



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ROY CAMPANELLA SCHOOL  
**DBN (i.e. 01M001):** 75K721  
**Principal:** BARBARA TREMBLAY  
**Principal Email:** BTREMBL@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** KETLER LOUISSAINT

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Barbara Tremblay	*Principal or Designee	
Megan Wasnieski	*UFT Chapter Leader or Designee	
Eileen Santana	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
John Bozartnatchouk Esteban Avila	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Bonnie Glass	Member/ UFT	
Richard Johnston	Member/ UFT	
Mary Christopher	Member/ UFT	
Ms. Malone	Member/ Parent	
Ms. Chan	Member/ Parent	
Ms. Shields	Member/ Parent	
Ms. Tropeano	Member/ Parent	
Ms. Gonzalez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>x</b>	<ul style="list-style-type: none"><li>▪ Annual Goal</li><li>▪ Comprehensive Needs Assessment</li><li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li><li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li></ul>
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, students in academically based classes will improve common core connected Mathematics skills by 10% ***over assessed skill level*** as evidenced by an appropriate summative assessment.

### Comprehensive Needs Assessment

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

All Teacher Teams at 721K conducted a general needs survey to help determine school needs in a variety of areas including student instruction. Along with the needs survey, Teacher Teams for students in academic based classes collected data from the SANDI assessment tool for their students and after review by those Teacher Teams, it was determined that the combined data revealed a general need to increase common core connected math skills for the students within those academic based classes. Data accuracy was reviewed and once data was verified the Team met with Administration. The identified need was discussed and a plan was developed culminating with the acknowledgement that a school plan goal would be dedicated to this identified need.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. 721K has designated a block of time during the regular school day schedule dedicated to instruction in core curriculum mathematics skills. Mathematics is a subject area where the responsibility for instruction primarily lies with the classroom teacher (B).
2. The Teaching Teams will meet to discuss and develop activities and lesson plans that meet the individual needs of their students. These plans will be shared by the entire team including related service providers and coverage teachers in other subject areas so to insure that math instruction will be part of all lessons and subject areas in some way that is appropriate and pertinent to the student (B).
3. Existing lessons as well as newly designed lessons and lessons from the "Unique" curriculum used by 721K will be posted on the schools web site and will be uploaded into the school's *Dropbox* account for use by all 721K Teacher Teams (B).
4. Team members – in some cases – have designated a particular team member to teach particular core subject areas not covered by cluster teachers. In those cases, that core teacher will represent the entire team in discussion and planning and ultimately sharing all strategies developed (B).
5. Sandwiched between initial and final SANDI assessment will be a monthly summative assessment designed to measure progress and to guide Teacher Teams if instruction needs adjustment or change in any way. This data will be examined at Weekly Teacher Team meetings.(C/D/E)
6. Student Learning Portfolios will reflect targeted goal and progress. (C/D/E)
7. Administration's Budget Committee will discuss goal needs and implement purchases to support mastery of goals. (E)
8. Planned Professional Development will be offered to staff based on assessed needs in implementing goal instruction. (E)

#### B. Key personnel and other resources used to implement each strategy/activity

1. Teaching staff including classroom and cluster teachers, and paraprofessionals assigned to respective classes.
2. Related Services providers including Occupational and Physical therapists and Speech therapists.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly assessment periods will be developed and implemented to assess progress and /or adjust procedures according to the data revealed by these assessments. These monthly assessments will be utilized and will be complimented by the 2x per year implementation of the SANDI assessment tool. The 2<sup>nd</sup> SANDI assessment in May will determine mastery of the goal.

#### D. Timeline for implementation and completion including start and end dates

1. Initial SANDI assessment (October2013).
2. Monthly "progress assessments" administered by teaching teams beginning in December and continuing through April 2014.
3. Final SANDI assessment administered in May 2014.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Classes are grouped into teams of up to 4 classes with at least 2 classes being of like or similar cognitive needs.
2. Wherever possible the same related service provider(s) in all disciplines and cluster teacher(s) are assigned to these teams to insure a greater chance of instructional continuity.
3. Uniform assessment will take place consistently as per details in timeline and will be utilized by all participating classes.
4. Materials and supplies will be calculated in advance and money set aside to accommodate these material needs to be adjusted as the school year progresses.

5. 721K has set up a schedule that insures weekly time dedicated to Professional Development. During this time and other times, pertinent professional development will be provided to participating staff. Resources including money and personnel will be set aside to ensure continuance of this teacher support.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

721K has developed a user friendly school web site separate from the official D.O.E. site intended, along with other goals, to elicit parental involvement in all school activities including instruction. On the site is a “Parent Section” where family members may easily review and become acquainted with a variety of school events including implementation of all school goals regarding instruction. Using this site as a way to involve parents will be addressed at parent meetings and in the school newsletter (which is sent home) as well as personal invitation from each participating “Teacher Team”. Parents also elicit involvement with their son or daughters education via “phone messaging” which was implemented some years ago and is Known and comfortable to parents. Though this process, the school communicates information through recorded messages sent directly to the family phone. Through this system, parents can also leave messages and/or concerns with the school promptly returning their call.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, students in academically based classes will improve common core connected reading and writing skills by 10% **over assessed skill level** as evidenced by the appropriate summative assessment.

**Comprehensive Needs Assessment**

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

All Teacher Teams at 721K conducted a general needs survey to help determine school needs in a variety of areas including student instruction. Along with the needs survey, Teacher Teams for students in academic based classes collected data from the SANDI assessment tool for their students and after review by those Teacher Teams, it was determined that the combined data revealed a general need to increase common core connected reading and writing skills for the students within those academic based classes. Data accuracy was reviewed and once data was verified the Team met with Administration. The identified need was discussed and a plan was developed culminating with the acknowledgement that a school plan goal would be dedicated to this identified need.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 721K has designated a block of time during the regular school day schedule (often double periods) dedicated to instruction in core curriculum reading and writing skills. Reading and Writing skill instruction are subject areas where the responsibility for instruction primarily lies with the classroom teacher (B).
- The Teaching Teams will meet to discuss and develop activities and lesson plans that meet the individual needs of their students. These plans will be shared by the entire team including related service providers and coverage teachers in other subject areas so to insure that reading and writing skill instruction will be part of all lessons and subject areas in some way that is appropriate and pertinent to the student (B).
- Existing lessons as well as newly designed lessons and lessons from the “Unique” curriculum used by 721K will be posted on the schools web site and will be uploaded into the schools *Dropbox* account for use by all 721K Teacher Teams (B).
- Team members – in some cases – have designated a particular team member to teach particular core subject areas not covered by cluster teachers. In those cases, that core teacher will represent the entire team in discussion and planning and ultimately sharing all strategies developed (B).
- Sandwiched between initial and final SANDI assessment will be a monthly summative assessment designed to measure progress and to guide Teacher Teams if instruction needs adjustment or change in any way. This data will be examined at Weekly Teacher Team meetings. (C/D/E)
- Student Learning Portfolios will reflect targeted goal and progress. (C/D/E)
- Administration’s Budget Committee will discuss goal needs and implement purchases to support mastery of goals. (E)

8. Planned Professional Development will be offered to staff based on assessed needs in implementing goal instruction. (E)
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Teaching staff including classroom and cluster teachers, and paraprofessionals assigned to respective classes. 2. Related Services providers including Occupational and Physical therapists and Speech therapists.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. An initial SANDI assessment has taken place (October 2013) with results analyzed and discussed with the Teacher Team. 2. A monthly assessment tool will be developed and implemented to assess progress and /or adjust procedures according to the data revealed by these assessments. 3. A final SANDI assessment will be conducted in May 2013 to determine goal mastery.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Initial SANDI assessment (October 2013). 2. Monthly "progress assessments" administered by teaching teams beginning in December and continuing through April 2014. 3. Final SANDI assessment administered in May 2014.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Classes are grouped into teams of up to 4 classes with at least 2 classes being of like or similar cognitive needs. 2. Wherever possible the same related service provider(s) in all disciplines and cluster teacher(s) are assigned to these teams to insure a greater chance of instructional continuity. 3. Uniform assessment will take place consistently as per details in timeline and will be utilized by all participating classes. 4. Materials and supplies will be calculated in advance and money set aside to accommodate these material needs to be adjusted as the school year progresses. 5. 721K has set up a schedule that insures weekly time dedicated to Professional Development. During this time and other times, pertinent professional development will be provided to participating staff. Resources including money and personnel will be set aside to ensure continuance of this teacher support.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
721K has developed a user friendly school web site separate from the official D.O.E. site intended, along with other goals, to elicit parental involvement in all school activities including instruction. On the site is a "Parent Section" where family members may easily review and become acquainted with a variety of school events including implementation of all school goals regarding instruction. Using this site as a way to involve parents will be addressed at parent meetings and in the school newsletter (which is sent home) as well as personal invitation from each participating "Teacher Team". Parents also elicit involvement with their son or daughters education via "phone messaging" which was implemented some years ago and is Known and comfortable to parents. Though this process, the school communicates information through recorded messages sent directly to the family phone. Through this system, parents can also leave messages and/or concerns with the school promptly returning their call.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
X Microsoft Settlement funding for hardware and software										
X Promising programs for ELL										

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, students in vocational based classes/internships will increase CDOS work readiness skills by 10% <b><u>over assessed sSkill level</u></b> as evidenced by the appropriate summative assessment based on vocational performance.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
All Teacher Teams at 721K conducted a general needs survey to help determine school needs in a variety of areas including student instruction. Along with the needs survey, Teacher Teams for students in vocational based classes collected data from the SANDI assessment tool, CDOS and the "Unique" transition band curriculum for their students and after review by those Teacher Teams, it was determined that the combined data revealed a general need to increase CDOS skills for the students within

those vocational based classes. Data accuracy was reviewed and once data was verified the Team met with Administration. The identified need was discussed and a plan was developed culminating with the acknowledgement that a school plan goal would be dedicated to this identified need.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 721K has designated a block of time during the regular school day schedule dedicated to instruction in vocational areas including internships outside the school building and vocational based instruction within the school building. (B)
2. The Teaching Teams will meet to discuss and develop activities and lesson plans that meet the individual needs of their students. These plans will be shared by the entire team including related service providers and coverage teachers in other subject areas so to insure that vocational skill instruction will be part of all lessons and subject areas in some way that is appropriate and pertinent to the student (B).
3. Existing lessons as well as newly designed lessons and lessons from the "Unique" transition band curriculum used by 721K will be posted on the schools web site and will be uploaded into the schools *Dropbox* account for use by all 721K Teacher Teams (B).
4. Sandwiched between initial and final SANDI assessment will be a monthly summative assessment as per "Unique" protocol designed to measure progress and to guide Teacher Teams if instruction needs adjustment or change in any way. This data will be examined at Weekly Teacher Team meetings. (C/D/E)
5. Student Learning Portfolios will reflect targeted goal and progress. (C/D/E)
6. Administration's Budget Committee will discuss goal needs and implement purchases to support mastery of goals. (E)
7. Planned Professional Development will be offered to staff based on assessed needs in implementing goal instruction. (E)

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teaching staff including classroom and cluster teachers, and paraprofessionals assigned to respective classes.
2. Related Services providers including Occupational and Physical therapists and Speech therapists.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. An initial SANDI assessment has taken place (October 2013) with results analyzed and discussed with the Teacher Team.
2. Regular data collection via "Unique" protocol will be implemented to assess progress and /or adjust procedures according to the data revealed by these assessments.
3. A final SANDI assessment will be conducted in May 2013 to determine goal mastery.

#### **D. Timeline for implementation and completion including start and end dates**

1. Initial baseline assessment via "Unique" curriculum protocol (October 2013).
2. Monthly "progress assessments" administered by teaching teams beginning in December and continuing through April 2014.
3. Final "Unique" curriculum protocol assessment administered in May 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Classes are grouped into teams of up to 4 classes with at least 2 classes being of like or similar cognitive needs.
2. Wherever possible the same related service provider(s) in all disciplines and cluster teacher(s) are assigned to these teams to insure a greater chance of instructional continuity.
3. Uniform assessment will take place consistently as per details in timeline and will be utilized by all participating classes.
4. Materials and supplies will be calculated in advance and money set aside to accommodate these material needs to be adjusted as the school year progresses.
5. 721K has set up a schedule that insures weekly time dedicated to Professional Development. During this time and other times, pertinent professional development will be provided to participating staff. Resources including money and personnel will be set aside to ensure continuance of this teacher support.

### ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

721K has developed a user friendly school web site separate from the official D.O.E. site intended, along with other goals, to elicit parental involvement in all school activities including instruction. On the site is a "Parent Section" where family members may easily review and become acquainted with a variety of school events including implementation of all school goals regarding instruction. Using this site as a way to involve parents will be addressed at parent meetings and in the school newsletter (which is sent home) as well as personal invitation from each participating "Teacher Team". Parents also elicit involvement with their son or daughters education via "phone messaging" which was implemented some years ago and is known and comfortable to parents. Through this process, the school communicates information through recorded messages sent directly to the family phone. Through this system, parents can also leave messages and/or concerns with the school promptly returning their call.

### ***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
X VETA funding						

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

By June 2014, 721K will increase the number of vocational track students in a target group who reflect a movement to a lesser restrictive environment (LRE) by 10% over baseline numbers from the 2012/13 school year as evidenced by a reduction of related services as reflected by either an increase of group size or a reduction of frequency of that IEP mandated related service.

#### **Comprehensive Needs Assessment**

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

Initially in reviewing and assessing the type/frequency/ and group size of related services mandated for students at vocational settings or in vocational based classes, it was revealed that there is a correlation between those services and CDOS skill acquisition via the transition bands of the "Unique" curriculum. Data acquired from observation and discipline provider evaluation has suggested that as CDOS skills increase it is directly related to related service mandates moving towards a lesser restrictive environment (LRE) - that is as CDOS skills increase resulting in greater student independence - it becomes more appropriate to reduce the IEP mandated service either by increasing group size, or reducing frequency. This information along with the existing statistics reflecting a slow movement of 721K students towards Lesser Restrictive Environments has presented a school wide need to address increasing the number of students who move towards LRE via reduction of mandated IEP driven related services.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. A target group of participating students with a student to staff ratio of 8:1:1 will be chosen from vocational based classes.(B/C/D)
2. A baseline reflecting the number of students from school year 2012-2013 who moved towards LRE via a reduction of IEP mandated related services will be determined. (B/C/D)
3. A baseline of those participating students will be determined reflecting frequency and group size of IEP mandated related services.(B/C/D)
4. The Teaching Team(s) will meet to discuss "Unique" transition band activities and lesson plans that meet the individual needs of the target group of participating students. These plans will be shared by the entire team including related service providers so as to insure that vocational skill instruction will be part of all lessons and implementation of related services in some way that is appropriate and pertinent to the student. (B)
5. Existing lessons as well as newly identified lessons from the "Unique" curriculum used by 721K will be posted on the school's web site and will be uploaded into the schools *Dropbox* account for use by 721K Teacher Teams within the target group of participating students. (B)
6. Student Learning Portfolios will reflect targeted goal and progress. (C/D/E)
7. Administration's Budget Committee will discuss goal needs and implement purchases to support mastery of goals. (E)
8. Planned Professional Development will be offered to staff based on assessed needs in implementing goal instruction. (E)
9. Monthly meeting between Related Service providers and teaching team members along with administration will discuss and document progress towards LRE. (C/D)
10. Based on data collected from Transition band "Unique" curriculum protocol and pertaining to CDOS and vocational skill acquisition, appropriate IEP mandated related Service will be changed to increase student movement towards LRE. (C/D/E)

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teaching staff including classroom teachers, and paraprofessionals assigned to respective classes.
2. Related Services providers including all disciplines of the IEP mandated related services for the target group of participating students

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By December 2013, all baseline data is acquired
2. Data collected as per protocol of the "Unique" transition band curriculum continues and is reviewed weekly by participating teaching teams
3. Monthly meetings between participating teaching teams, participating related service providers and administration are ongoing reviewing and evaluating progress.
4. By February 2014 based on data reflecting progress determined from transition skill acquisition, participating teams have determined appropriate related services to be reduced as to elicit movement towards LRE.

5. By May 2014, all data reviewed and IEP mandated related services for participating students where appropriate are reduced by changes to the IEP.

**D. Timeline for implementation and completion including start and end dates**

1. By December 2013, all target group participating students are chosen and all staff identified.
2. Monthly “progress assessments” administered by teaching teams beginning in December and continuing through April 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Job sKills identified and vocational sites determined.
2. Materials and supplies will be calculated in advance and money set aside to accommodate these material needs to be adjusted as the school year progresses.
3. 721K has set up a schedule that insures weekly time dedicated to Professional Development. During this time and other times, pertinent professional development will be provided to participating staff. Resources including money and personnel will be set aside to ensure continuance of this teacher support.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

721K has developed a user friendly school web site separate from the official D.O.E. site intended, along with other goals, to elicit parental involvement in all school activities including instruction. On the site is a “Parent Section” where family members may easily review and become acquainted with a variety of school events including implementation of all school goals regarding instruction. Using this site as a way to involve parents will be addressed at parent meetings and in the school newsletter (which is sent home) as well as personal invitation from each participating “Teacher Team”. Parents also elicit involvement with their son or daughters education via “phone messaging” which was implemented some years ago and is Known and comfortable to parents. Though this process, the school communicates information through recorded messages sent directly to the family phone. Through this system, parents can also leave messages and/or concerns with the school promptly returning their call.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

X VETA funding

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.

**D. Timeline for implementation and completion including start and end dates**

- 1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ESL Title III after school program CCLS rubrics	Small group instruction	Afterschool 2 days per week.
<b>Mathematics</b>	Real life experiences	Small group or class instruction.	During the school day
<b>Science</b>	Scope and Sequence	Small group instruction	During the school day
<b>Social Studies</b>	Linked to CCLS rubrics for Reading 1, Reading 10 and Language 6	Small group or class instruction.	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Provide 6 week cycle of "at-risk guidance" after review and recommendation of the Pupil Personnel Team	Individual one to one instruction	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.					
	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**Recruitment**

Administration attended the New Teacher Fellows Fair as well as other New Teacher Fairs and reviewed applicants from those Teacher Fairs as well as applicants from the Open Market.

A "Teacher Review Team" consisting of an Administration, Teacher(s), Related Service Provider(s) and the UFT Chapter Leader is formed to review applicants in a variety of areas including a school based questionnaire, and essay in response to "Review Team" designed questions.

Applicant is expected to perform a demonstration lesson for the "Review Team". This procedure includes the applicant observing the class he/she will instruct prior to the demonstration and being allowed time to prepare for the lesson.

The applicant teaches the demonstration lesson while the "Review Team" assesses the performance.

The "Review Team" reconvenes to rate (via a truncated Danielson rubric) and discuss the applicant's performance and offers recommendation to the Principal.

**Retention, Assignments and Support**

A mentor is provided for the newly hired teacher and an Administrator is assigned who will observe that teacher via the Danielson Framework including conversations following observations meant to assist and support the teacher. The teacher and his/her class is assigned to a "Team" consisting of up to 3 other teachers and classes and time is scheduled to accommodate frequent "Team Meetings". After initial assignments. The teacher will have input in future assignments and Administration will use available data on teacher performance to jointly along with the teacher make future assignments that "fit" the teacher's talent and abilities.

The teacher meets twice yearly with the Principal to review progress. If Tenure is granted (after 3 years), the teacher's role expands to assisting and mentoring other newly hired teachers.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The school's general schedule is designed to accommodate a Professional Development period each week for all teachers and paraprofessional. A variety of workshop topics are provided for staff with the intention of providing varied and pertinent professional development based upon staff needs. Topics include Behavioral Modification Techniques, SANDI assessment implementation, NYSAA techniques and procedures and other topics pertinent to our student population and their instruction.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>721</b>
School Name <b>721K, The Roy Campanella School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Barbara Tremblay</b>	Assistant Principal <b>Rosemary DeMastri</b>
Coach	Coach
ESL Teacher <b>Tatiana Bakastova</b>	Guidance Counselor <b>Claudia Hernandez</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Eileen Santana</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Vivian Soto</b>
Related Service Provider <b>type here</b>	Other <b>Patrick Hays, psychologist</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Michelle Salazar, AP</b>

### 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 currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>483</b>	Total number of ELLs	<b>144</b>	ELLs as share of total student population (%)	<b>29.81%</b>
--	------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	144
SIFE	12	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	55

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	1	0	0	2	1	0	21	0	0	24
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	6	0	11	3	30	34	2	0	68
Total	24	6	0	13	4	30	55	2	0	92

Number of ELLs who have an alternate placement paraprofessional: 42

### 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
Yiddish	0	0	0	0	0	0	0	0	0	3	0	3	8	14
Spanish	0	0	0	0	0	0	0	0	0	1	2	0	7	10
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>15</b>	<b>24</b>								

\*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	3	0	4	8	15
Chinese	0	0	0	0	0	0	0	0	0	5	3	1	22	31
Russian	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Bengali	0	0	0	0	0	0	0	0	0	1	0	0	5	6
Urdu	0	0	0	0	0	0	0	0	0	0	1	0	2	3
Arabic	0	0	0	0	0	0	0	0	0	1	0	3	3	7
Haitian	0	0	0	0	0	0	0	0	0	2	0	0	0	2
French	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	1	2	3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	12	4	9	48	73

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	18	10	21	84	133

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	0	0	0	0	0	0	0	2	1	1	2	6
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	20	11	22	86	139

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	6	5	1	26
	I	0	0	0	0	0	0	0	0	0	5	6	4	34
	A	0	0	0	0	0	0	0	0	0	2	1	2	1
	P	0	0	0	0	0	0	0	0	0	0	0	1	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	9	12	7	60
	I	0	0	0	0	0	0	0	0	0	4	0	1	1
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	!Und
4	0	0	0	0	
5	0	0	0	0	
6	0	0	0	0	
7	0	0	0	0	
8	0	0	0	0	
NYSAA Bilingual (SWD)	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	
4	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	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	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	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
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	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	35	0	35	0
NYSAA Mathematics	35	0	33	0
NYSAA Social Studies	28	0	28	0
NYSAA Science	35	0	34	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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

721K is a NYC Department of Education High School for students with moderate to profound disabilities. All students in attendance have Individual Educational Plans (I.E.P.s) and are exempt from participating in NY State standardized testing. Teachers at 721K currently use the SANDI assessment to chart baseline skills in literacy and develop I.E.P. goals according to areas of need as evidenced by the SANDI assessment. In addition, staff also takes into consideration goals mastered on previous I.E.P.s and successful strategies in order to develop the next level of appropriate language, reading and writing goals for the student. Staff also examine scores from the LAB(English)/LAB-R (Spanish), NYSESLAT, NYSAA(where applicable) and the history and scores on previous tests that the student may have participated. Analysis of the data reveal the types of instructional methodologies, materials and or equipment that must be utilized in order to maximally provide access and engage students in appropriate and challenging instruction and to address the individual student's literacy/language needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
6 out of 139 ELL students (SIFE, long term Ells, newcomers) who took the Spring 2013 NYSESLAT or the LAB/LAB-R (where applicable) scored at an intermediate level. 133 Ell students scored at a beginner's level or the test was deemed invalid due to the fact that when scoring the test booklets, the students were not able to read, write and follow the directions of the test, nor comprehend what was being asked of them without assistance. Therefore, they were not able to reach proficiency, based on this assessment.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We found that the data patterns across proficiency levels on the LAB-R and NYSESLAT for students with moderate to profound disabilities were not indicative of the student's ability to acquire language, ability to read functional words and to function and communicate with their peers and staff, in school and in the community. 34 out of 35 ELL students who took the 2013 NYSAA scored at a level of 3 and 4 on the 2013 NYSAA in math and 34 out of 35 ELL students scored at a level 4 in ELA and 1 student at a level 3. In addition, we found that the SANDI assessment that 721K uses as a school-wide assessment was a better tool to determine students' baseline skills(in September) in various components of ELA (reading comprehension, writing, communication, etc.) and to monitor students' progress in these areas in May of 2014. Students with significant disabilities have splinter skills which are captured on the SANDI assessment and not captured on the LAB-R or NYSESLAT. Therefore, 721K uses the data from the SANDI assessment to identify areas of strength and target skills in need of improvement. As a result of analyzing the data, teachers are able to select appropriate rigorous I.E.P. goals which are specific to the individual student's needs in which to focus during the 2013-2014 school year. Since the majority of students are functioning on a beginner's level on the two mandated NY State tests (NYSESLAT and LAB/LAB-R) they are scheduled to receive a minimum of 540 min. of ESL instruction in either a pull out, self-contained or push in model.

4. For each program, answer the following:
  - a. 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?

We have found upon analysis of test scores (NYSAA) specifically for students with intellectual disabilities who are in alternate assessment, as per their IEPs and other assessments (SANDI), that the patterns across proficiencies and grades for ELLs was on par with their non-ELL counterparts who are in their grade level, educational ratio and disability. School leadership and teachers are using the NYSAA, SANDI scores and teacher made assessments to group ELLs in classes with students with similar scores. In addition, teachers use these scores to create appropriate IEP language goals, together with the parent and student, to identify strengths and areas of need as well as appropriate academic interventions and instructional teaching strategies which will address the student's needs. In the classroom setting, teachers use this information to differentiate instruction and to utilize appropriate instructional strategies and materials, which takes into account the student's learning style and English language acquisition(receptive and expressive as well as comprehension and usage of content based language). Native language is used to bridge and clarify instruction presented in English. In addition, if a student requires the assistance of a language paraprofessional as per the IEP to help provide additional supports in the classroom during instructional time so that the ELL student is able to gain equal access to the instructional material and content of the lesson.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

721K does not service students in grades K-5.

6. How do you make sure that a child's second language development is considered in instructional decisions?

N/A

7. 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?

721K does not provide dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

N/A

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

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

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

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

native language to provide further assistance in answering the questions or to provide clarification.

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.

Once it has been determined by the District CSE and Placement Office that 721K is an appropriate program for an ELL, most parents and students tour the program prior to accepting the placement. This usually occurs in the Spring or Summer of the preceding year. However, 721K conducts tours of the programs offered throughout the school year. Various members of the LAP team provide school tours and explain all aspects of the program at 721K, including language services/programs. Language services at 721K are provided by 5 NYS certified ESL teachers, 1 certified Bilingual Yiddish teacher and 1 teacher with a bilingual extension/Spanish. 721K does not currently have any bilingual teachers or ESL teachers not currently teaching in the school's bilingual or ESL programs.

Although, the Department of Education offers 3 language programs offerings, 721K only offers 2 types of language programs at this time: TBE Spanish or Yiddish program and pullout ESL classes. All 3 programs are discussed in detail with parents and students. Parents and students can visit an appropriate ESL class or Bilingual Spanish or Yiddish class to observe the type of instruction the students' are receiving and the ESL methodologies being used first hand. Parents and students are provided with the opportunity to speak with the teachers in order to get further insight into the language programs they visited at 721K. If at the end of the tour or orientation meetings parents and students require more information about the 3 types of language programs (TBE, Dual Language and Freestanding ESL) they are able to meet with the parent coordinator, school administrators and school psychologist. Parents and students may come and discuss language services at any time throughout the school year. Most commonly, discussions occur during parent teacher conferences, annual IEP conferences and triennials.

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

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

Language services and student progress in language acquisition are reviewed and discussed with students and families formally during the annual review process once a year and during parent teacher conferences in the fall and spring and any other time during the school year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During the first week of school, parents of new student, including (ELLs, newcomers, SIFE and long term ELLs) who are articulating into the school program meet with the Parent Coordinator, SESIS specialist, Guidance Counselors, administrators and any other members of the LAP team as part of 721K's orientation process. 721K only provides 2 programming options, TBE and ESL, therefore parents who are interested in a Dual Language program would be provided information as to the next steps they need to take to secure that type of program for their young adult. In addition, 721K has a full-time SAT (School Assessment Team) housed at the school, who would be able to further provide information to parents about their program option. Translators provided written and oral translations as need in parent's native language (Turkish, Haitian Creole, Russian, Spanish, Chinese/Cantonese/ Mandarin, Arabic, Hebrew, Yiddish, Bengali, Urdu and French) were on hand to provide information, answer questions and to assist parents in filling out required paperwork and surveys.

For those parents who cannot make it to school for orientation/intake, staff reached out to parents in their native language to ensure that they received entitlement letters and that they understood what was written. If information needed cannot be taken over the phone, parents are invited to school where staff can assist them in completing the information. Many parents have OPWDD service coordinators that act as advocates for the family and student. Where this service is available, contact is made to the service provider to assist in ensuring that the family understands the issues and to complete any document required and that they are returned to the school in a timely fashion.

In addition, a parent orientation meeting was held on October 17, 2013 during the daytime and in the evening where parents were provided with another opportunity to meet the administration, various members of the LAP team, teachers and other parents in order to learn more about the school program, language services and models and to ask questions for clarification. Parents were provided ample time to have their specific issues addressed by one of the member of the LAP team. We also provided computers and support staff to assist parents in completing their parent surveys at school as needed.

All documents become part of the student's official records and are kept in a locked student records cabinet in the SAT room.

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.

At the beginning of the school year, in September, students are placed in language programs (BIS or ESL) according to the mandates set forth on the student's IEP and in SESIS. This information is cross-referenced with information in CAP and the Home Language Survey. In addition, LAB/LAB-R and NYSESLAT history reports (REXH), reports in ATS (RLAY, RYOS, RLAB and RDGS) other pertinent reports are reviewed by an Assistant Principal within the first week of school to determine the appropriate number of units of ESL services an ELL requires based on the LAB/LAB-R and NYSESLAT test scores. At 721K for the 2012-2013 school year, 93 out of 97 ELLs scored at a beginning level on the LAB/LAB-R and or NYSESLAT; therefore they are receiving a minimum of 550 minutes or 11/50 minute periods of ESL Language services which is in accordance to NYS mandated guidelines as per CR Part 154. 6 ELL students who scored on an intermediate level also received 550 minutes of services for continuity of programming, which exceeded the number of minutes of language services as outlined by NYS mandates. Upon analysis of the student's records, IEP, test history/scores (NYSESLAT and LAB-LAB-R) and other pertinent assessments, students are grouped according to functioning level and language needs. If at this time a student is new to the country or new to the NYC public school system is identified as an ELL and did not have the LAB/LAB-R administered prior to admittance to 721K, then a LAB/LAB-R will be administered within the first 10 days of admittance by one of 721K's certified ESL teachers. The five ESL teachers responsible for the administration of the LAB/LAB-R speak Spanish, Italian, Russian and Yiddish, in addition to English.

Students in grades 8-12, identified as ELLs according to their Home Language Survey receive language services as per their IEP(BIS, ESL only) by a certified BIS/Spanish and BIS/Yiddish(12:1:1) teacher or 5 certified ESL teachers(12:1:1, 8:1:1, 6:1:1 and 12:1:4). Ells designated for bilingual services as per their IEP in languages other than Spanish and Yiddish and in ratios other than 12:1:1 receive instruction in English with the supports of an alternate placement paraprofessional who speaks the student's native language and receive ESL services from a NYS certified ESL teacher.

Individual student schedules are sent home at the beginning of the school year, outlining the student's course of study. In addition, all of the teachers on the schedule send home letters of introduction to the families stating their expectations, focus of study and contact numbers. Letters are translated into students' native languages. Teachers meet individually with parents throughout the school for parent teacher conferences to discuss student progress in language acquisition and to develop IEP goals together with the parent and student.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs designated BIS, ESL and ELLs formerly known as X-coded (not recommended for language services on their IEPs) are

administered the NYSESLAT in the Spring of the school year by certified ESL teachers. To ensure that all ELLs are tested, key members of the LAP team cross reference information from students' IEPs, SESIS, CAP and ATS reports (RLAT, RYOB, RYOS, RLAB, RDGS). Test procedures are followed as outlined in the administrative manuals. Notices go home informing parents in their native language that students will be participating in the NYSESLAT tests. Schedules are created for the administration of all four parts of the test and disseminated to staff, students and parents. Funds have been scheduled in the school budget to pay for 3 NYS certified ESL teachers and 1 test coordinator to administer all four parts of the NYSESLAT to all ELLs. Rosters are created and students checked off as they finish each portion of the test. Bussing is requested for ELLs who go directly to and from community based internships to return to school to take each section of the test. Test scores are disseminated to parents as soon as the school receives them.

6. 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.) 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 majority of parents opted for their children to be placed in a monolingual English speaking class with their young adult receiving ESL services. For the 2013-2014 school year, 721K has 73 students whose parents opted for ESL services or BIS services with an alternate placement paraprofessional who speaks the parent's native language. Many of the parents keep the services of an AP paraprofessional because the paraprofessional is able to communicate with the parent in their native language and keep the parent informed about the student's progress and well being rather than for the student's need for the paraprofessional. This is a big issue especially with students in 12:1:4 instructional ratio or when students have limited expressive language.

721K offers 2 out of the 3 program models (TBE and ESL). These programs are aligned with parent requests, however as students get older 16-21 years old, parent requests are often times not aligned to parent choices as their children are not able to participate in all the other types of programs (full-time community based internship/worksites, Inclusion programs and extra-curricular activities that occur during school hours.) offered at 721K due to the amount of time their children must receive language services. At that time, parents usually ask to have the language services of their children dropped from the IEP. When it is explained that students must test out of requiring language services by attaining a level of proficiency on the NYSESLAT or L:AB/LAB-R, feedback from parents are that their children must take and pass these two NYS tests, however according to the IEP they are exempt from taking tests, therefore they would like a re-evaluation of language services based on parent request, student need and not due to test scores which are not indicative of their children's functioning level and actual English language acquisition. Currently with the ELAND request, parents are able to request a reevaluation of their children's language services based on a variety of factors rather than on the NYSESLAT and LAB/LAB-R test scores alone. Since September 2013-2014, we currently have 10 ELAND requests on file to terminate language services. These requests are from parents whose students are long term ELLs (6+years) who would like their young adults participate in a full-time community based worksite. One is from a parent whose young adult is on the Spectrum and the student has difficulty transitioning from the regular class to be pull-out for language services.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

97 students (ELLs, newcomers, SIFE and long term ELLs), grades 8-12 are designated as alternate assessment according to their IEPs, therefore exempt from taking standardized tests (with the exception of the LAB/LAB-R and NYSESLAT) in order to chart competencies in all subject areas. 97 students are LEP/ELLs (SIFE, newcomers and long term ELLs) in a bilingual Spanish class, bilingual Yiddish class, a pullout, push-in and self contained ESL program models (0-8th grade, 15 - 9th grade, 6-10th grade, 12-11th grade, and 6-12th grade) and 42 ELLs who according to SESIS, CAP and ATS reports are coded monolingual without ESL services for a total of 139 ELLs. All ELLs are serviced as per their IEP. This total number includes students whose IEPs indicate ESL only (30), 43 students in Alternate Placement (3 Arabic, 5 Bengali, 19 Chinese/Mandarin/ Cantonese, 1 Hebrew, 2 Russian, 5 Spanish not in a Bilingual Spanish Class, 1-Turkish, 1-French, 2 - Haitian Creole, 3-Urdu, 1-Yiddish not in the Bilingual Yiddish Class, 10-Spanish in a Bilingual Spanish Class and 14-Yiddish in a Bilingual Yiddish Class. Each student who is mandated to receive ESL services as per the IEP receive ESL instruction by 5 certified ESL teacher(s) through a pull out, push-in, departmentalized or self contained class program. 93 out of 97 students scored on a beginners level on the NYSESLAT and or the LAB/LAB-R; therefore they are grouped according to same proficiency level. ELLs (ESL-Push-in or Pull-out or Bilingual Spanish or Yiddish) are placed in classes homogeneously based on the NYSESLAT or LAB-R scores. Paraprofessionals who speak the native language of the students are placed in the bilingual classes (Spanish and Yiddish) to provide the teacher with additional supports. Students in the Bilingual Yiddish and Spanish Classes remain together as a class for all of their language services (NL and ESL). In addition, 2 self contained classes (12:1:1) also remain together as a group for ESL language services as well as their regular content based monolingual classes. 49 ELLs receive ESL services in a pull-out model. Students are pulled out of their regular classes 11 out of 25 periods each week in order to receive the mandated number of minutes (540 min) of language instruction based on their NYSESLAT or LAB/LAB-R scores (beginners level). 4 ELLs who scored on an intermediate level on the 2013 NYSESLAT are pulled out for 8 periods/360 minutes. These students are grouped together with students on a beginners level. Although, these students are on different levels according to their 2013 NYSESLAT scores they are functioning on the same level according to their NYSAA scores in ELA (Level 4).

73 ELL students (Newcomers, long term and SIFE) in 12:1:1, 8:1:1, 6:1:1 and 12:1:4 instructional ratios and who are not in Bilingual Classes are grouped together according to language whenever possible and receive instruction in English. 42 of these students, who are designated on the IEP as requiring Bilingual services and where a class in their native language or instructional ratio is not available, receive the services of a full-time alternate placement paraprofessional. AP paraprofessionals travel with students from class to class to assist in instruction by providing clarification in both English and the student's native language when needed. These ELLs receive the supports of IEP driven paraprofessionals who also assist as the teacher as a conduit to communicate to parents and for parents to communicate with teachers and the school regarding the needs and progress of the student.

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)?

Prior to the school year the LAP team review student NYSESLAT and LAB/LAB-R scores from the previous year. Students are grouped according to proficiency levels and instructional ratios. Master schedules and class lists are created prior to the start of the school year and amended to reflect the articulation of new student throughout the school year. Schedules for Native Language Services and ESL are created based on instructional ratios and students' level based on the NYSESLAT or LAB/LAB-R scores. 93 out of 97 ELLs receive more than the mandated instructional minutes as per CR Part 154 in ESL (550 min/11 periods-50 min each week) for students functioning on a beginners level and 4 students who are on an intermediate level as per the 2013 NYSESLAT receive 400 minutes/8-50 min periods of ESL language services. Students in the Bilingual Yiddish class receive NL and ESL instruction from their teacher who is NYS certified to provide bilingual/NL instruction as well ESL. Students in the Bilingual Spanish Class receive NL instruction from a certified Bilingual teacher. ESL is provided as a push-in model with both

the bilingual teacher and ESL teacher instructs the class together. Students receive the minimum minutes of instruction in both NL and ESL as per CR Part 154 for students scoring at a beginner's level. ESL teachers call in IVR to confirm that they are providing ESL services for their students to ensure that the service is being provided. Counter attendance is then entered into SESIS. Confirmation #s are kept on file as part of the school's compliance binder. The school schedule ensures that the student is receiving the appropriate number of minutes of language instruction as per CR Part 154 for their level of proficiency scored on the NYSESLAT or LAB/LAB-R.

In addition, one assistant principal and the LAP team which include but not limited to administrators, guidance counselors, school psychologists, parent coordinator, parent, related service providers, ESL teacher, job developer/transition coordinator; monitor language services of ELLs throughout the year. When looking at the language service mandates, the LAP team looks at the whole student, which takes into consideration, the student's age, time in the country, peer interaction, functioning and communication abilities, needs, desires, future post graduation placements etc. If it is determined that an ELL requires an ELAND review, then we would continue to monitor the student's progress and functioning in all academic areas including language proficiency, acquisition and usage. TBE students who transition to an ESL service model will continue to receive the supports as needed (see the description of the various instructional language models that 721K has to offer, stated earlier in the LAP). Long term ELLs that continue to receive language services as per their IEP and based on their scores on the NYSESLAT or LAB/LAB-R continue to receive the required amounts of language instruction as outlined in CR Part 154.

Compliance binders are kept at the school which details language services and student/class schedules. Schedules are adjusted as needed to reflect changes in language services and new student's entering the school.

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 foster language development and meet the demands of the Common Core Learning Standards.

721K provides education to students with intellectual disabilities, Autism and multiple handicaps, ages 13-21. In accordance with their IEPs, the students are designated alternate assessment, therefore are exempt from taking standardized tests to measure student progress. Students have Individual Education Plans developed each year which identifies student strengths and areas needed for improvement. Specific skill based goals are developed for the year including language acquisition (communication, reading, writing, expressive and receptive language) and subject specific language.

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

ELLs receive instruction in all the core subject areas (math, science, ELA and social studies) in addition to adaptive physical education, the art s(music, art and photography), vocational classes (school based and community based. We do not offer foreign language classes at 721K. 721K is currntly using the Unique Learning System as a curriculum guideline and to drive instruction for all students including ELLs in TBE Bilingual and ESL classes.

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

In the TBE class, the classroom library contains books both in English and in Spanish or Yiddish. Multisensory and multicultural

ESL materials are infused throughout all aspects of instruction. In addition, the TBE teacher also uses other instructional aides such as Jump Start Language Skills Kit, Conversation Cue Cards, Sentence Starters and Real World Picture Series(PCI Education).

We continue to foster native language supports for ELLs in TBE and ESL classes by grouping students who speak the same language and function on the same cognitive level in the same class with the supports of an alternate placement paraprofessional who is fluent in the native language of the ELL and who remains with the student throughout the day. In addition, newcomers and SIFE students are placed in a self-contained class with other ELLs that speak the same language where the teacher uses peer tutoring and cooperative learning techniques among other strategies to integrate and facilitate language acquisition and usage. The ELLs in these classes also serve as role models (language usage) for the newcomers and SIFE students. They can assist them in social situations where the newcomers and SIFE students may come into contact with their non-ELL peers such as in the cafeteria, gym etc.

In addition, through the use of technology in the classrooms (classroom computers, computer labs, Smartboards, communication devices, ipads and cameras, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills and not be embarrassed for not knowing answers (Padron & Waxman, 1996 p. 344; Lee, 2000). In other words, it greatly helps build student's confidence. At 721K, the use of technology (computers, computer labs, ipads, smartboards and communications devices.) is incorporated into ESL and content area instruction as a means to provide students with additional support. Each classroom has a minimum of 2 computers; all TBE and ESL classrooms have smartboards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All students (ELLs and monolingual English) are designated as alternate assessment on their IEPs; therefore the students are exempt from taking standardized tests to measure student progress.

ELL students have been identified and receive the services of a Bilingual Spanish, Yiddish or ESL teacher. These teachers are the same teachers who will administer the NYSESLAT in Spring of 2014. In addition, any student who receives TBE Bilingual Language Services and who are scheduled to participate in the 2013 NYSAA have been identified. Student work will be collected and evaluated in the Spring of 2014. Classroom portfolios are kept for each student in all subject areas. In addition, teachers use a variety of performance based assessments throughout the school year to determine student progress in all subject areas and skills i.e. language acquisition, communication, reading and writing as well as skills in all content areas. If ELL students are scheduled for triennials during the school year, then the evaluation will be conducted by a bilingual evaluator.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading Writing, speaking and listening are skills that all teachers (monolingual, TBE Bilingual and ESL) address as part of each student's IEP goals. These skills are infused in all content areas. In addition, in September 2013 each student (monolingual, newcomer, SIFE and long term ELLs ) are evaluated using the SANDI assessment. Students are tested for baseline in all the four modalities. The SANDI Assessments are analyzed for areas of strength and deficit areas. IEP goals are developed to improve the deficit areas. Teachers use a variety of formative assessments throughout the school year to monitor student progress in the four modalities. Students receiving language services in a TBE class and or ESL class have skills monitored by their TBE Bilingual or ESL teachers. In addition, ELL students have the opportunity to participate in the Empire State NYSESLAT preparation curriculum throughout the school year as part of their regular course of study.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All four modalities addressed in the NYSESLAT are skill areas which are considered deficit areas and are addressed in all program models (TBE Bilingual Classes and ESL-push in and pull-out models). Instruction must be individualized and differentiated to address the individual needs of ELL students (newcomer, SIFE and long term), mode of communication, learning style and age. Activities

and instructional concepts must be presented in a variety of modalities in order to ensure equal entrée to instruction for students with different learning styles. In addition, materials must be adapted in order to meet the individual needs of all ELL students (newcomers, SIFE and long term ELLs). Instruction for all ELL students regardless of their levels and classification is driven by goals set forth in the student's I.E.P goals for the 2013-2014 school year in all subject areas(including language- Native language and ESL goals ). Since communication skills and literacy skills are major deficit areas for all our students (monolingual, ELLs, newcomers, SIFE and long term ELLs) approaches in instructional strategies and interventions for monolingual, BIS and ESL teachers are the same and include the utilization of many ESL instructional strategies such as : The Cognitive, Academic Language Learning Approach(CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, pictorial visual aids and the use of assistive technology and communication devices, ipads, computers, interactive smartboards.

We continue to foster native language supports for ELLs in TBE and ESL classes by grouping students who speak the same language and function on the same cognitive level, in the same self-contained ESL or TBE bilingual class. An alternate placement paraprofessional who is fluent in the native language of the ELL student would remain with the students throughout the day and provide supports as needed. As students achieve a level of proficiency (in other summative and formative assessments) in English Language acquisition and usage ELL students are placed in classes with their monolingual English speaking peers. They are pullout for ESL language services as per CR Part 154.

ELL students who are 16 & 17 years old are provided school based vocational experiences where students can apply their acquired language skills by interacting with staff and students throughout the school and in the community. Students who acquire enough reading and writing skills in English can be considered for 721K's Inclusion Program at John Dewey High School. Long term ELLs who are over the age of 18 are considered for participation at one of 13 intership community based worksites. As a result, prior to 2011, many long term ELLs over the age of 18 and their families have requested reevaluation from the LAP team, to drop their language services in order to have the opportunity to learn about the world of work by participating in one of our full-time worksites or in our Inclusion Program at John Dewey High School. In order for ELL students to reap the benefits of participating in a full-time worksite with the natural supports of a fellow worker or attending classes with their non-disabled peers with supports, they can not be pulled out 11 out of 25 periods to attend language classes. These ELLs were previously X coded and language services dropped. These reevaluations were considered on an individual basis and conducted by a bilingual member of the school based SAT team. Recently 721K has had ELAND requests from 5 long term ELLs over the age of 18 to have their language services reevaluated and dropped so that they can participate in a full-time worksite internship; the LAP team is currently taking it under consideration.

7. 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?

At 721K every TBE Bilingual and ESL classroom has computers and interactive smartboards to supplement and foster instruction. ELL students also have access to ipads, computer labs, and digital cameras in order to improve language skills and find opportunities to interact with their peers in the classroom and multicultural community. Padron & Waxman, 1996, p.344; Lee, 2000, research found that through the use of technology, LEP students excelled in language acquisition and usage when they weren't embarrassed by not knowing answers as a result of not being able to access the language. The use of technology in the classroom helps build up the ELL student's confidence. At 721K, the use of a variety of technology is incorporated into ESL, Native language arts and content area instruction as a means to provide students with additional supports. The use of technology provides students with a more hands on approach by allowing them to access information and instructional materials/manipulatives as independently as possible. The more connected students are to the lesson, the better the chances for retention. For this reason each student is looked at individually and instructional strategies and interventions are planned according to their individual needs and learning style. As students become more proficient in English, they become more confident and have more opportunities to practice the language skills taught in school in other environments.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to reinforce and supplement student learning and as an academic intervention, Federal funding (pending plan approval) has been scheduled in the school budget for a Title III after-school program for 2 classes of ELL students (TBE, SIFE, newcomers and long term ELLs). 24 ,12:1:1 students have been identified. Letters will be going out to parents in their native languages, describing the Title III after-school opportunity, together with permission slips. Availability is on a first come first served basis. Requirement is active parent/family participation on 4 days throughout the program to go on scheduled outings/field trips on a

Saturday with their young adult. 2 Certified ESL teachers will run the program. 4 Alternate Placement paraprofessionals will be selected depending upon the needs of the participants. Positions will be posted during the first week in December 2013. The program will begin in January 2014, 2 days (Tuesdays and Thursdays) from 3:00 -5:00 for 12 weeks; in addition, to 4 family field trips to various venues in Brooklyn (2 on Saturdays and 2 on Sundays). The focus of the program is to strengthen and align language and communication instruction to the NYS ESL Learning Standards, NYS Common Core Learning Standards(CCLS) as well as NYSAA through the use of ipad technology.

**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:	Yiddish and Spanish		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

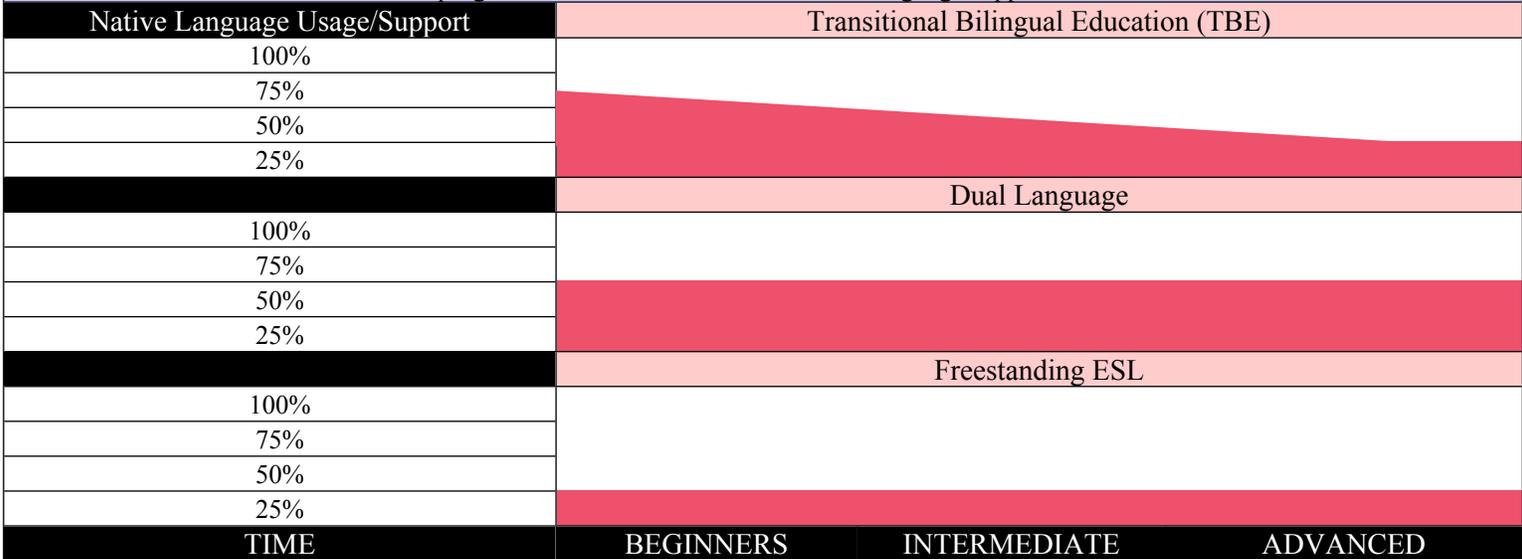
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

AIS is individualized for all students and is taken into consideration to designing coherent instruction, to executing the lesson and follow-up. Designing coherent instruction for all students including ELLs(newcomers, SIFE and long-term) is based on identifying student strengths and areas of need(assessment), mode of communication, age and learning style. Teachers who teach TBE Bilingual and or ESL classes use this information adapt lessons to include specific methodologies, appropriate materials and technology as a means to ensure that ELL students regardless of their functioning level and English Language Skills have equal access to the information/concepts being taught. Alternate placement paraprofessionals who speak students' native languages (Spanish, Turkish, Arabic, French, French Creole, Russian, Yiddish, Urdu, Chinese/Mandarin/Cantonese, Bengali and Hebrew). These methodologies and AIS are included on the IEP of each student. In addition, 721K has increased the numbers of classes and ELL students can attend after-school in order to enrich and reinforce instructional concepts learned during the regular school day and to provide all ELLs with additional opportunities to practice, strengthen and utilize language skills.

In addition, 721K provides ELLs(newcomers, SIFE and long-term) AIS through it's after-school Title III program. The Title III program(upon approval of the plan) provides 24 ELLs additional English language enrichment, 2 days a week(Tuesdays and Thursdays), from 3:00pm-5:00pm for 12 weeks, starting in January 2014. In addition, 4 weekend (2 Saturdays and 2 Sundays)field trips are planned for ELL participants and their families. 2 certified ESL teachers will provide instruction for the program with the supports of 4 alternate placement paraprofessionals who speak the participants native language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The TBE bilingual and ESL programs at 721K are effective as evidenced by the scores that ELLs(new comers, SIFE and long term ELLs) achieved on the 2013 NYSAA. They achieved the same levels(3&4) in ELA, Math, SS, and Science as their non-ELL counterparts. In addition, students made progress on the SANDI assessment as evidenced by the post in May 2013 from the baseline scores which were established in October of 2012.

11. What new programs or improvements will be considered for the upcoming school year?

For the 2013-2014 school year, 721K will be looking to increase our TBE Yiddish program, based on demand from parents. In addition we are also looking for additional ways to provide ELLs with full-time work/internship experiences and meeting their lanaguage needs.

12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All parents are provided information in their native language describing the focus of the afterschool program as a supplemental intervention to strengthen and improve their young adult's language acquisition and usage skills. Seats will be provided on a first come, first served basis. Transportation will be provided to students to and from the program. Metro cards will be provided to families to participate on the community based field trips. In addition to the Title III afterschool language enrichment program, ELLs have the opportunity to participate in CHAMPs(recreational/sports program) and Zumba dance programs. In addition, 721K has a family movie night or family dance night scheduled every month. All families are invited and participate. Notices of all the special afterschool and evening events are translated in the native language of our ELLs and phone message are also recorded in various languages of our ELL students and their families.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Teachers will have the opportunity to use interactive smartboards, ipad, digital camrera and computer technology to augment instruction. Photographs and computer generated materials as well as field trips toactual Brooklyn based multi-cultural venues will enhance and support instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support in TBE Bilingual Yiddish and Spanish classes are done by the teacher and support staff(paraprofessionals who speak the native language. In the Bilingual Yiddish class, the teacher is also Certified to provide ESL language services, therefore it enables her to select appropriate IEP goals which are aligned to each other and to monitor progress and to select

appropriate AIS as needed.

In ESL classes where students are designated BIS on their IEPs and where an appropriate TBE Bilingual class is not available, the ELL students are provided with the supports of a language paraprofessional who speaks the native language and remains with the ELL student throughout the day. The paraprofessional also serves as a liaison between school and the family.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

721K is a High School aged program with an emphasis on vocational opportunities in school and in the community. Under the supervision of a TBE Bilingual (Spanish or Yiddish) teacher, ESL teacher or monolingual English speaking teacher who utilize ESL methodologies elicit the supports of alternate placement paraprofessionals who speak the student's native language assist ELL students in generalizing and applying language and content based skills learned in the classroom into less restrictive environments in school and in the community where they will have access to students, staff and individual who may speak other languages and monolingual English.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students and their families, usually visit 721K and are provided a tour of the program prior to accepting placement from District 75 placement office. Translators are provided as needed. Parent and student are able to visit in TBE Bilingual classes and ESL classes. Teachers are available to answer any questions that the parents and students may have regarding the programs (TBE Bilingual and Freestanding ESL). In addition, prior to the first day through the first week of school, parent and student meet with members of the LAP team in order to complete all forms. This provides parents and students additional opportunities to voice any concerns they may have regarding 721K or the specific program that their young adult will be part of. Parents may meet with the teacher and alternate placement (where applicable) to voice any issues they may have prior to their young adult starting the program.

18. What language electives are offered to ELLs?

721K is a special needs High School for students with moderate to severe developmental disabilities. Language electives are not part of the school's offerings.

19. For schools with dual language programs:

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

721K does not offer dual language programs at this time.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Every teacher ( including ESL and Bilingual) on the first few days of school had the chance to enroll in professional development workshops as part of the Advance Teacher rating system for professional growth, component 4E. The professional development includes but is not limited to attending PD opportunities by District 75(best practices, regulations, new methodologies, infusing ESL methodologies in content areas, Aligning ESL/Bilingual instruction to the Common Core Standards, Advance/Questioning and discussion techniques, The use of Smartboard and ipad technology in the classroom, etc.); college or online courses, interclass and school visitations and attending outside conferences.

In addition, in October 2013, teachers met with their immediate supervisor/Assistant Principal, who is primarily responsible to rate them for the 2013-2014 school year for an Initial Planning Conference. At the Initial Planning meeting teachers also completed a Teacher/Administrator Fall Review Survey which included whether they had Jose P Training and whether they had the mandatory hours. That information was included in the compliance binders. As a result of the survey it was determined that the majority of new teachers did not have any Jose P training; therefore, the principal reached out to the Department of ELLs/ District 75 to provide Jose P. workshops at 721K.

At the Initial Planning Conference meeting, teachers were able to bring up any concern which they had, including but not limited to areas of strength and areas they deemed needed improvement which was based on the results of their teacher self reflection survey in ARIS completed in September-October 2013. Based on the discussion, teachers together with their assigned administrator designed an action plan which would strengthen current instructional practices prior to the observation cycle.

For the past two years, teachers (monolingual, TBE Bilingual and ESL teachers) have been working in a "Quad "system. Teacher have the opportunity to work with 3-4 other teachers with the same pool of students. Teachers working in the same Quad are scheduled for common prepratory time a minimum of 3 X per week. In addition, the staff voted to shorten the school day on Wednesdays. Students are dismissed early and teachers have the opportunity to participate in PD provided by an administrator, a specialist on staff or with their Quads. This time provides ESL and Bilingual teachers with the opportunity to meet together or with the teachers or their Quads to plan together and successful best practices including how to incorporate ESL methodologies while addressing the school wide instructional themes based on the Unique Learning System, How to address the Common Core Standards on the school level for students who are in Alternate Assessment and have major language deficits, looking at student work etc. Teacher are also encouraged to meet 1:1 with ESL and Bilingual Teachers to discuss the needs of ELLs in the classroom and how to incorporate ESL methodologies in instruction as a means to provide equal access for ELLs in instruction.

721K also provides professional development opportunities on several weekends throughout the school year. Any staff wishing to sign up fo the PD can do so. Funds were reserved for this purpose in My Galaxy in order to pay teachers for per session for attending the weekend professional development workshops. As part of the Title III after school program(pending approval of the plan), 5 PD hours have been scheduled in My Galaxy for staff to learn about the following: "Improving Comprehension of ELLs by Using ESL Methodologies in instruction", "Effectively Using Assessment in Instruction" and "How to Incorporate Successful "Think Aloud" Strategies in Instruction," as means to improve and strengthen language/verbal skills and comprehension skills of ELLs.

In addition, two of senior ESL teachers are mentors for the 2013-2014 school year for new ESL teachers or monolingual teacher whose class is primarily made up of students designated as Bilingual(with the supports of an alternate placement paraprofessional) or ESL on their IEPs. Time is allotted in the schedule for mentors to demonstrate best practices and the implementation of those practices in the classroom.

Although, 721K is a high school program for students with intellectual disabilities, primarily grades 8-12. In an effort to support staff and to help ELL students transition to a new school enviroment, especially when the student is not proficient in English, our policy is to place the student in a class where there is a paraprofessional who is fluent in the student's native lanaguage whenever

possible. This paraprofessional travels with the class and will support the teacher's efforts in clarifying the instruction being provided to that student. If the ELL is proficient in English and the family is not, monolingual staff has access to support staff who can communicate with the family in the native language. The support staff serve as translators at parent teacher conferences, IEP and triennial conferences, PA meetings, Transition meetings or at any other time that the parent may need to communicate with the school. In addition, all school notices are translated into various native languages(Spanish, Urdu, Arabic, French, French Creole, Yiddish, Hebrew, Russian, Turkish, Bengali and Chinese/Mandarin/Cantonese).

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

721K has a very strong and active Parent Association. Parents of students who currently attend, as well as former students are welcomed to speak to support staff, administrators, parent coordinator, other parents, etc. or utilize any resources that the school has to offer in order to assist the family in meeting the needs of their young adults.

Through the school's Parent coordinator, 721K offers parents of ELLs on-going information and supports in their home languages and provides opportunities for them to learn about different aspects of their young adult's education such as, effective parent participation in school activities, home activities to support learning, the IEP process, behavior management skills, etc.

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

Parents are notified of all school meetings in writing. Notices are translated into various languages (Hebrew, Yiddish, Spanish, Bengali, Urdu, Arabic, Spanish, Turkish, French, Haitian Creole, Russian and Chinese/Mandarin/Cantonese). Once a year, parent surveys written in the parents' native languages are sent home for parents to complete. Parents of ELLs who require assistance in understanding and completing the parent survey can ask for help from members of the PA, school's Parent Coordinator or Transition Linkage Coordinator or any other staff who speak the parent's native language.

In addition, the Parent Coordinator provides outreach by the 721K's phone system. Verbal notification and reminders about school events are phone blasted to parents in various languages.

721K's Parent Association meets every month throughout the 2013-2014 school year. Agendas were established in September 2013. Topics vary from year to year and include, behavior management strategies, Transition, Travel Training, Front Door Training, the first step in securing services from OPWDD for their young adults, etc. Parents proficient in English as well as specific native languages serve as translators for other parents who require translation. Alternate Placement paraprofessionals also provide translation services as needed at 721K's Parent Orientation, Transition Fair, Front Door Training, IEP conferences, Parent Teacher conferences, etc. in an effort to promote parental involvement and awareness of their young adult's school performance and growth. At 721K's Annual Transition Fair parents can meet with OPWDD (NYS Offices for People with Developmental Disabilities) funded adult service providers to learn about and sign up for outside services (summer camp, respite, guardianship, medical, SSI, MSCs etc.) for their young adults. Several agencies have a strong ethnic base and staff to help address and support ELL students and parents who need assistance in navigating the system; i.e. HASC/OHEL/Bais Ezra (Hebrew and Yiddish), GHO (Asian), Women's Caribbean Organization (services people from the Caribbean countries), Eihab community Outreach (Arabic and Middle Eastern, Synergia (Spanish). Although, these agencies provide outreach to specific ethnic groups, they provide services to student who meets NYS eligibility.

Parents and families are encouraged to bring their young adults and other family members to 721K's family nights. Every month, 721K holds a family movie night or dance. This provides ELLs additional opportunities to them to socialize and communicate with their peers as parents/families get the opportunity to get to know one another and often times support one another.

721K's Parent Association also hosts several special holiday parties throughout the year, where all students (monolingual, newcomers, SIFE and Long Term ELLs) are invited to participate and learn about American Holidays and traditions. October 2013, 103 people (families and students) participated in our Harvest Festival Dance.

The Title III afterschool program incorporated 4 field trips into the curriculum plan. Parents, their children and young adults will have the opportunity to enjoy, learn about various cultures and landmarks in Brooklyn and Manhattan such as the NY Aquarium, Chinatown, the Green Market (multi-ethnic market) etc. Instruction during the Title III afterschool program will prepare and support ELL students (newcomers, SIFE and Long Term) for these trips. Staff will provide translation as needed.

All in all 721K encourages and provides opportunities for parents of our ELL students to play active roles in their young adult's education and school communities. Staff and parents provide a myriad of language supports in order to facilitate this.

### **E. 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 response to question here:

## Part VI: LAP Assurances

School Name: <u>721K</u>		School DBN: <u>75k721</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Tremblay	Principal		10/29/13
Rosemary DeMastri	Assistant Principal		10/29/13
Vivian Soto	Parent Coordinator		10/29/13
Tatiana Bakastova	ESL Teacher		10/29/13
Eileen Santana	Parent		10/29/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Claudia Hernandez	Guidance Counselor		10/29/13
	Network Leader		
Patrick Hays	Other <u>Psychologist</u>		10/29/13
Michelle Salazar	Other <u>AP</u>		10/29/13
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 75K721 School Name: P721K Roy Campanella

Cluster: \_\_\_\_\_ Network: 755

**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.

Upon admission to 721K's program, the home language survey for each student as well as reports in ATS(RYOS and RDGS) are assessed to determine parent need for oral and or written translation. In addition, we look at parent surveys to assess and update language needs. During parent orientation at the beginning of the school year, a needs survey is administered to determine the needs(including language)of the parents.All written notices are translated into parent's native language. 721K uses the translation services of DOE to translate school notices and forms in the native languages needed at 721K. In addition, we have staff who are proficient in translating written English into various native languages. Notices are followed up by phone calls by school staff in the native language of the parents as needed to clarify and answer any questions parents may have about the written correspondence and notices.

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.

721K needs written translation and oral interpretation in the following languages: Spanish, Yiddish, Hebrew, Korean, Chinese(Mandarin and Cantonese), Urdu, Arabic, Haitian Creole, French, Bengali and Turkish. A list of parent language needs are compiled at the beginning of the school year and communicated to staff. A survey of language needs is sent home to parents prior to meeting and various events to see if they will attend and need translation.

## Part B: Strategies and Activities

---

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

721K has staff which can provide written translations in the following languages: Russian, Hebrew, Bengali, Turkish, Yiddish, Spanish, Arabic, Haitian Creole, French and Chinese(Mandarin and Cantonese). 721K uses the DOE Translation and Interpretation Department to provide written translations in Urdu and Korean as well as the languages listed above.

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.

721K staff is able to provide oral interpretation for during the day and night-time meetings in the following languages: Spanish, Yiddish, Hebrew, Korean, Chinese(Mandarin and Cantonese), Urdu, Arabic, Haitian Creole, French, Bengali and Turkish. For parent meetings and PA sponsored events, school staff is available to provide oral interpretation as well as other parents who speak the same languages. In addition, at large school-wide events and meetings, OPWDD(NYS Offices for People With Developmental Disabilities)sponsored agencies provide staff which supplement 721K's staff in providing oral interpretation services in Chinese, Russian and Yiddish, Hebrew and Spanish as needed.

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>.

Language translation service needs are considered when planning for all school-wide events (daytime and evening) at the school. Money is budgeted in my galaxy to pay for staff to provide language services for all school events in the following languages: Russian, Yiddish, Hebrew, Spanish, Urdu, Chinese(Cantonese and Mandarin) Bengali, Haitian Creole, French Arabic, Korean and Turkish. If parents require a language other than what is listed above, 721K arranges for assistance from the DOE Translation and Interpretation Department.

