



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HUNGERFORD SCHOOL

DBN 75R721

PRINCIPAL: DR. MARY MC INERNEY

EMAIL: MMCINER@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Mary Mc Inerney	*Principal or Designee	
Al Vota	*UFT Chapter Leader or Designee	
Michael Pollutri	*PA/PTA President or Designated Co-President	
Felicia Pinero	DC 37 Representative, if applicable	
Travis Ruddick AnnaMarie Incantalupo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
David Vota	Member/Teacher-Staff	
Michael Lee	Member/Teacher-Staff	
Tony D'Alessandro	Member/Paraprofessional-Staff	
Ryan Smith	Member/Paraprofessional-Staff	
Daniel Pellegrino	Member/Occupational Therapist-Staff	
Jean DiLeone	Member/Parent	
Karen Malone	Member/Parent	
Maritza Sabato	Member/ Parent	
Rosemarie Incantalupo	Member/ Parent	
Anne Marie Dirago	Member/ Parent	
Sherry Passante	Member/ Parent	

Frank Mitchell	Member/ Parent	
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** 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

By June 2013, there will be improved teacher use of targeted instructional strategies aligned to the student IEPs as evidenced by increased student engagement measured by low –inference observations and implementation of teacher-designed individualized PD plans.

Comprehensive needs assessment

A review of the 2012 School Survey results for our school delivered the following responses: Parents: 61%, Teachers: 91% and Students: 100%. In 2011, our survey scores (out of 10) were: Academic Expectations: 8.8, Communication: 8.4, Engagement: 8.5, and Safety & Respect: 9.0. The following trends were observed in our 2012 survey scores as follows: Academic Expectations increased from 8.8 to 8.9, Communication remained the same at 8.4, Engagement increased from 8.5 to 8.9 and Safety & Respect remained the same at 9.0.

From 2011 to 2012 there has been an increase in the number of fully licensed, permanent teachers assigned to our school. The number of tenured teachers with more than five years teaching experience also increased. The number of teachers with two years of experience or less has increased due to opening more classes at our sites. As a result, there has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have one school-based mentor, who mentors 7 new teachers across all Hungerford sites. In addition to 1:1 mentoring sessions, we have a New Teacher Institute, where the new teachers meet as a cohort all-day, every 4-6 weeks. This year our school-based mentor is an administrative/principal intern, who is enrolled in LEAP (Leaders in Education Apprentice Program). We shaped the organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities. In September 2012, six teachers complete probation and by September 2013, it is expected that five of our classroom teachers, and three of our teachers of speech improvement will complete probation.

To support our teachers as we begin to integrate new, higher standards we want to ensure that teacher development focuses on supporting all teachers to meet the Common Core standards. In order to improve the instructional core across our classrooms by fostering teacher development, our school community is interested in deepening our comprehension of Charlotte Danielson's *Framework for Teaching*. In the 2012-13 school years, our school has been included in the NYC DOE's Teacher Effectiveness Program. Our school leaders will conduct frequent cycles of formative classroom observations and feedback, and professional development to support improved teacher practice. We want our teachers to know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.

Instructional strategies/activities

- In September 2012, our administrative team and teacher leaders will choose and introduce the 7 competencies from the Danielson *Framework*. The 7 competencies are: 1e) Designing Coherent Instruction, 2b) Establishing a Culture for Learning, 2d) Managing Student Behavior, 3b) Using Questioning and Discussion Techniques, 3c) Engaging Students in Learning, 3d) Using assessment in Instruction, and 4e) Growing and Developing Professionally.
- September, 2012 through January, 2013 our administrative team will conduct 3 classroom observations per classroom teacher, along with regular feedback after each observation.
- January, 2013 through February, 2013, our administrative teams will conference with each classroom teacher to discuss their Midyear Rating.
- February, 2013 through May, 2013, our administrative team will conduct 3 additional classroom observations, along with regular feedback after each observation.
- May, 2013 through June, 2013 our administrative team will conference with each classroom teacher to discuss their End-of-year Rating
- September, 2012 through June, 2013 School leaders will attend PD offered by coach, Danielson team on periodic PD Days.
- September, 2012 through June, 2013, administrative team, TEP Teacher Leaders and TEP coach will offer ongoing PD at all sites on the 7 competencies.
- September, 2012 through June, 2013 visits from Talent Coaches and Network Teams will be ongoing for administrative team and TEP Teacher leaders.
- September, 2012 through June, 2013 teachers will keep and submit PD logs, participate in inter-visitations of exemplary practices in other sites and

classrooms, lead a PD during grade team meetings, participate in a PLC or inquiry team.

- September, 2012 through June, 2013 our administrative team will ask teachers for evidence collected during school year and engage in dialogue with teachers about performance on 4e) and record progress in ARIS at post-observation conferences, midyear conversations, and end-of-year conversations.
- September, 2012 through June, 2013, during pre/post observation conferences, teachers will articulate how their lesson plans reflect differentiated instruction.
- Throughout the year, teacher schedules will include daily common planning time and weekly collaborative inquiry sessions led by the teacher-cohort leader.
- September, 2012 through June 2013, teachers will develop student portfolios containing student work. Portfolios will include reflections of mastery, learning targets and progress toward attaining SMART goals.
- September 2012 through June 2013, teachers and administrators will perform ongoing site inter-visitations across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/or class ratio.

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

Strategies to increase parental involvement

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

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:

- SANDI assessment funded by Central.
- Unique Curriculum, Achieve 3000 funded with Instructional Program Money /state standards money
- Get Ready to Learn funded with Tax Levy Money
- Parent Involvement funded with Instructional Program Money /Remuneration
- PBIS funded with Instructional Program Money

- HBO private grant to set up audio/visual room at main site.
- City Council Member Grant
- iPad Mini Grant from District 75
- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverage's from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books
- Teacher Effective per session/per diem funded by Central NYCDOE.
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Service and program coordination

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

- The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
- Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2013, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
- Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, students in alternate assessment will demonstrate increased proficiency in ELA skills (Reading, Writing, or Communication) as evidenced by a 15% gain in skill mastery as measured by the targeted areas of need from the SANDI Assessment, aligned with the Common Core Curriculum.

Comprehensive needs assessment

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

Our 2011-2012 school year NYSAA data reflects that 10 out of our 10 elementary age group received level 4s in ELA. Out of 95 intermediate age students 93 received level 4s, two were unscorable. Out of 38 of our secondary age students, 36 received level 4s, and two received level 3s in ELA.

We have high expectations for academic rigor in our school. In 2012-2013, we are implementing the Lakeshore Model (SANDI) in all of our seven sites for diagnostic/summative assessment and the measurement of student learning. The Lakeshore Model is a process for assessing the Standards for students with severe disabilities. We have been using this new tool to help identify academic needs, which helps us write individualized S.M.A.R.T. IEP goals for our group. The SANDI quickly helps staff determine student need areas and aligns needs to content standards, insuring access to grade level standards based curriculum. The SANDI assessment is now aligned to the Common Core standards in ELA and Math. Currently teachers are administering the FAST (Formative Assessment of Standardized Tasks) assessment as a District 75 pilot school. FAST is a performance based, short-cycle formative assessment which informs instruction immediately, monitors progress on high leverage standards and describes how students are progressing in targeted skills that are directly aligned to the CIE.

We are implementing a process to uniformly assess student outcomes across all sites. We are in the process of creating monthly unit plans to guide teachers in instructing students with the goal of providing differentiated instruction so that all students have an opportunity to access CCLS. We have created a standards-based report card to track and inform student progress in all subject areas. Teachers in our schools have processes in place to measure student learning objectives (SLO). Teachers keep a collection of assessments and student work which are intended to capture evidence of student learning over a specific amount of time. By maintaining uniformity of assessments across all sites, teachers and staff can communicate about and understand their student's performance more effectively. This also allows for inter-visitations among sites.

Instructional strategies/activities

- Baseline ELA SANDI data to be completed by November 2012 for 100% of students by the official teacher. In May 2013, SANDI summative assessment of target tasks to be completed for 100% of students by the official teacher.
- From December 2012 to February 2013 FAST Administration of Benchmark 1 to monitor progress toward CIE for 100% of students by the official teacher.
- From February 2013 through Spring 2013 FAST Administration of Benchmark 2 to monitor progress of CIE for 100% of the students by the official teacher.
- Fall 2012 through June 2013, a core teacher team will be formed to create an ELA curriculum map. Teachers refer to the map during their cohort meetings a develop differentiated lesson plans for students.
- Fall 2012 through June 2013 a core teacher team will create one unit of study aligned to the CCLS to comply with the CIE. The unit of study will address the shifts in literacy that increase student's opportunities to create writing pieces and increase their vocabulary skills.
- Fall 2012 through June 2013 increase in ELA strategies used across content in Science and Social Studies classes.
- Winter 2013 teacher professional development on analyzing student work, questioning and discussion techniques, data collection and lesson plan development.

- Fall 2012 through June 2013 implement the Think Tank Rubrics. From there, teacher cohort teams will develop team specific rubrics aligned to the CCLS and school curriculum map.
- Fall 2012-2013 pilots Classroom Suite to allow students to interact with UNIQUE Curriculum using media.
- Fall 2012 through June 2013, create cohort teams to research, discuss and implement different strategies to increase independent reading skills.
- Fall 2012 thru June 2013, administrators will analyze data and teacher feedback to determine professional development (PD) needs of staff on a monthly basis.
- Fall 2012 thru June 2013, focused collaborative walk-throughs by the administrative team. Administrative team will present staff with findings and next-steps.
- Ongoing PD and implementation of UNIQUE and Achieve 3000 Fall 2012 through June, 2013
- Ongoing Fall 2012 through June 2013, common planning time among cohorts organized by administration and facilitated by cohort leaders and administrators.
- Partial and full period observations aligned with the Teacher Effectiveness Pilot, beginning Fall 2012 through June, 2013. Ongoing collaboration between teacher and administrator.
- Fall 2012 thru June 2012, ongoing site inter-visitations by teachers and administration across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/ or class ratio.

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

Strategies to increase parental involvement

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

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:

- SANDI assessment funded by Central.
- Unique Curriculum, Achieve 3000 funded with Instructional Program Money /state standards money

- Get Ready to Learn funded with Tax Levy Money
- Parent Involvement funded with Instructional Program Money /Remuneration
- PBIS funded with Instructional Program Money
- HBO private grant to set up audio/visual room at main site.
- City Council Member Grant
- iPad Mini Grant from District 75
- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverage's from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books
- Teacher Effective per session/per diem funded by Central NYCDOE.

Service and program coordination

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

- The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
- Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2013, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
- Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, students in alternate assessment will demonstrate increased proficiency in Math skills as evidenced by a 15% gain in skill mastery as measured by the targeted areas of need from the SANDI Assessment, aligned with the Common Core Curriculum.

Comprehensive needs assessment

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

Our 2011-2012 school year NYSAA data reflects that 10 out of our 10 elementary age group received level 4s in Math. Out of 95 intermediate age students 92 received level 4s, and three were unscorable. Out of 38 of our secondary age students 36 received level 4s in Math and two were unscorable.

We have high expectations for academic rigor in our school. In 2012-2013, we are implementing the Lakeshore Model in all of our seven sites for diagnostic/summative assessment and the measurement of student learning. The Lakeshore Model is a process for assessing the Standards for students with severe disabilities. We have been using this new tool to help identify academic needs, which helps us write individualized S.M.A.R.T. IEP goals for our group. The SANDI quickly helps staff determine student need areas and aligns needs to content standards, insuring access to grade level standards based curriculum. The SANDI assessment is now aligned to the Common Core standards in ELA and Math. Currently teachers are administering the FAST (Formative Assessment of Standardized Tasks) assessment. FAST is a performance based, short-cycle formative assessment which informs instruction immediately, monitors progress on high leverage standards and describes how students are progressing in targeted skills that are directly aligned to the CIE.

We are implementing a process to uniformly assess student outcomes across all sites. We are in the process of creating monthly unit plans to guide teachers in instructing students with the goal of providing differentiated instruction so that all students have an opportunity to access CCLS. We have created a standards-based report card to track and inform student progress. Teachers in our schools have processes in place to measure student learning objectives (SLO). Teachers keep a collection of assessments and student work which are intended to capture evidence of student learning over a specific amount of time. By maintaining uniformity of assessments across all sites, teachers and staff can communicate about and understand their student's performance more effectively. This also allows for inter-visitations among sites.

Instructional strategies/activities

- Baseline Math SANDI data to be completed by November 2012 for 100% of students by the official teacher. In May 2013 SANDI summative assessment of target tasks to be completed for 100% of students by the official teacher.
- From December 2012 to February 2013 FAST Administration of Benchmark 1 to monitor progress toward CIE.
- From February 2013 through Spring 2013 FAST Administration of Benchmark 2 to monitor progress of CIE.
- Fall 2012 through June 2013, a core teacher team will be formed to create a Math curriculum map. Teachers refer to the map during their cohort meeting and develop differentiated lesson plans for students.
- Fall 2012 through June 2013 a core teacher team will create one unit of study aligned to the CCLS to comply with the CIE. The unit of study will address the shifts in math that increase student's opportunities to problem solve and make connections to the real world.
- Fall 2012 through June 2013 increase in Math strategies used in functional academic settings.

- Winter 2013 teacher professional development on analyzing student work, questioning and discussion techniques, data collection and lesson plan development.
- Fall 2012 through June 2013 implement the Think Tank Rubrics. From there, teacher cohort teams will develop team specific rubrics aligned to the CCLS and school curriculum map.
- Fall 2012-2013 pilots Classroom Suite to allow students to interact with UNIQUE Curriculum using media.
- Fall 2012 through June 2013 pilot Study Island as an AIS aligned to CCLS.
- Fall 2012 through June 2013, create cohort teams to research, discuss and implement different strategies to increase independent problem solving skills.
- Fall 2012 through June 2013, analyze data to determine professional development (PD) needs of staff on a monthly basis.
- Fall 2012 thru June 2013, focused collaborative walk-throughs by the administrative team.
- Ongoing PD on UNIQUE and Study Island Fall 2012 through June 2013.
- Ongoing Fall 2012 through June 2013, common planning time among cohorts organized by administration and facilitated by cohort leaders.
- Partial and full period observations aligned with the Teacher Effectiveness Pilot, beginning Fall 2012.
- Fall 2012 thru June 2012, ongoing site inter-visitations by teachers and administration across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/ or class ratio.

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Budget and resources alignment

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 X Tax Levy Title I Title IIA X Title III X Grants X Other

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Service and program coordination

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- The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
- Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2013, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
- Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

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

Due to student improvements in the 2011-12 school year the following transitions were made to least restrictive environments: One student moved from our (D75) Inclusion class to a District 31 class of 15:1, Four students moved from 12:1:1 to full time inclusion, two students moved from our self-contained 6:1:1 setting to an 8:1:1 class. One student moved from 12:1:4 to 6:1:1. Two 12:1:4 students moved to 12:1:1. One 6:1:1 student moved to 12:1:1. In the area of related service mandates, there were 36 speech and language therapy modifications to meet LRE, in addition to 12 students being transitioned out-of speech and language therapy services. Eleven physical therapy modifications to meet LRE were made, in addition to four transitions out-of physical therapy services. Twenty-eight modifications to meet LRE were made in occupational therapy, in addition to six transitions out-of occupational therapy services. We had thirteen modifications to meet LRE in counseling, five transitions out-of of 1:1 crisis paraprofessionals' support, and two transitions out of special transportation paraprofessionals.

In the current 2012-13 school year, due to student improvements, the following transitions were made to least restrictive environments: One student moved from our (D75) Inclusion class to a District 31 class of 15:1, Four students have moved from 12:1:1 to HS Inclusion. One student has moved from 6:1:1 to HS Inclusion. One student has moved from 8:1:1 to 12:1:1. There were 7 speech and language therapy modifications to meet LRE, in addition to 5 students being transitioned out of speech and language therapy services. One student has transitioned out of physical therapy. Eleven modifications to meet LRE were made in occupational therapy. We had two modifications to meet LRE in counseling, two transitions out of 1:1 crisis paraprofessionals' support, and one transition out of special transportation paraprofessional.

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

Instructional strategies/activities

- IEP review from Fall 2012 thru June 2013
- Fall 2012 thru June 2013, require the use of formative/summative assessments
- Fall 2012 thru June 2013, require the use of a data system to track student indicators having direct impact on student achievement
- Cohort team meetings monthly from the Fall 2012 thru June 2013
- Partial and full observations from Fall 2012 thru June 2013
- Ongoing from September 2012 thru June 2013, Professional Development for staff on therapeutic crisis intervention. The Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting teachers in preventing crises from occurring, de-escalating potential crises, managing acute physical

behavior, and reducing potential and actual injury to students and staff.

- Ongoing from the Fall 2012 thru June 2013, the related service providers work towards using the in class collaborative service delivery model. This model allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.
- Ongoing from the fall of 2012 thru June 2013, students displaying behaviors that seriously interfere with instruction and require additional supports receive a functional behavior assessment according to IDEA by a trained professional. The child study team will meet monthly to gather, track and review data in order to create and update an appropriate behavior intervention plan.
- Ongoing from Fall 2012 thru June 2013, our transition coordinator and job developer work with the administration and staff across all sites in order to ensure that skills are developed and supports are provided to that every student can become as independent as possible. They are committed to ensuring that every student receives the services needed to achieve his or her desired post-secondary outcomes and become productive members of the community.

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

Strategies to increase parental involvement

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

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.

X Tax Levy Title I Title IIA X Title III X Grants X Other

If other is selected describe here:

- SANDI Assessment funded with Instructional Program Money/State Standards Money
- Unique Curriculum funded with Instructional Program Money/State Standards Money
- Get Ready to Learn funded with Tax Levy Money

- Parent Involvement funded with Instructional Program Money/Remuneration
- PBIS funded with Instructional Program Money
- VATEA Supply Money
- VATEA Stipend Money
- Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
- Teacher per session/ per diem ARRA RTT Data Specialists Funds
- Teacher prep period coverage's from Instructional Program Funds
- NYSTL funds for books, hardware, software and text books.

Service and program coordination

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

- The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
- Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
- Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2013, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
- Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

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.).
ELA	The Richard H. Hungerford School uses The Unique Curriculum as well as the New York State Core Curriculums as a guide to instructional delivery. In areas where these curriculums are deficient in meeting student's academic needs, and/or when students still	Small group instruction and one to one tutoring	During the school day

	<p>struggle to meet State Standards, the following academic intervention programs and strategies are used.</p> <p>Achieve3000: provides a web-based, individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. There is one high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level. Key to successful learning is using material that students find relevant and interesting and differentiating that content to meet each student's unique learner profile. The use of a wide range of high-interest and current articles in Achieve3000 helps to ensure students will find something that engages their interest. The ONE-ON-ONE support model of Achieve3000 uses technology to help each student progress towards reading and writing proficiency. Students use the following 5 step literacy routine - <u>Set a schema</u>, <u>Read for Information</u>, <u>Demonstrate Mastery</u>, <u>Construct Meaning</u>, <u>Form an Opinion</u> - that is directly linked to state standards. The program also provides the opportunity for teachers to track students' progress. Student scores are stored and easily accessible to teachers and parents. This allows teachers to use performance data to inform instruction while parents get consistent updates on their child's performance.</p> <p>News-2-You: is a symbol-supported, simple text electronic newspaper delivered weekly on the Internet. Its focus is on current events. Each issue is wrapped around newsworthy--and subject appropriate— events of interest to our students. There are five general guidelines for literacy instruction for students with significant disabilities:</p> <ul style="list-style-type: none"> • Recognize the link between communication and literacy • Maintain high expectations for students to acquire literacy • Make literacy materials accessible • Follow the interest of the student 		
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	<ul style="list-style-type: none"> Engage the student in direct and systematic instruction <p>News-2-You is designed to achieve those goals. It is a tool for teaching and expanding literacy skills, from basic awareness of symbols and print to reading fluently with comprehension. It spurs discussion and student interest.</p> <p>Get Ready to Learn: GRTL includes specific routines that incorporate sound, breath work, yoga postures and deep relaxation techniques adapted for the specific challenges of various disabilities. The program is supervised by our therapists but is implemented by participating classroom teachers to provide a daily preparatory therapeutic program.</p> <p>Words Their Way: is an approach to spelling and word knowledge that includes stages of development and instructional levels that are critical to the way students learn to read. Included in the WTW approach is a set of three inventories that assess student ability in key areas. These three inventories include the Primary Spelling Inventory, the Elementary Spelling Inventory, and the Upper Level Spelling Inventory.</p> <p>BrainPOP: includes the use of multimedia instruction that significantly enhances student learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners in curricular topics. Content is mapped to Common Core, aligned to academic standards, and easily searchable with the online Standards Tool. BrainPOP is uniquely suited for our intervention program.</p> <p>Structured Teaching Strategy: is a tool used by our teachers and staff to organize student work and provide access to Content Curriculum. The "structure" consists of modifications in the environment, concrete and visual ways of presenting information, and proactive routines. It is individually designed around each student's strengths, skill, interests and needs. The goal of structured teaching is to promote independence and meaning through structure.</p>		
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	<p>PCI Education/Grammar Series: incorporates essential grammar skills in three leveled binders. The program offers a variety of activities in order to help students fully master each skill. Also included is a parent letter that explains the unit students will be studying and offers suggested home activities that will reinforce the skill.</p> <p>Remedial Comprehension Skill Cards: provide practice for the following 6 key comprehension skills Facts, Sequence, Main Idea, Context, Conclusion, and Inferenceing. This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p> <p>Project-Based Learning: is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Skills taught include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.</p> <p>Flocabulary: combines hip-hop music and curricular materials to teach academic content in grades K-12. The catch phrase in these songs makes it easy for students to learn content in an interesting manner while fostering a love for learning. Academic programs can be both rigorous and engaging for students at all levels. This program has proven to increase motivation and academic achievement among students.</p>		
Mathematics	<p>Math Navigator: is a highly flexible intervention program that repairs misconceptions and fills critical gaps in students' understanding. The program is aligned with Common Core State Standards and builds conceptual understanding and problem solving skills. This program supports our English learners and students within our inclusion classes. This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p>	Small group instruction and one to one tutoring	During the school day

	<p>PCI Solving Word Problems with Pictures: gives students a strategy for solving word problems. The problems are presented in high-interests, "real-life" stories. Stories are written at a low reading level to accommodate beginning and struggling readers and are appropriate for students of all ages. A unique aspect of this program is the requirement that students visualize and draw a picture to represent the problem. When students understand what a word problem is about, they can plan an appropriate way to solve it.</p> <p>Get Ready to Learn: See definition above.</p> <p>BrainPOP: See definition above.</p> <p>Impact Math and Everyday Math: offers frequent mathematical practice for our students' intervention. This practice is necessary to attain strong mental arithmetic skills and reflexes.</p> <p>Structured Teaching Strategy: See definition above.</p> <p>Equals: is a Pre K-12 curriculum that provides mathematics instruction for educators who work with students in special education or in alternative education programs. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). The curriculum provides a multi-sensory structure to math with three levels of instructional strategies dedicated to each lesson.</p> <p>Study Island: is a Common Core Benchmarking Program that gives teachers a snapshot of student proficiencies in relation to the Common Core State Standards in math. At any time, teachers can assess student progress and pinpoint areas in which students are excelling or need extra practice.</p>		
Science	<p>News-2-You: see definition above.</p> <p>BrainPOP: see definition above.</p>	Small group instruction and one to one tutoring	During the school day

	<p>Project-Based Learning: see definition above.</p> <p>Structured Teaching Strategy: see definition above.</p> <p>Flocabulary: see definition above.</p>		
Social Studies	<p>News-2-You: see definition above.</p> <p>BrainPOP: see definition above.</p> <p>Project-Based Learning: see definition above.</p> <p>Structured Teaching Strategy: see definition above.</p> <p>Flocabulary: see definition above.</p>	Small group instruction and one to one tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Assist in the consistent implementation of Behavior Intervention Plans, and reinforce positive behavior in order to foster an environment more conducive to learning. Assist students in speaking the language of TCI to reduce maladaptive behavior in the classroom setting, thereby affording the student more instructional time with peers.</p> <p>Nurses and Health Paraprofessionals will assist in reducing time spent out of classroom due to health-related issues, thereby affording the student more instructional time with peers.</p>	Small group instruction and one to one tutoring	During the school day

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.

The NCLB emphasizes teacher quality in improving student achievement. We establish incentives to attract support and retain highly qualified and effective teachers. We support programs within our district by identifying mentors for classroom-based support programs to increase teacher retention, supporting outstanding paraprofessionals to become certified teachers and teachers who exhibit strong leadership skills to become school building leaders/school district leaders. We work closely with local educational universities (i.e., New York City Teaching Fellows, Pace University, Brooklyn College and Bank Street College. Three of our teachers are currently enrolled Bank St. College to obtain an annotation for severe and multiple disabilities with a concentration in autism. To further support our teachers, the school partners with agencies and cultural organizations such as NYC Jr. Tennis League, American Museum of Natural History, UFT, Special Olympics, SI Zoo, Snug Harbor Cultural Center, UCP, AHRC, Lifestyles and various corporate sponsors. These groups offer a variety of enriched professional development activities at Hungerford, such as:

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

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

INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

N/A

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	5	5	1	2	3	19
Chinese								2		1	1		2	6
Russian														0
Bengali														0
Urdu														0
Arabic										1		1	2	4
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish							1							1
Albanian											2		1	3
Other								1		1			1	3
TOTAL	0	0	0	0	0	0	3	4	5	8	4	3	10	37

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 her

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

However, if SIFE students present at P721 we plan to review their records to determine eligibility for testing. We also plan to group the students appropriately to effectively address their language needs. Presently there are no newcomers to our school. Should a newcomer present at our school, we plan to employ specific instructional strategies. The newcomer students require an opportunity to acclimate to the school setting. The ESL teachers initiate "survival English" for everyday activities. Consultation is conducted with the classroom teachers for a coordinated approach. The classroom teachers also receive consultation from the ESL teachers regarding ESL methodologies and strategies. ESL teachers emphasize relevant language used in the student's everyday life. Instruction is referenced to NYS Learning Standards for ESL.

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

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

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

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

There are currently 37 ELL students in our school.

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

The ESL teacher also provides the students with scaffolding support (individual instructional modifications) as necessary to help them to master a new task or keep up with more advanced learners. When scaffolding the teacher provides the students with activities and tasks that:

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

Examples of scaffolding strategies used are: the use of picture sequencing with a group of students as a basis for a simple narrative, matching photos or pictures to simple sentences or labels, using cooperative learning groups, and modeling the appropriate thinking or working skills in the classroom. To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards.

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

A. Programming and Scheduling Information

Books and materials in the classrooms are adapted, age appropriate, reflect the heritage culture of students and are multisensory and bilingual. We continue to provide technology (i.e., Smart Board, AAC devices, Rosetta Stone Software,).

The English as a Second Language (ESL) program of the Hungerford School also provides students with the language skills they need to participate successfully in their regular classes. To meet this goal, ESL instruction addresses the ESL and New York State Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her academic setting. In response to state citation P721R provides ESL services to all ELLS students as per their IEP.

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

The Literacy program- P721 offers a rigorous curriculum aligned to NYS Standards and the Common Core Curriculum. For ELLs at P721R content area is provided as follows: Our ESL teachers are continuing to infuse ESL instruction with content area materials. The language of instruction is English. ESL strategies include: The Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers).

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

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

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

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

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

All ELLs are invited to participate in the school's supplemental Saturday and Sunday Title III program. For the 2011-2012 school year new programs that we continue to implement are Unique Learning Curriculum, Achieve 3000, and Rosetta Stone. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase communication, socialization and language skills. According to Champions of Change: The Impact of the Arts on Learning (1999), seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

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

The following materials are used to support our ELLs in ELA, math, science and social studies:

A. Programming and Scheduling Information

- *Mayer Johnson Symbols
- *Achieve 3000- Integrates technology with the regular classroom curriculum.
- *Star reported- Daily theme-based and differentiated lessons targeting all academic areas delivered in a small group setting during the school day.
- *Adapted Weekly Reader (ABLENET)- Adapted literacy, math, science and social studies instruction delivered in a small group setting during the school day.
- * AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. To effectively teach students the teacher provides structure, i.e., set up the classroom so that students understand where to be, what to do, and how to do it, all as independently as possible. TEACCH provides clinical services such as diagnostic evaluations; parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment.
- *Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which may include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Flexible Skill Groups, Small Group Instruction, Functional Skill Development, flexible Skill Groups, Thinking Maps, Hands-On Science Instruction, Modification of Text and Curriculum, Small Group Instruction, Use of Visuals and Guided reading.

Required services supports are modified in order to differentiate for the needs of each student. Materials are modified and Teacher- made in order to be age-appropriate.

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

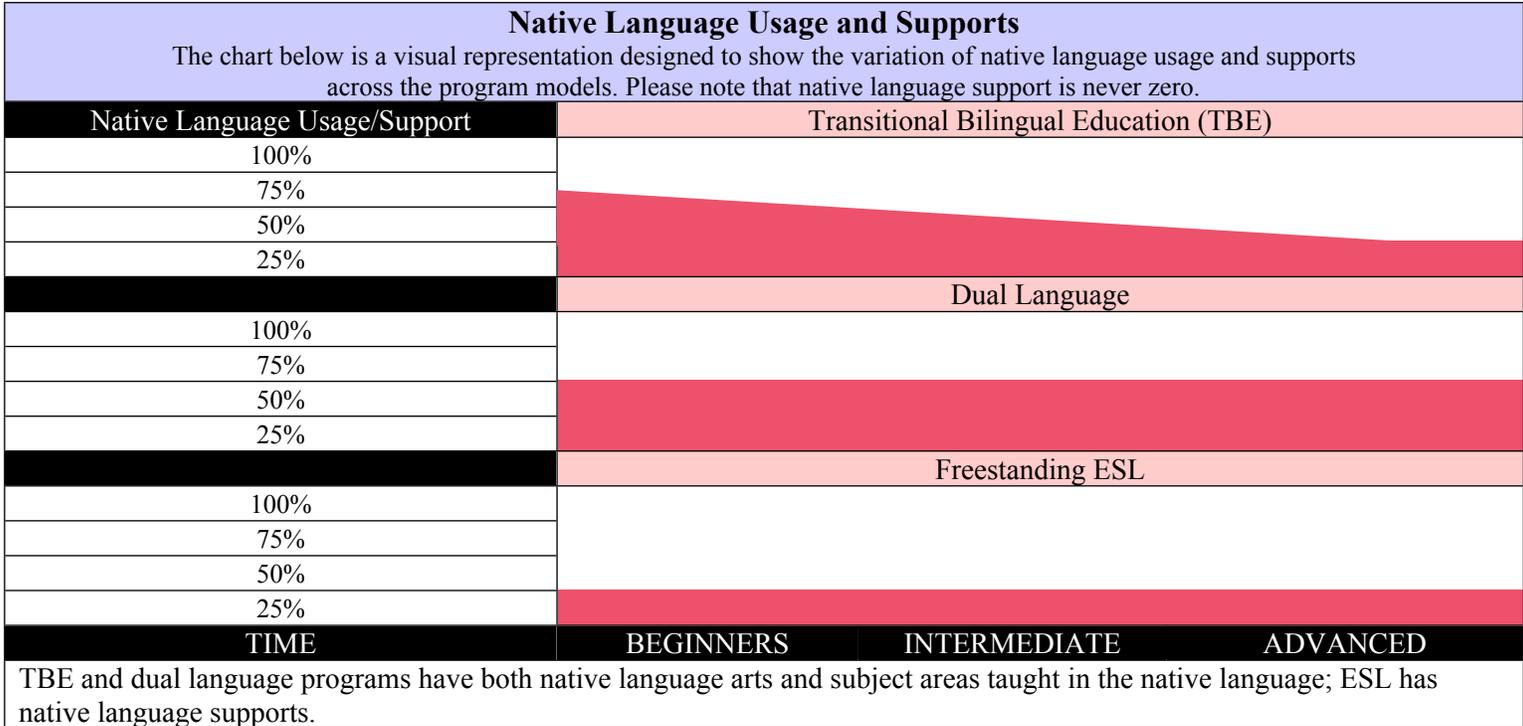
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

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

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

721R has 37 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Lakeshore, ELA NYSAA, teacher-generated assessments and observations). All of the students served in either ESL only or Bilingual/alternate placement fall into patterns and proficiency- level descriptions that are similar. For instance, in the area of Listening students can recognize only a very limited numbers of common words and phrases. Students are also limited in their ability to decode words and interpret sound – symbol relationships in English while Reading. When speaking students demonstrate little or no functional communicative ability in English and with the exception of four students, all students have few or no practical Writing skills in English. It must be noted that the majority of the ELLs in our program are non-verbal due to their disability and not due to issues of second language acquisition. In addition, in general, all of our ELL students' cognitive and language disabilities significantly impact their ability to listen, speak, read, and write. Therefore, caution should be exercised when attempting to interpret their proficiency levels based on the NYSESLAT.

When considering the four preceding areas, strengths for all of the students appear to be in the listening and visual perception-area. These strengths are varied in degree and help formulate the particular functional groups being addressed in ESL class. These particular strengths are evident in students' reactions and responses during teacher assessment of student progress at the end of each lesson. This is also

obvious when the Words and Concepts software program is used. This program introduces a core vocabulary. Nouns are represented by colorful pictures and a friendly voice guides and motivates. The same pictures are used over and over with cuing and instructional information gradually fading. There is evidence (data program result) that this listening program uses students' strengths to heighten their English vocabulary. Non-ELL students attending 721R have a wide range of abilities dependent upon their classification. However, many students are similar to ELLs in their ability to decode words and interpret sound-symbol relationship. The particular techniques associated with Words and Concepts are also useful for the non-ELL population.

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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

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

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

Weaknesses are extremely apparent in the Reading and Writing skill areas. CSE evaluations have determined that many of our students have moderate to severe language difficulties. Functional reading and writing levels can range from pre-k to 2nd grade level. To address these deficits, individualized mini lesson are prepared to focus on each students specific educational needs. However, school data for 6 years reflects students who have improved and no longer require an Alternate Placement Para and/or ESL (e.g., bilingual/ESL mandates were removed from IEP by IEP team). This is a true gain for the student based on his/her classification.

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

On the Intermediate Level – ELA, MATH, SCIENCE, SOCIAL STUDIES

Level 4 - ELA - 21 MATH - 18 SCIENCE - 9 SOCIAL STUDIES - 2

Level 3 - ELA - 1 MATH - 1 SCIENCE - 0 SOCIAL STUDIES - 1
 Level 2 - ELA - 0 MATH - 0 SCIENCE - 0 SOCIAL STUDIES - 0
 Level 1 - ELA - 0 MATH - 0 SCIENCE - 0 SOCIAL STUDIES - 0

On the High School Level:

ELA - Five participated in ELA and all five students scored level 4.

MATH - Seven students participated in Math and all seven students scored level 4.

SCIENCE - Two students participated in Science and all two students scored level 4.

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

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

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

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

The Student Annual Needs Determination Inventory (SANDI) is used to assess our students in alternate assessment.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Mary McInerney	Principal		10/24/11
Mike Pepe	Assistant Principal		10/24/11

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **The Richard Hungerford School**

Cluster: **Gary Hecht** Network: **Ketler Louissant**

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

Part A: Needs Assessment Findings

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

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

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

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

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

are posted in required languages at the main site.

Part B: Strategies and Activities

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

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

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

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

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

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