrapped around a newsworthy--and subject appropriate—event of interest to our readers in the special education and beginning reader communities. News-2-You recognizes the paucity of research addressing the academic education of students with significant disabilities. Historically these students participated in a curriculum that focused on functional life skill applications with limited participation in academic skills. The 1997 IDEA and 2001 NCLB legislation changed the academic landscape forever. Downing now lists five general guidelines for literacy instruction for students with significant disabilities:</p> <ol style="list-style-type: none"> I. Recognize the link between communication and literacy II. Maintain high expectations for students to acquire literacy III. Make literacy materials accessible IV. Follow the interest of the student V. Engage the student in direct and systematic instruction (8) <p>News-2-You is designed to achieve those goals. It is a tool for teaching and expanding literacy skills, from basic awareness of symbols and print to reading fluently with comprehension. It spurs discussion and student interest. It expands the knowledge of cultures, customs, events and places in the world. Importantly, it sparks an interest in reading for pleasure as well as information. Importantly it provides multiple opportunities for educators to measure student performance on standards-based skills.</p> <p>This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p>

BrainPOP includes the use of multimedia instruction that significantly enhance students' learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners in curricular topics. Content is mapped to Common Core, aligned to academic standards, and easily searchable with the online Standards Tool. BrainPOP, is uniquely suited for our intervention program and for 21st century learners. The program is fully compatible with interactive whiteboards, learner response systems, projectors, Macs, and PCs. This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Project-Based Learning is an instructional approach built upon authentic learning activities that engages student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. PBL teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. PBL is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. Projects from our students are displayed annually at our Curriculum Fair and also at the district's Best Practice Fair. . This academic intervention strategy is provided during the school day using one-on-one and small group instructional models.

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	<p>strategies which include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Functional Skill Development, and Guided Reading. This academic intervention strategy is provided during the school day using one-on-one and small group instructional models.</p> <p>Flocabulary creates hip-hop music and curricular materials to teach academic content in grades K-12. The catch phrase in these songs makes it easy for students to learn content in an interesting manner while fostering a love for learning. Academic programs can be both rigorous and engaging for students at all levels. This programs has proven to increase motivation and academic achievement among students. The idea for Flocabulary first came to founder/lyricist Blake Harrison in high school. As a student he struggled to memorize facts for tests; he wondered why it was so easy to remember lines to his favorite rap songs but so difficult to memorize the definitions of new vocabulary words. Blake realized that if a rapper released an album that defined SAT vocabulary words, students would have a fun and effective way to prepare for the SAT. This concept is mirrored by our academic intervention program. This academic intervention strategy is provided during the school day using one-on-one and small group instructional models.</p>
<p>Social Studies</p>	<p>News-2-You is a symbol-supported, simple text electronic newspaper delivered weekly on the Internet. Its focus is on current events. Each issue is wrapped around a newsworthy--and subject appropriate—event of interest to our readers in the special education and beginning reader communities. News-2-You recognizes the paucity of research addressing the academic education of students with significant disabilities. Historically these students participated in a curriculum that focused on functional life skill applications with limited participation in academic skills. The 1997 IDEA and 2001 NCLB legislation changed the academic landscape forever. Downing now lists five general guidelines for literacy instruction for students with significant disabilities:</p> <ul style="list-style-type: none"> VI. Recognize the link between communication and literacy VII. Maintain high expectations for students to acquire literacy VIII. Make literacy materials accessible IX. Follow the interest of the student X. Engage the student in direct and systematic instruction (8) <p>News-2-You is designed to achieve those goals. It is a tool for teaching and expanding literacy skills, from basic awareness of symbols and print to reading fluently with comprehension. It spurs discussion and student interest. It expands the knowledge of cultures, customs, events and places in the world. Importantly, it sparks an interest in reading for pleasure as well as information. Importantly it provides multiple opportunities for educators to measure student performance on standards-based skills.</p> <p>This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p> <p>BrainPOP includes the use of multimedia instruction that significantly enhance students’ learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners</p>

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At-risk Services provided by the Guidance Counselor	Assist in the consistent implementation of Behavior Intervention Plans, and reinforce positive behavior in order to foster an environment more conducive to learning. Assist students in speaking the language of LSCI and TCI to reduce maladaptive behavior in the classroom setting, thereby affording the student more instructional time with peers.
At-risk Services provided by the School Psychologist	Assist in the consistent implementation of Behavior Intervention Plans, and reinforce positive behavior in order to foster an environment more conducive to learning. Assist students in speaking the language of LSCI and TCI to reduce maladaptive behavior in the classroom setting, thereby affording the student more instructional time with peers.
At-risk Services provided by the Social Worker	Assist in the consistent implementation of Behavior Intervention Plans, and reinforce positive behavior, in order to foster an environment more conducive to learning. Assist students in speaking the language of LSCI and TCI to reduce maladaptive behavior in the classroom setting, thereby affording the student more instructional time with peers.
At-risk Health-related Services	Nurses and Health Paraprofessionals will assist in reducing time spent out of classroom due to health-related issues, thereby affording the student more instructional time with peers.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht/Ketler Louissant	District 75	Borough Staten Island	School Number 721
School Name The Richard H. Hungerford School			

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

Principal Dr. Mary McInerney	Assistant Principal Mike Pepe
Coach type here	Coach type here
ESL Teacher Nancy Morales, ESL	Guidance Counselor Lori Raiola
Teacher/Subject Area Rosaria Cangelosi, ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Janet Manolakas
Related Service Provider type here	Other Susan Smith, Supervisor
Network Leader of Ketler Louissant	Other Sherma Williams

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	354	Total Number of ELLs	37	ELLs as share of total student population (%)	10.45%
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Part II: ELL Identification Process

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

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

The intake and identification process for students entitled as ELL is conducted in accordance with the "New York State - LEP Identification Process" as per CR Part 154. Every parent completes the Home Language Identification Survey (HLIS). We ask what language is spoken at home other than English. If the student only speaks English, the teacher stops the LEP Identification Process and a notation is made. The notation indicates that the student only speaks English and "NO" is entered on the OTELE code. When students are admitted, an informal oral interview in English and when necessary in the native language is conducted for each student whose HLQ and other background information indicate that he or she may be LEP/ELL. The informal interview gives a preliminary assessment of a student's understanding of, and ability to speak the English language. The informal interview is conducted by ESL Teachers including Nancy Morales and Sara Cangelosi or qualified pedagogue. If the student speaks another language, the teacher administers the LAB-R to determine eligibility. The Spanish LAB assessment is administered to Spanish-speaking students, who do not pass the LAB-R. The assessment is administered once a year. The ESL teachers responsible for administering the LAB-R are Nancy Morales and Rosaria Cangelosi. Students whose native language is Spanish and who do not test out on the LAB-R are administered the Spanish LAB. The ESL teacher Nancy Morales administered the Spanish LAB if needed. We make an attempt to administer during the same time period as the LAB-R. If the LAB-R indicates that the student is not proficient in English, the parents are invited to a meeting to discuss the English Language Learner (ELL) program options for their child. Every spring our ELLs take the New York State English as a Second Achievement Test (NYSESLAT) and the school make sure that all four tests (Listening, speaking, reading and writing) are administered to the all ELLs (i.e., to ELLs in ESL classes, ELLs with alternate placement paraprofessionals and to those ELLs that are served as per their IEP). To ensure all ELLs receive the New York State English as a Second Language Achievement Test (NYSESLAT) the school utilizes various ATS reports (i.e., RLER, RLAT, RPEX, REXH, RMNR). Our ESL teachers Nancy Morales and Rosaria Cangelosi administer the New York State English as a Second Language Assessment Test (NYSESLAT) to all of our ELLs.

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

We then ask parents about their comfort level with English. When we determine that the parent prefers notices in home language we

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	37
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	22

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	0	9	6	0	6	22	0	22	37
Total	9	0	9	6	0	6	22	0	22	37

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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							2	1	5	5	1	2	3	19
Chinese								2		1	1		2	6
Russian														0
Bengali														0
Urdu														0
Arabic										1		1	2	4
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish							1							1
Albanian											2		1	3
Other								1		1			1	3
TOTAL	0	0	0	0	0	0	3	4	5	8	4	3	10	37

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 her

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

The demographics of P721R are as follows: 352 students attend 721R. The ESL program at the Hungerford School delivers English instruction to qualifying students using two different models: Push-In and Pull-Out. Of the 37 ELLs in our program, twenty are mandated for bilingual instructional services (BIS) and 17 are mandated for ESL only. All twenty BIS-mandated students have alternate placement bilingual (Albanian, Arabic, Chinese, French, , Spanish, Bengali, Polish) paraprofessionals assigned to them. Our LAP policy takes into account and addresses the students' levels of native language proficiency by providing them with alternate placement paraprofessionals who provide native-language support and cross-cultural connections for students, under the direction and guidance of the ESL and classroom teachers.

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

In the pull-out model, students function in a homogeneous setting that furthers development of language acquisition skills. During the classes, each student is able to engage in listening, speaking, reading and writing as facilitated by the ESL teacher. Reading and Writing is also used during pull-out ESL to support and reinforce what the students are learning in their classrooms. Instruction is based on the ESL standards, Common Core Learning Standards and alternate grade level indicators (AGLIs). ESL methodologies are integrated into lessons and are used to address math, science, and social studies standards and AGLIs.

All ELLs at P721R are at the beginning level of English language proficiency. Students in grade 6, 7 and 8 are entitled to 360 units of ESL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ESL instruction in as much as this is possible. Our ELL students have a variety of disabilities

A. Programming and Scheduling Information

such as autism, cognitive disabilities, emotional disabilities and sensory and physical disabilities. They are instructed in 12:1:1, 12:1:4, and 6:1:1 ratios as determined by their IEP.

To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day. One ESL teacher is a fluent Spanish speaker, able to provide native language assistance to 19 out of the 37 ELLs in our school.

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

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

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

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

*Achieve 3000- Integrates technology with the regular classroom curriculum.

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

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

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

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

All thirty seven (37) students on the ESL program are at the beginning level of second language acquisition and receive the minimum units of ESL pursuant to CR Part 154 mandates in as much as this is possible. To assure that the students meet the learning standards, ESL instruction implements the following: NYS ESL standards; ESL strategies such as Total Physical Response, the Language Experience Approach, Cooperative Learning. Various strategies for scaffolding instruction during cooperative learning activities have been adapted

A. Programming and Scheduling Information

for use with ELLs with severe disabilities. Technology is integrated into instruction. The classroom library provides a variety of books to reflect the background, needs and strengths of ELLs. The classroom library includes books on all levels and i supplemental, multisensory supports for students with severe disabilities.

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% students appropriately to effectively address their language needs. Presently there are no newcomers to our school. Should a newcomer present at our school, we plan to employ specific instructional strategies. The newcomer students require an opportunity to acclimate to the school setting. The ESL teachers initiate "survival English" for everyday activities. Consultation is conducted with the classroom teachers for a coordinated approach. The classroom			
75%			
50%			
25%			
NYS Learning Standards for ESL.			
100%			
75%			
50%			
25%			
Our plan for ELL students in our school for less than 6 years is as follows: • Focus on the development of academic a			
100%			
75%			
50%			
25%			
facilitate language production and after school programs.			
100%			
75%			
50%			
25%			
Our plan for ELL students receiving service for 4-6 years is as follows: * Lesson plans address areas of weakness and a			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Our transitional plan for long-term ELLs is as follows: Students who have not mastered the New York State ESL standards will continue to have ESL instruction targeted to their needs, their progress closely monitored with assessment completed periodically.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

A Programming and Scheduling Information

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

*ELL students will receive ESL services for at least two years. Students will also continue to receive related service supports such as counseling and speech services in English. They will participate in after school and extracurricular programs at the school.

* support services such as Academic Intervention Services (AIS), content area support.

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

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

721R has 37 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Lakeshore, ELA NYSAA, teacher-generated assessments and observations).

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

When considering the four preceding areas, strengths for all of the students appear to be in the listening and visual perception-area. These strengths are varied in degree and help formulate the particular functional groups being addressed in ESL class. These particular strengths are evident in students' reactions and responses during teacher assessment of student progress at the end of each lesson. This is also obvious when the Words and Concepts software program is used. This program introduces a core vocabulary. Nouns are represented by colorful pictures and a friendly voice guides and motivates. The same pictures are used over and over with cuing and instructional information gradually fading. There is evidence (data program result) that this listening program uses students' strengths to heighten their

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

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

Courses Taught in Languages Other than English ⓘ

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

During the 2011-2012 school year, P721R'S professional development plan will include issues pertaining to the education of ELLs such as: (September, October and November) SESIS, Lakeshore Assessment, Unique Curriculum; (November) the NYS ESL Standards, Common Core Curriculum, Achieve 3000, and the teaching of ESL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ESL instruction, and the adaptation of ESL materials for the education of ELLs with severe disabilities.

Teachers, paraprofessionals, administrators, and support staff participate in professional development activities such as small-group and individual professional development (PD) activities facilitated by the school-based coach, district-wide, and technical assistance and training on assessment (e.g., NYSAA) of ELLs with significant cognitive disabilities. ESL teachers also meet weekly with the assistant principals to share ideas, concerns, successes, etc. on assessing and instructing ELLs with significant disabilities. Ongoing support is being provided by the District 75 Office of ELL. District 75 PD focuses on compliance issues related to LAP, BESIS, NYSESLAT, All Extension of Services, as well as using technology and learning experiences.

In addition, new teachers are required to complete 10 hours of Jose P. mandated ESL training.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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We have 19 Spanish families, 6 Chinese families, 4 Arabic families, 1 French family, 3 Albanian families, 1 Polish family, 1 Malayalam family, 1 Hindu family, 1 Fulani family and 1 Bengali family. Other families mentioned above are all English speaking. All fliers and newsletters are posted in required languages at all of our sites.

At P721R, Administration, ESL teachers, The Parent Coordinator, The Transition teacher and Guidance counselors assist parents and guardians in understanding the culture of the school, with recommendations that will help students' academic and linguistic progress.

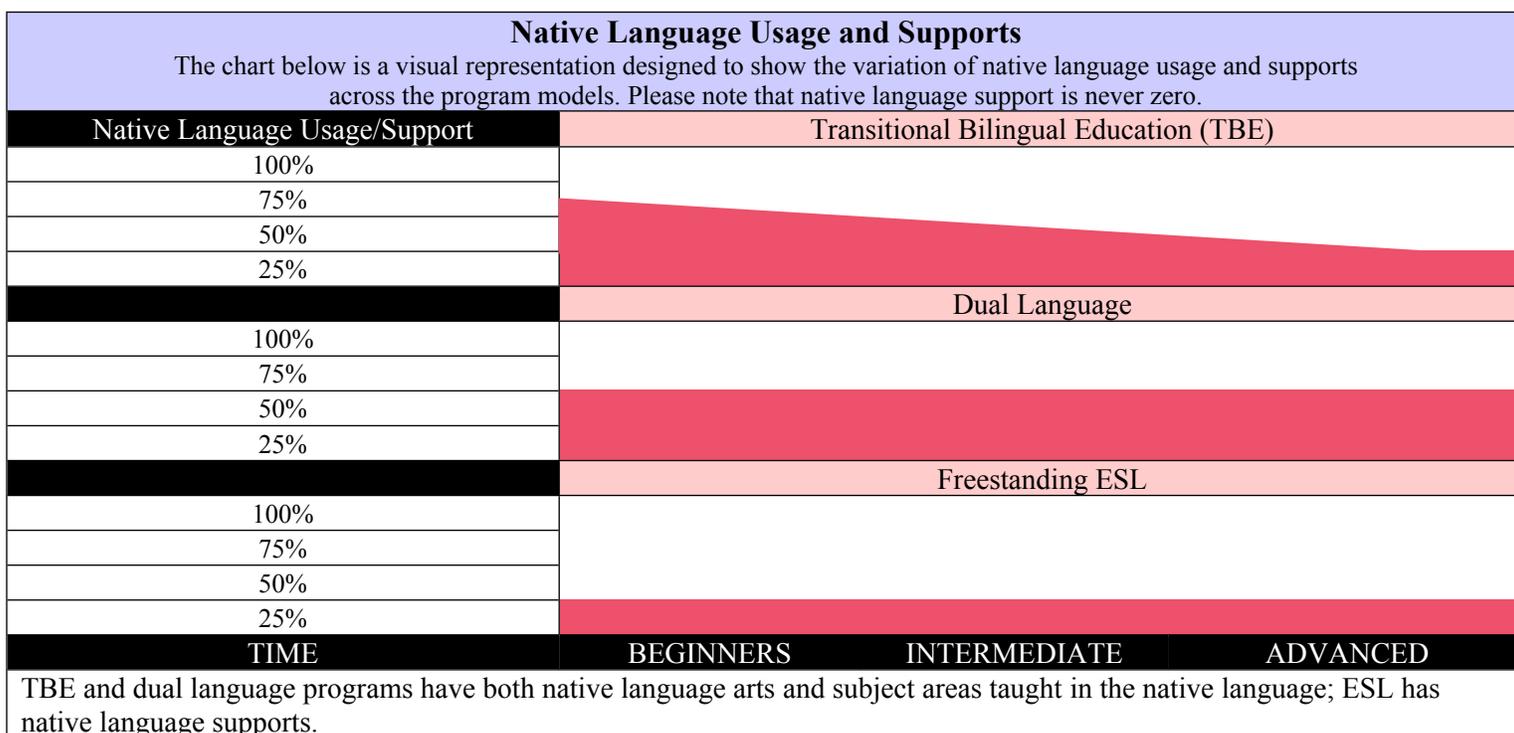
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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17. What language electives are offered to ELLs?

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

Our plan for continuing transition support for ELLs reaching proficiency on the NYSESLAT is as follows:
 *ELL students will receive ESL services for at least two years. Students will also continue to receive related service supports such as counseling and speech services in English. They will participate in after school and extracurricular programs at the school.
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P721 does not currently have a new program for this school year. Additional P721 does not plan to discontinue any programs this school year.

All ELLs at 721R are at the beginning level of English language proficiency. Students in grades 6, 7, and 8 are entitle to 360 units of ESL

B. Programming and Scheduling Information--Continued

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All ELLs at 721R are at the beginning level of English language proficiency. Students in grades 6, 7, and 8 are entitled to 360 units of ESL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ESL instruction in as much as this is possible. ESL instruction is provided by a certified/licensed ESL teacher and/or by monolingual teacher(s).

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

721R has 37 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Lakeshore, ELA NYSA, teacher-generated assessments and observations).

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

When considering the four preceding areas, strengths for all of the students appear to be in the listening and visual perception-area. These strengths are varied in degree and help formulate the particular functional groups being addressed in ESL class. These particular strengths are evident in students' reactions and responses during teacher assessment of student progress at the end of each lesson. This is also obvious when the Words and Concepts software program is used. This program introduces a core vocabulary. Nouns are represented by colorful pictures and a friendly voice guides and motivates. The same pictures are used over and over with cuing and instructional information gradually fading. There is evidence (data program result) that this listening program uses students' strengths to heighten their

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?

Paste response to questions 8-17 here

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

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

*ELL students will receive ESL services for at least two years. Students will also continue to receive related service supports such as counseling and speech services in English. They will participate in after school and extracurricular programs at the school.

* support services such as Academic Intervention Services (AIS), content area support.

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

All ELLs at 721R are at the beginning level of English language proficiency. Students in grades 6, 7, and 8 are entitled to 360 units of ESL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ESL instruction in as much as this is possible. ESL instruction is provided by a certified/licensed ESL teacher and/or by monolingual teacher(s).

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

During the 2011-2012 school year, P721R'S professional development plan will include issues pertaining to the education of ELLs such as: (September, October and November) SESIS, Lakeshore Assessment, Unique Curriculum; (November) the NYS ESL Standards, Common Core Curriculum, Achieve 3000, and the teaching of ESL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ESL instruction, and the adaptation of ESL materials for the education of ELLs with severe disabilities.

Teachers, paraprofessionals, administrators, and support staff participate in professional development activities such as small-group and individual professional development (PD) activities facilitated by the school-based coach, district-wide, and technical assistance and training on assessment (e.g., NYSAA) of ELLs with significant cognitive disabilities. ESL teachers also meet weekly with the assistant principals to share ideas, concerns, successes, etc. on assessing and instructing ELLs with significant disabilities. Ongoing support is being provided by the District 75 Office of ELL. District 75 PD focuses on compliance issues related to LAP, BESIS, NYSESLAT, All Extension of Services, as well as using technology and learning experiences.

In addition, new teachers are required to complete 10 hours of Jose P. mandated ESL training.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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We have 19 Spanish families, 6 Chinese families, 4 Arabic families, 1 French family, 3 Albanian families, 1 Polish family, 1 Malayalam family, 1 Hindu family, 1 Fulani family and 1 Bengali family. Other families mentioned above are all English speaking. All fliers and newsletters are posted in required languages at all of our sites.

At P721R, Administration, ESL teachers, The Parent Coordinator, The Transition teacher and Guidance counselors assist parents and guardians in understanding the culture of the school, with recommendations that will help students' academic and linguistic progress.

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	3	5	6	7	4	3	9	37
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	3	5	6	7	4	3	9	37

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	5	0	0	0
NYSAA Mathematics	7	0	0	0
NYSAA Social Studies	4	0	0	0
NYSAA Science	2	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Mary McInerney	Principal		10/24/11
Mike Pepe	Assistant Principal		10/24/11
Janet Manolakas	Parent Coordinator		10/24/11
Nancy Morales	ESL Teacher		10/24/11
	Parent		10/24/11
Rosaria Cangelosi	Teacher/Subject Area		10/24/11
	Teacher/Subject Area		10/24/11
	Coach		10/24/11
	Coach		10/24/11
Lori Raiola	Guidance Counselor		10/24/11
	Network Leader		10/24/11
Susan Smith	Other <u>Supervisor</u>		10/24/11
Sherma Williams	Other <u>Paraprofessional</u>		10/24/11
	Other		10/24/11
	Other		10/24/2011

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: The Richard Hungerford School

Cluster: Gary Hecht Network: Ketler Louissant

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

Part A: Needs Assessment Findings

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

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

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

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

We have 19 Spanish families, 6 Chinese families, 4 Arabic families, 1 French family, 2 Albanian families, 1 Polish, 1 Fulani family, 1 Bengali family, and 1 Malayalam family. Other families mentioned above are all English speaking. All fliers and newsletters

are posted in required languages at the main site.

Part B: Strategies and Activities

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

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

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

The school will provide oral interpretation services for parents through school staff and parent volunteer in the following languages: Spanish, Arabic, Chinese and Albanian. However, if we do not have a parent volunteer or a staff member who know the language we will turn to the Department of Education’s Office for Interpretation and Translation for assistance.

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

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

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: Richard H. Hungerford School	DBN: 75R721
Cluster Leader: Hecht, Gary	Network Leader: Louissant, Ketler
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 checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other: Sunday Workshops
Total # of ELLs to be served: 36 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 type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # 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: The Hungerford School has a total population of 352 students. Thirty-seven of our students are English Language Learners served in the P721R ESL Program. All of our ELLs (37) participate in alternative assessment and have severe cognitive impairments that preclude them from performing well on the NYSESLAT although they participate (NYSESLAT questions are presented to them). None of our students participate in standardized assessment. The 37 students participated in the 2011 NYSESLAT. According to the REXH-exam history report, 8 scored –no score and 29 scored –invalid. Our 37 students performed on the beginning level. This is approximately 10.51 % of the student population. The breakdown of ELL students by grade and their staffing ratio are as follows:

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Total	3	4	5	8	4	3	10	
	6th	7th	8th	9th	10th	11th	12th	Total
Ratio 6:1:1	1	1	0	4	1	1	0	8
Ratio 8:1:1	0	0	1	0	0	0	0	1
Ratio 12:1:1	1	4	3	3	0	3	6	20
Ratio 12:1:4	0	0	2	0	2	0	4	8

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

Languages by grade:

Grades:	6th	7th	8th	9th	10th	11th	12th	Totals
Spanish	2	1	5	5	1	2	3	19
Albanian					2		1	3
French							1	1
Arabic				1		1	2	4
Polish	1							1

Part B: Direct Instruction Supplemental Program Information

Chinese	2	1	1	2	6
Malayalam				1	1
Hindu		1			1
Fulani	1				1

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

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

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

721R has 37 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid-beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYEESLAT scores for these students are unreliable, as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., SANDI (Student Annual Needs Determination Inventory), ELA NYSA, teacher-generated assessments and

Part B: Direct Instruction Supplemental Program Information

observations).

Weaknesses are extremely apparent in the Reading and Writing skill areas. CSE evaluations have determined that many of our students have moderate to severe language difficulties. Functional reading and writing levels can range from pre-k to 2nd grade level. To address these deficits, individualized mini lessons are prepared to focus on each student's specific educational needs. However, school data for 7 years reflects students who have improved and no longer require an Alternate Placement Para and/or ESL (e.g., bilingual/ESL mandates were removed from IEP by IEP team). This is a true gain for the student based on his/her classification.

Based on the 2011 NYSAA data collected in each content area, our ELLs scored the following:

On the Intermediate Level

Level 4 - ELA - 22 MATH - 18 SCIENCE - 9 SOCIAL STUDIES - 2

Level 3 - ELA - 1 MATH - 1 SCIENCE - 0 SOCIAL STUDIES - 0

Level 2 - ELA - 0 MATH - 0 SCIENCE - 0 SOCIAL STUDIES - 0

Level 1 - ELA - 0 MATH - 0 SCIENCE - 0 SOCIAL STUDIES - 0

HIGH SCHOOL

ELA - Twenty-three participated in ELA and twenty-two students scored level 4 and one student scored level 3.

MATH - Nineteen students participated in Math and eighteen students scored level 4. One student scored level 3.

SCIENCE - Nine students participated in Science and nine students scored level 4.

SOCIAL STUDIES - Two students participated in Social Studies and two students scored level 4.

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

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

Multi-sensory/Multicultural ESL materials are infused throughout all aspects of instruction. These materials may include texts such as Visions and Thompson Corporation that helps students develop their English skills. The Content Connection is also used in classroom instruction along with Harcourt Brace's Picture Dictionary. In addition, academic language skills are supported through instruction that is presented via thematic units (e.g., Units of Study, Learning Experiences), using age-appropriate regalia,

Part B: Direct Instruction Supplemental Program Information

manipulatives, photographs, symbols and other visual aides. Smart Boards, multimedia and other technologies are also integrated into lessons and instruction, and hands-on activities. Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 37 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.

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

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

The proposed Title III program addresses the New York State Common Core Learning Standards for ELA and Literacy and the New York State Standards for ESL 1,2,3,4, 5 and Arts 1,2,3,4.

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

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

Our two ESL teachers will participate in the Title III program. Both ESL teachers will teach the five 4-hour Sunday Direct Instruction Days. Family members will be invited to stay and participate on Sundays. One ESL teacher will teach the six 4-hour Saturday Direct Instruction program. Saturday programming will be provided for our students only.

Part B: Direct Instruction Supplemental Program Information

Each Sunday workshop (March 4, March 18, April 29, May 20, June 3, 2012) will be open for up to 30 participants (12 students from 12:1:1 ratio and approximately 18 parents- as some families have said that both parents will attend), on a first-come, first serve basis). Our ELL parents and children will be invited to direct instruction workshops including: journaling/free writing, hands-on craft lessons, playwriting/performance-based writing, and poetry. During each workshop, students alongside their parents/guardians will learn different aspects of writing to help craft their own work. In this collaboration, using group and dictated poems, poetry will become accessible to everyone involved. Parents will experience the “conversation” that writing creates, not only with their children, but also with the world around them. Poems and hand crafts from an array of cultures will be represented. Our ESL teachers will conduct activities engaging our students through a variety of writing processes. Our ESL teachers and paraprofessional will help make the activities more comprehensible by integrating technology, such as Ipads and Smartboards, for parents and their children. ESL teachers will co-teach all Sunday lessons. One ESL teacher will provide translation (in Spanish) and technology support for parents, while the other teacher works with the students. At the end of each workshop, staff members and parents will discuss ideas and instructions on how to reinforce these activities with their children at home. Using these methodologies, parents, alongside their children, will gain first hand knowledge of the writing processes that their children are experiencing. Parents will be exposed to a variety of writing styles serving as models for their own writing. After the five 4-hour Sunday workshops, we will have a final celebration and exhibition of work on June 3, 2012. Families will come together to share their newly created writings and art works. It is our hope that students, teachers, paraprofessionals and parents will become more collaborative team members. Internal school communication and professional dialogue between teachers, paraprofessionals and parents will increase to positively impact student achievement.

We will also have six Saturdays of 4-hours of direct instruction. The first two-hour group 10am-12pm, (10 Grade 6 - 8 12:1:1 ELL students) will be provided instruction by one of our ESL teachers. Students will make collages, paintings, drawings and sculptures based on literary works. The direct instruction Saturdays will be developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts. Students’ work will be displayed in the school, creating their very own art museum. ESL strategies such as TPR, graphic organizers, Think-Pair-Share, the Learning Experience Approach will be utilized throughout the lessons. Heavy emphasis will be placed on differentiating instruction in, and through the arts, while learning activities will be emphasized within academic learning subjects. Many of our students have severe language delays. Hence, both our teachers and paraprofessionals will use language-based instruction to help develop students’ vocabulary and expressive language skills as the art projects are planned and executed. The second two-hour group will be comprised of 12 ELL (12:1:1) alternate assessment high school students (ungraded) from 12pm - 2pm and will run similarly. The subject matter will be age appropriate for the older students. Our six Saturdays of direct instruction will be held on January 21, February 11, March 10, April 21, May 5 and May 12, 2012. The paraprofessional will assist the teacher in differentiating instruction according to students’ needs.

Part C: Professional Development

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: During the 2011-12 school year, P721R'S professional development plan will include issues pertaining to the education of ELLs such as: the NYS ESL Standards, Balanced Literacy and teaching ESL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ESL instruction, and the adaptation of ESL materials for the education of ELLs with severe disabilities. Using Title III funding, our Title III team (which includes 2 ESL teachers, 2 paraprofessionals and 1 administrator) will create our own Book Study Club. We will meet on six Monday afternoons after school (January 30, February 27, March 26, April 30, May 21 and June 11, 2012 from 3:00 - 5:00pm). The individual staff members will each present a chapter to their colleagues from, "Scaffolding Learning, Scaffolding Language," by Pauline Gibbons. We will discuss the ESL methodologies and strategies taken from the text that will be utilized throughout our Title III program by the ESL teachers and paraprofessionals in their delivery of instruction. We will discuss concrete and innovative ideas, solutions and lessons that teachers can take directly back to their classroom. Discussions will also include strategies for lesson planning, classroom management and developing goal-oriented programs for students. It is a further intention to motivate ongoing professional learning and new research-based ideas for staff/administrators working with ELLs with special needs.

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

In addition to the parent orientation, 5 four-hour Sunday workshops (March 4, March 18, April 29, May 20, June 3, 2012) will be open to approximately 18 parents of the ELLs participating in Title III. Our ELL parents and their children will be invited to direct instruction workshops including: journaling/free writing, hands-on craft lessons, playwriting/performance-based writing, and poetry. During each

Part D: Parental Engagement Activities

workshop, students alongside their parents/guardians will learn different aspects of writing to help craft their own work. In this collaboration, using group and dictated poems, poetry will become accessible to everyone involved. Parents will experience the “conversation” that writing creates, not only with their children, but also with the world around them. Poems and hand crafts from an array of cultures will be represented. Our ESL teachers and paraprofessional will help make the activities more comprehensible by integrating technology, such as Ipads and Smartboards, for parents and their children.

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

Part E: Budget

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

Allocation Amount: \$11200

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"> • Per session • Per diem 	Professional Salaries Total: \$9328.72	Direct Instruction: 1 ESL Teacher @ 5 x 4hr sessions (SUNDAYS)= 20 x \$49.89/hr= \$997.80 1 ESL Teacher @11 x 4 hr sessions (SATURDAYS & SUNDAYS)= 44 x \$49.89/hr= \$2195.16 1 Paraprofessional @ 5 x 4hr sessions (SUNDAYS)= 20 x \$29.98/hr= \$599.60 1 Paraprofessional @ 6 x 4hr sessions (SATURDAYS)= 24 x \$29.98/hr = \$719.52 1 Administrator @ 11 x 4hr sessions (SATURDAYS & SUNDAYS) = 44 x \$52.21/hr= \$2297.2 BOOK STUDY CLUB: 2 ESL Teachers @ 12hrs ea.= 24 hrs x

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$49.89/hr= \$1197.36</p> <p>2 Paraprofessionals @ 12 hrs ea= 24 hrs x \$28.98/hr= \$695.52</p> <p>1 Administrator @ 12 hrs x \$52.21= \$626.52</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	Total: 1871.28	2- Ipads @ \$580. each= \$1160.00 and Books for Book Study Club, Refreshments for parents, supplies for instruction- including art materials and administrative supplies.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200.00	