



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

SCHOOL NAME: **721M**

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

PRINCIPAL: **ANTOINETTE BELLO**

EMAIL: **ABELLO2@SCHOOL**

SUPERINTENDENT: **GARY HECHT**

08-23-2013

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Antoinette Bello	*Principal or Designee	
Henry Gonzalez	*UFT Chapter Leader or Designee	
Jocelyn Chinon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Dorothy Arroyo	Member / Assistant Principal	
Yuko Fujitani	Member / Parent	
Nelida Olmeda	Member / Parent	
Maria Arzu	Member / Parent	
Guadalupe Meza	Member / Parent	
Patricia Carrion	Member / Parent	
Laura Hanrahan	Member / Teacher	
Carol Bonhomme	Member / Teacher	
Larisa McGee	Member / Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2013, there will be increased use of questioning and discussion techniques as evidenced by improved targeted, individualized instruction as measured by low-inference observations to enhance student outcomes.**

### **Comprehensive needs assessment**

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

~~ Evidence from classroom walkthroughs, informal and formal observations, review of lesson plans, and conversations with teachers and other staff members has found that our students need to increase their ability to participate in student-to-student conversations and discussions and to extend their use of skills such as application, analysis, evaluation, predication, and inference when answering higher-order questions presented to them. Students also need to be encouraged to speak directly to each other and question each other. Although many of our students are able to answer questions using factual one word/short answer responses, they need to incorporate higher-order thinking skills when exploring questions to enhance their learning. During the 2012 – 2013 school year, 721M is participating in the Teacher Effectiveness Program which focuses on educational competencies viewed through collaborative examination of student work that heightens teacher effectiveness and enhances student outcomes. Using questioning and discussion techniques is one of the seven competencies that we will focus on this academic school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) key personnel and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
    - e) implementation
- ~~ Conduct Professional Development in the area of the Teacher Effectiveness Program (TEP) including a framework for teaching. (Introduction: September 2012 Orientation Meeting; workshops and Cohort Meetings monthly throughout the school year (October 2012 through June 2013).
- ~~ Teachers and Administrators will participate in Cohort Meetings (October 2012 through June 2013) to discuss and explore the Teacher Effectiveness Program, framework for teaching and the collaborative examination of student work.
- ~~ Discuss and reflect on the implementation of the Teacher Effectiveness Program with other members of the school community during various meetings [e.g., School Leadership Team Meetings (October 2012 through June 2013), Principal Student Advisory Council (PSAC) Meetings (monthly beginning November 2012), student assemblies (beginning September 2012), Cohort Meetings (October 2012 through June 2013), Parent Association Meetings (September 2012, February 2013 and June 2013), Faculty Meetings (once a month October 2012 through May 2013), Paraprofessional Meetings (November 2012, March 2013, and June 2013), Teacher Effectiveness Team Meetings (January 2013 through June 2013), monthly school committee meetings held at various times during the school year, etc.].
- ~~ Administrators will meet with school's Teacher Effectiveness Program coach provided by the DOE Office of Teacher Effectiveness on a bimonthly/monthly basis to complete co-observations, discuss techniques/information and develop plans/strategies (October 2012 through June 2013).
- ~~ Administrators and the TEP Coach will conduct co-observations on a scheduled basis (5 to 6-week cycles); and teachers will be given specific, timely verbal feedback within 5 school days of each observation (October 2012 through May 2013).
- ~~ Administrators and selected teacher will participate in TEP Professional Development sponsored by the New York City Department of Education (beginning July 2012 and continuing throughout the school year).
- ~~ Administrators will conduct classroom observations (full and partial observations) in frequent cycles for teachers (October 2012 through June 2013).

- ~~ Teachers will receive pre-observations, post-observations and written observation reports for full observations (January 2013 through June 2013).
- ~~ TEP updates will be presented periodically in 721M Daily News publications (September 2012 through June 2013).
- ~~ Professional Development on the topic of Using Questioning and Discussion Techniques will be offered to teachers through workshops, Cohort Meetings and ARIS Learn (November 2012 through June 2013).
- ~~ Afterschool Professional Development will be conducted for teachers in the area of the Teacher Effectiveness Program (February 2013 through June 2013).
- ~~ Teacher growth in the area of Using Questioning and Discussions Techniques will be charted by Administrators (documentation/log/ARIS Learn) after a minimum of two partial and all full observations and reviewed with teachers to develop next steps for growth (October 2012 through June 2013).
- ~~ Teachers will participate in interclass visitations to view examples of high levels of using questioning and discussion techniques (February 2013 through June 2013).
- ~~ Collaboration between classroom teachers and related service providers and support service providers in planning lessons (September 2012 through June 2013)
- ~~ Implementation of the Title III after school program to enhance students English Language skills

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ~~ Parent Workshop related to educational competencies including information about questioning and discussing techniques and how the educational competencies affect students' mastery of skills
- ~~ Parental workshop on Using Questioning and Discussion Techniques (February 2013)
- ~~ Continuation of the 721M Positive Comments to Parents/Guardians Log
- ~~ 721M's Academic Bulletin for Parents (February 2013, April 2013, and June 2013)
- ~~ Email addresses of Educational Advisors/Teachers distributed to parents
- ~~ Parent Communication Notebooks
- ~~ School Leadership Team Meetings and Monthly Parent Association Meetings
- ~~ School Newsletters established by our Parent Coordinator
- ~~ Questioning Logs for parents (Home/School Collaboration)
- ~~ Interpretation services
- ~~ Parent Resource Area (Room 208)
- ~~ Parent Invitations to I.E.P. Conferences, Open School Week, Transition Planning, Agency Tours, and Educational Events such as Positive Behavior Intervention Supports Assemblies, Attendance Assemblies, and Achievement Fairs and other school celebrations
- ~~ Distribution of the School Calendar
- ~~ Communication boards/symbols/pictures (graphics)/sentences/words sent to parents to aide them in extending learned skills at home and to increase communication, conversational, and questioning skills

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

- ~~ Per Session for Afterschool Professional Development
- ~~ Mentors
- ~~ Educational Advisors and Coverage Teachers
- ~~ Teacher Effectiveness Program Personnel
- ~~ Network Leader
- ~~ Teachers, Paraprofessionals, Related Service Providers, Administrators, and other staff members
- ~~ Administrators
- ~~ Per Session Budget Supported by the Teacher Effectiveness Program
- ~~ District 75 Coaches, Teacher Development Specialist and other District personnel

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to support this goal, we have incorporated the Teacher Effectiveness Program through the New York City Department of Education. To encourage student use of questioning and discussion techniques, we have also implemented activities paired with Project ARTS, Title III, Get Ready to Learn (Sensory Program) and service projects.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

**By June 2013, there will be improved student proficiency in functional English Language Arts and mathematics skills as evidenced by appropriate student completed tasks aligned to the Common Core Learning Standards (CCLS) to enhance students' transition skills.**

### **Comprehensive needs assessment**

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

~~ To effectively prepare our students with vital career-readiness skills, we need to continue to immerse them in challenging learning experiences throughout the curriculum and expose them to tasks that promote critical thinking and problem solving in order to guide them in deciphering authentic problems in real-world situations. Dependent upon each student's program/class, he/she will participate in learning in learning activities aligned with the Common Core Learning Standards incorporating English Language Arts and Mathematics (worksite classes) or English Language Arts and Mathematics paired with Science and Social Studies (self-contained and departmental classes). As we implement new educational programs for our students, we need to make certain that all students regardless of their functional levels have the opportunities to participate in cognitively demanding learning experiences paired with their individualized abilities. We have begun to provide our students with more consistency in assessment and educational programs, and we need to incorporate instructional tasks that instill higher learning for all students.

### **Instructional strategies/activities**

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

~~ Communicate with parents on the use of assessment, curriculum, the Citywide Instructional Expectations, and the Common Core Learning Standards (CCLS) through Parent Association Meetings (September 2012 and February 2013), School Leadership Meetings (January 2013), and written communication (February 2013).

~~ Conduct Professional Development for teachers in the area of assessment and the use of the Student Annual Needs Determination Inventory (SANDI) for students in 12:1:1 and 12:1:4 classes (September and October 2012).

~~ Assess each student through the implementation of SANDI (by November 2012 and May 2013).

~~ Develop Individualized Education Program (I.E.P.) goals/objectives for students based on the results of SANDI data (beginning October/November 2012 and continuing throughout the school year).

~~ Conduct Professional Development for teachers in the area of the school-wide use of the UNIQUE Learning System for students in 12:1:1 and 12:1:4 classes --- High School and Transition Levels/Bands (September 2012).

~~ Continuation of the UNIQUE Learning System (beginning October 2012)

~~ Conduct Professional Development for staff members in the area of the Common Core Learning Standards (September 2012, November 2012, and June 2013).

~~ Teachers and Administrators will participate in Cohort Meetings reflecting on the areas of assessment, curriculum, looking at student work, and the CCLS (October 2012 through June 2013).

~~ Analyze and reflect on the implementation of literacy, mathematics, science, and social studies tasks with other members of the school community during various meetings (e.g., Principal Student Advisory Council/ PSAC (February 2013), student assemblies (February 2013), Cohort Meeting (October 2012

through June 2013), Parent Association Meeting (February 2013), Faculty Meeting (February 2013), Paraprofessional Meeting (February 2013), school committee meetings occurring throughout the school year).

- ~~ Monitor/track the completion of each student's tasks using a timeline and checklist (February through June 2013 ~~ winter/spring).
- ~~ Review of students' work with parents (March 2013)
- ~~ Review of students' work and related checklists/rubrics at Cohort Meetings (February 2013 through June 2013)
- ~~ Review of students' work and related checklists/rubrics with Administration (February 2013 through June 2013)
- ~~ Student work (completed tasks) and related checklists/rubrics included in student binders (May 2013 through June 2013)
- ~~ Implementation of Project ARTS and Title III Programs (Spring 2013)

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ~~ 721M's Academic Bulletin for Parents (February 2013, April 2013, and June 2013)
- ~~ Continuation of the 721M Positive Comments to Parents/Guardians Log
- ~~ Letter/notice to parents regarding/explaining the Citywide Instructional Expectations and our school implementation of these expectations
- ~~ Parent review of student work related to the Citywide Instructional Expectations in student portfolios during Parent/Teacher Conferences (March 2013)
- ~~ Parent Workshop on the Citywide Instructional Expectations
- ~~ School Leadership Team Meetings and Monthly Parent Association Meetings (discuss Citywide Instructional Expectations)
- ~~ School Newsletters established by our Parent Coordinator
- ~~ Interpretation Services
- ~~ Parent Resource Area ~~ Room 208 (including literature on the Citywide Instructional Expectations)
- ~~ Parent Invitations to I.E.P. Conferences, Open School Week, Transition Planning, Agency Tours, and Educational Events such as Positive Behavior Intervention Supports Assemblies, Attendance Assemblies and Achievement Fairs

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

- ~~ Technology Liaison
- ~~ Parent Coordinator
- ~~ Project ARTS Funding
- ~~ Educational Advisors, Coverage Teachers, Counselors, Unit Teacher, and Administrators

### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

## ANNUAL GOAL #3 AND ACTION PLAN

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

### **Annual Goal #3**

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

**By June 2013, there will be a decrease in inappropriate student behaviors as evidenced by a commensurate increase in students demonstrating positive social/emotional behaviors and measured by 12% increase in the number of students achieving the highest level status in the school wide positive behavior intervention support program (PBIS).**

### **Comprehensive needs assessment**

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

Based on findings of the number of Level 4 and 5 Incident Reports that have been documented involving our students since September 2011, it has been determined that we have a higher level of these incidents based on this same time frame for the 2010 – 2011 school year. In addition, schools are required to keep their VADIR scores below 1.50 (rating for “weighted” incidents reports). Our VADIR score at the end of the 2011 – 2012 (June 2012) was 2.12, and for the 2012 - 2013 school year thus far, our VADIR score is currently 1.64 for the first half of the year. These figures show that we have a higher percentage of weighted incidents this year based on full year and half-year scores with both recent years higher than the 2010 – 2011 school year. We need to continue our PBIS Program to enhance student success in the area of positive behavior.

### **Instructional strategies/activities**

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

- ~~ Professional Development related to Positive Behavior Intervention Supports (PBIS) and school safety will be conducted for staff members (September 2012).
- ~~ Professional Development related to PBIS conducted by District 75 and at the school level will be conducted throughout the school year for staff members.
- ~~ Student Assemblies to review the PBIS Plan, school expectations and school's PBIS incentive program to the student body will be held (September 2012).
- ~~ Additional Positive Behavior Intervention Supports Assemblies will be conducted three times during the school year (February 2013, April 2013, and June 2013).
- ~~ PBIS posters will be displayed throughout the school and in all classrooms for student reflection. (September 2012 through June 2013).
- ~~ PBIS Committee Meetings conducted by the 721M Positive Behavior Intervention Support Committee will be conducted (September 2012 through June 2013)
- ~~ Superintendent Student Advisory Council Meetings (SSAC) will be held at the District Office (October 2012 through June 2013).
- ~~ Monthly meetings of the Principal Student Advisory Council/PSAC will be conducted (November 2012 through June 2013).
- ~~ Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's) which will include input from classroom staff members (both teachers and paraprofessionals) will be completed for all students with Crisis Management Paraprofessionals and students who have been involved in repeated Level 4 or 5 Incidents/occurrences (scheduled as needed).
- ~~ Daily points (points earned) for each student will be recorded by staff members and reviewed by the Dean and/or counselors (Sept. 2012 through June 2013).
- ~~ Staff members will tally each student's points on a daily and weekly basis (November 2012 through June 2013).
- ~~ Counselors will be contacted prior to students being removed from classes for de-escalation.
- ~~ Our C.H.A.M.P.S. Program (before and after school) will continue to encourage positive behavior and attendance (October 2012 through June 2013).
- ~~ Implementation of Rewards Days (choice of clubs based on points earned for a specific period of time) will be held on a monthly basis (approximately) during the

year (beginning December 2013 and additional dates to be determined).

~~ Afterschool detention periods will be instituted (September 2012 through June 2013).

~~ Bi-monthly review of data collection/OORS reports to review Levels 3, 4, and 5 occurrences and students in need of intervention will be conducted (September 2012 through June 2013).

~~ Student suspensions (numbers and situations) will also be reviewed (November 2012, January 2013, March 2013, May 2013 and June 2013).

~~ Pupil Personnel Team Meetings based on need will be held to address the needs of specific students (September 2012 – June 2013).

~~ Pupil Personnel Team Meetings and other student meetings will be announced in the Daily News (September 2012 through June 2013).

~~ Bus Personnel Workshops will be conducted two times a year (Fall 2012 and Spring 2013).

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

~~ 721M's Academic Bulletins for Parents ~ Information regarding S.T.A.R.S. Programs and clubs (February 2013, April 2013, and June 2013)

~~ Distribution of S.T.A.R.S. chart to parents (home/school collaboration)

~~ Student Behavioral Contracts signed by students and parents (discussed at school and home)

~~ Distribution of Citywide Standards of Intervention and Discipline Measures ~ The Discipline Code and Bill of Student Rights and Responsibilities, K - 12

~~ Letters sent home to parents informing them as to the dates of club days (approximately on a monthly basis)

~~ Continuation of the Positive Comments to Parents/Guardians Log

~~ Parent Outreach Conducted by the Parent Coordinator and Various School Staff Members (teachers, counselors, Dean, Administrators, Coordinators)

~~ Parent Workshops Related to Positive Behavior Intervention Supports

~~ School Leadership Team Meetings and Monthly Parent Association Meetings

~~ Interpretation Services

~~ 721M Positive Comments to Parents/ Guardians Log

~~ Parent Resource Area ~ Room 208

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

~~ School Newsletters established by our Parent Coordinator

~~ Distribution of the School Calendar

~~ Parent participation in clubs (parent expertise to share with students)

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

~~ Per session for after school detention

~~ Counselors, Dean, Teachers, Paraprofessionals, Related Service Providers, Administrators, Parent Coordinator, and other staff members

~~ Positive Behavior Intervention Supports Team Members

~~ School Safety Agents

~~ Youth Officer from the Police Department

~~ District 75 Office of Positive Behavior Intervention Supports

~~ C.H.A.M.P.S. Funding

### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>721M <u>Inclusion Programs</u></b>			
<b><u>ELA</u></b>	<p>P721M @ Chelsea HS Regents Prep, regentsprep.org, Scantron Performance Series, Acuity, Epic Theater, Curriculum planning (indirect service), Instructional Rounds (indirect service)</p> <p>P721M @ Legacy/Harvest HS Regents Prep, regentsprep.org, Scantron Performance Series, Curriculum planning (indirect service)</p>	<p>Small group, tutoring</p> <p>Small group, tutoring</p>	<p>P721M @ Chelsea HS before and after school, 3 times per week ~~ during lunch</p> <p>P721M @ Legacy/Harvest HS after school, 4 times per week</p>
<b><u>Mathematics</u></b>	<p>P721M @ Chelsea HS Regents Prep, regentsprep.org, Scantron Performance Series, Acuity, Curriculum planning (indirect service), college planning, transition, Instructional Rounds (indirect service)</p> <p>P721M @ Legacy/Harvest HS Regents Prep, regentsprep.org, Scantron Performance Series, Curriculum planning (indirect service) Regents Prep, regentsprep.org, Scantron Performance Series, , Curriculum planning (indirect service), college planning, transition</p>	<p>Small group, tutoring</p> <p>Small group, tutoring</p>	<p>P721M @ Chelsea HS before and after school, 2 times per week ~~during lunch</p> <p>P721M @ Legacy/Harvest HS after school, 4 times per week</p>

<p><b><u>Science</u></b></p>	<p>P721M @ Chelsea HS Regents Prep, regentsprep.org, Scantron Performance Series, Acuity, Curriculum planning (indirect service), college planning, transition, Instructional Rounds (indirect service) P721M @ Legacy/Harvest HS Regents Prep, regentsprep.org, Scantron Performance Series, Curriculum planning (indirect service), college planning, transition</p>	<p>Small group, tutoring</p> <p>Small group, tutoring</p>	<p>P721M @ Chelsea HS before and after school, 2 times per week ~~ during lunch</p> <p>P721M @ Legacy/Harvest HS after school, 4 times per week</p>
<p><b><u>Social Studies</u></b></p>	<p>P721M @ Chelsea HS Regents Prep, regentsprep.org, Scantron Performance Series, Acuity, Epic Theater, college planning, transition, Curriculum planning (indirect service), Instructional Rounds (indirect service) P721M @ Legacy/Harvest HS Regents Prep, regentsprep.org, Scantron Performance Series, college planning, transition, Curriculum planning (indirect service)</p>	<p>Small group, tutoring</p> <p>Small group, tutoring</p>	<p>P721M @ Chelsea HS before and after school, 3 times per week ~~ during lunch</p> <p>P721M @ Legacy/Harvest HS after school, 4 times per week</p>
<p><b><u>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</u></b></p>	<p><b><u>Counseling:</u></b> Individual and groups sessions, as mandated and as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives in the area of social/emotional skills.</p> <p>P721M @ Chelsea HS Student government, cross country track,</p>	<p>Guidance Counselor: One-to-one/small group</p> <p>Large group, small group</p>	<p>As mandated on I.E.P.'s and as needed</p> <p>P721M @ Chelsea HS 2 or 3 times per week</p>

	indoor track, softball, handball, Epic Theater		
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Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>721M 12:1:1 Program</b>			
<b><u>English Language Arts</u></b>	<p><b>Visual Strategies:</b> PowerPoint, SmartBoard, graphic organizers, planners</p> <p><b>Structured Teaching Strategies</b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b>UNIQUE Learning System:</b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate</p>	Small group and one-to-one instruction during English Language Arts instruction	Daily ~ 5 x weekly during English Language Arts

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

<p><b><u>Social Studies</u></b></p>	<p><b><u>Visual Strategies:</u></b> PowerPoint, SmartBoard, graphic organizers, planners</p> <p><b><u>Structured Teaching Strategies</u></b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b><u>UNIQUE Learning System:</u></b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>	<p>Small group and one-to-one instruction during Social Studies instruction</p>	<p>Daily~~ 5 x weekly ~~ during Social Studies instruction</p>
<p><b><u>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</u></b></p>	<p><b><u>Counseling:</u></b> Individual and groups sessions, as mandated and as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives in the area of social/emotional skills.</p> <p><b><u>Positive Behavior Intervention Supports (PBIS Program):</u></b> Behavior intervention support program for students to motivate and reinforce pro-social skills to support achievement of academic goals.</p> <p><b><u>At Risk Health Services:</u></b>  <b><u>Clubs:</u></b> C.H.A.M.P.S.: Basketball, flag football, volleyball, floor hockey, cheerleading and fitness clubs</p> <p><b><u>“Get Ready to Learn” Sensory Program:</u></b> A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students, increase their alertness, and assist them in being able to self-regulate prior to classroom learning.</p>	<p>Guidance Counselor: One-to-one/small group</p> <p>Small group and whole group (teams) instruction</p> <p>Whole group participation</p>	<p>As mandated on I.E.P.'s and as needed</p> <p>Monday – Friday 7:00 AM to 8:00 AM Monday and Thursday 3:00 PM to 5:00 PM</p> <p>Daily ~~ 5 x weekly</p>

<b>Type of Academic Intervention Services (AIS)</b>  <b>721M</b> <b>12:1:4 Program</b>	<b>Description</b>		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<u><b>English Language Arts</b></u>	<p><b>Visual Strategies:</b> PowerPoint, SmartBoard, graphic organizers</p> <p><b>Structured Teaching Strategies</b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b>UNIQUE Learning System:</b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and Transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p>	Small group and one-to-one instruction during English Language Arts instruction	Daily ~ 5 x weekly during English Language Arts
<u><b>Mathematics</b></u>	<p><b>Visual Strategies:</b> PowerPoint, SmartBoard, graphic organizers</p> <p><b>Structured Teaching Strategies</b> provide research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p><b>UNIQUE Learning System:</b> a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: Unique Learning System High School and Unique</p>	Small group and one-to-one instruction during Mathematics instruction	Daily ~ 5 x weekly ~ during Mathematics instruction

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

	the diversity of learners with significant disabilities.		
<b><u>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</u></b>	<b><u>“Get Ready to Learn” Sensory Program:</u></b> A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students, increase their alertness, and assist them in being able to self-regulate prior to classroom learning.	Whole group instruction	Daily~~ 5 x weekly ~~

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

Teachers of our school community are offered varied opportunities to increase their skills, such as: Professional Development at the Department of Education, District 75, 721M/school, and outside organization/agency levels; mentoring; inter-class, inter-site, and inter-school visitations; guidance and support from District coaches and the District 75 Teacher Development Specialist; Cohort Meetings; and feedback from full and partial observations (Teacher Effectiveness Program). Differentiated professional development is provided for teachers based on need (as determined through classroom walkthroughs and observations), teacher interest, needs assessments, collaborative inquiry-based research, class/school programs, and student populations served.

This year our teachers have been participating in the Teacher Effective Program, and one of the competencies of this program that we are using is "Growing and Developing Professionally". This concept explored in this competency is that teaching requires continued growth and development in order to remain current. It also stresses that educators must constantly improve and perfect their knowledge of how to engage students in learning and the networking with colleagues through such activities such as joint planning, study groups, and lesson study to provide them to learn from each other. The competency of "Growing and Developing Professionally" also captures best practice ideas of teachers belonging to professional organizations, reading professional journals, attending education conferences, and extending their levels of education in order to increase their effectiveness, as well as, finding methods of sharing with their colleagues and contributing to the profession of teaching/education.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

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

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

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

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

### D. School Demographics

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

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

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

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

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

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

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

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	7	3	7	9	4	9	21	1	21	37
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	2	11	25	2	25	26	1	26	62
<b>Total</b>	<b>18</b>	<b>5</b>	<b>18</b>	<b>34</b>	<b>6</b>	<b>34</b>	<b>47</b>	<b>2</b>	<b>47</b>	<b>99</b>

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	3	0	11	23	37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>23</b>	<b>37</b>								

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

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

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

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

## A. Programming and Scheduling Information

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

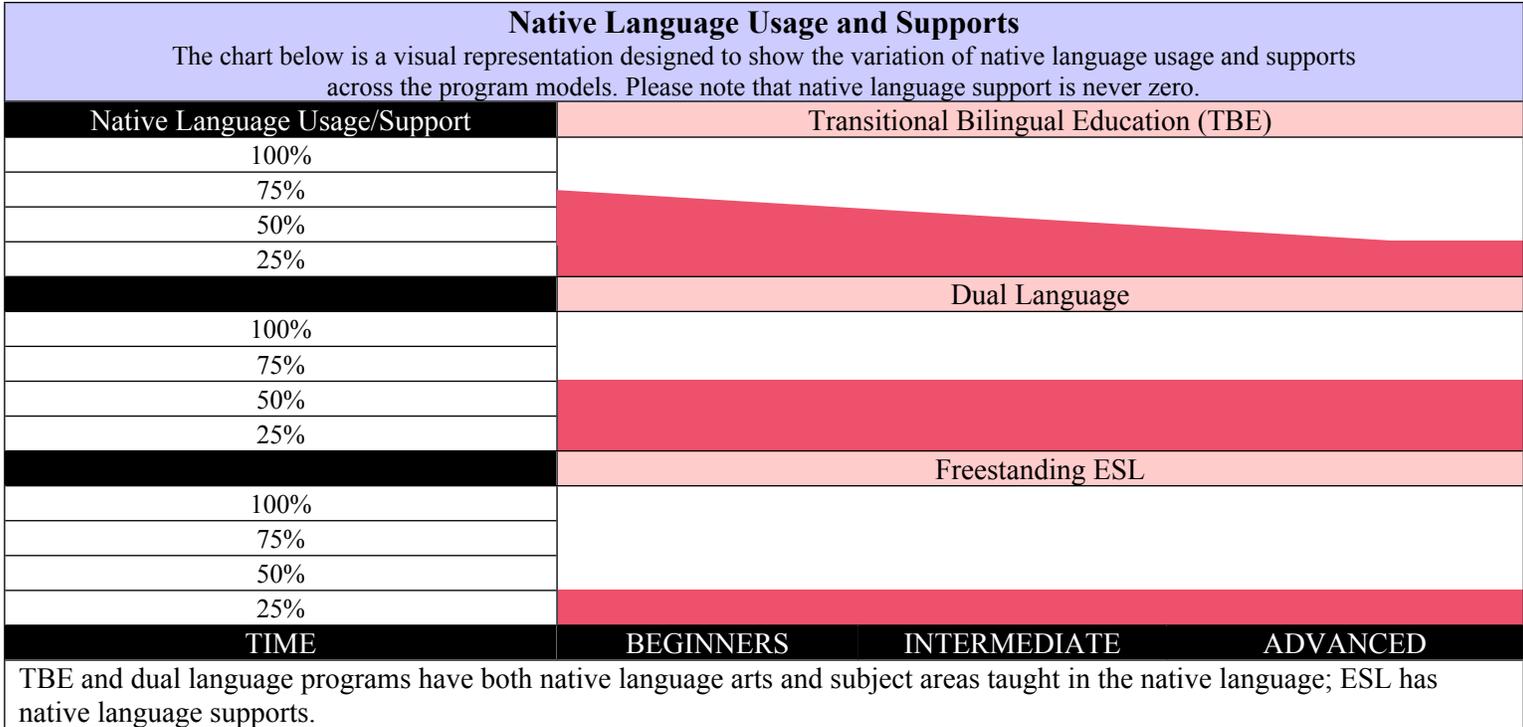
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced

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



**B. Programming and Scheduling Information--Continued**

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

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

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

### C. Schools with Dual Language Programs

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

NA

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

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

Throughout the year, our entire organization participates in professional development provided by the school, D75 and/or outside organizations. Every staff member including related service providers and paraprofessionals participates in the Chancellor's Conference Days in November and June. There has been a big focus on transition and differentiation this year. The understanding of transitional services has supported our teachers in writing IEP goals that address overall desired student exit outcomes. Additionally, this better prepares our teachers and counselors to support our students and families as they transition to their post-secondary placements. To further develop best practices, we have designed the instructional schedule to accommodate common preparatory periods/professional activity periods wherever possible to review student work and facilitate collaborative planning. Additionally, teachers are required to attend department and administrative cohort meetings (each of these are bi-monthly). Over the past years, various teachers and paraprofessionals have also been trained by H.G. Birch in T.E.A.C.C.H. (structured teaching) strategies/ methodologies. Staff members have participated in District 75 workshops in backward design, differentiated instruction, New York State Alternate Assessment, Brigance diagnostic assessment, SANDI assessment, UNIQUE Learning System, ESL strategies, writing quality IEP's, curriculum planning, creating IEP's in SESIS and other workshops.

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

## **E. Parental Involvement**

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	22	22

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

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

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

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

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

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

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

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

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

Due to their disabilities, students referred to 721M are exempt from standardized testing and participate in the New York State Alternate Assessment (NYSAA). The majority of our population is classified as intellectually disabled (ID), autistic (AU), multiply handicapped (MH) or learning disabled (LD). We also have students with secondary and tertiary classifications. Given their cognitive abilities, the majority of our students fall in the beginning level of language proficiency. At this time, there are no ELLs participating in standardized assessment with the exception of the NYSESLAT.

Twenty-two of our eligible ELLs participated at the benchmark levels for the New York Alternate Assessment in the content areas. Comprehensive datafolios were compiled, submitted and scored. Classroom instruction is aligned with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLI's). In the past, all students were assessed with Brigance at the beginning and end of the school year. This year the SANDI will be administered at the beginning and end of the year. Since our Spanish-speaking students do not participate in standardized assessments, they do not take the ELE. Instead we monitor native language progress through the administration of the teacher- made assessments and/or the Spanish Brigance.

We are considered an Alternate Assessment school and have rarely had students scoring in the advanced or proficient level of language proficiency. Twenty-two ELLs received full scores with results falling in the beginning level. Five of our ELL students who are served as per their IEP's (one from our inclusion program) scored above the beginning level due to their higher cognitive skills. Current and past NYSESLAT results reflect this trend. Seventy-two of our ELL students received invalid scores due to their cognitive/physical deficits. Another five students received no scores (NSC) for other reasons. The overall scores show strengths in the areas of listening and speaking, the modalities that are less cognitively challenging. The lower scores in reading and writing are also predictable and are indicative of the students' handicapping conditions. This pattern has been consistent for the past four years, and we anticipate seeing the same pattern next year. Most of our students can complete the listening and speaking portions of the NYSESLAT, but due to their cognitive disabilities are unable to read and/or write on the appropriate proficiency level (or not at all) in either language. This often results in invalid scores which are indicative of their disabilities. Should one of our students pass the NYSESLAT, we would have an IEP conference so his/her IEP would reflect his/her new status and then move the student to a monolingual class. However, we would still strive to provide some ESL support to ensure the student's success in a monolingual placement.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** MOTC

**School DBN:** 75M721

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

DBN: **75M721**

School Name: **MOTC**

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

Network: **Ketler Louissaint**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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