



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JOHN F. KENNEDYJR. SCHOOL

DBN (i.e. 01M001): 75Q721

Principal: BETH RUDOLPH

Principal Email: BRUDOLP@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
Beth Rudolph	*Principal or Designee	
Jerry Weissman	*UFT Chapter Leader or Designee	
Jackie Miller	*PA/PTA President or Designated Co-President	
Lisa Weinstein	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Claudia Aguirre	Member/ Parent	
Miquel Nivvaro	Member/ parent	
Kim Russo	Member/ parent	
Valarie Miranda	Member/ parent	
Nelu Babliuc	Member/ parent	
Geneva Gibbs	Member/ UFT Paraprofessional	
Helayne Weissman	Member/ UFT Paraprofessional	
Andrea Levine	Member/ UFT Teacher	
Marjorie Dalrymple	Member/ Assistant Principal	
	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

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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, there will be improved teacher use of targeted instructional strategies aligned to student IEP goals as evidenced by increased student engagement measured by low inference observations and implementation of teacher designed individualized PD plans

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.

- 2012-13 Observation data indicated a need for improvement in student engagement (Charlotte Danielson's Domain 3c –Engage Students in Learning)
- Analysis of IEP goals and assessment data indicate that teachers need to connect assessment data to the IEP goal writing process
- Analysis of IEP goals indicated that teachers lack the ability to implement the appropriate task analysis
- Teachers need to plan more effectively, differentiate instruction, and adapt curriculum to better meet the diverse learning needs of student groups(i.e. ELL learners)

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. Assign Teacher Effectiveness Supervisor to conduct and supervise professional development (AP per session)
2. Inquiry data collection (per session activity) around connecting assessment data and task analysis to the IEP goal writing process
3. Professional Development opportunities
4. Telecommunication and Technology needs to support off-site programs
5. Regularly scheduled teacher peer observations and classroom inter-visitations
6. Implementation of teacher designed individualized professional development plans
7. Initial Planning Conferences detailing individual professional goals – growing and developing professionally (4e)
8. Based upon a needs assessment of individual teachers' interests
9. School based coach to support teachers on student engagement outcomes
10. District coach to support teachers on student engagement outcomes
11. Midyear and end of the year communication with teachers on progress
12. Teacher Instructional Academy Meetings that will be conducted weekly with administrators to help develop improved teacher practice
13. Administrative team will conduct 4-6 observation per teacher. The first observation will be used as a baseline to assess the teachers' ability to engage students in learning (3c)

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

1. Data Specialist
2. IEP Coordinator
3. Administrative Team
4. NYC DOE Advance system
5. Danielson's Rubric for Improved Teacher Practice

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

1. Sandi Assessments
2. FAST
3. NYSAA assessment
4. Student portfolios
5. Monthly curriculum projects
6. Administrators will utilize Google docs, In order to share information with each other on walk-through completed across all of our sites.

7. Weekly Cabinet meetings
D. Timeline for implementation and completion including start and end dates
1. September 2013 to June 2014 with a mid-year review. 2. Monthly review by Data Specialist. 3. Turn-keyed to instructional support group (monthly)
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Advance system 2. Inquiry IEP development Teams 3. Danielson's Rubric for Improved Teacher Practice 4. SANDI assessment/Fast assessment

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).

- Our schools' mission is to develop a parent/guardian program that will ensure effective involvement of parents and community in our school. In order to involve parents in mission to increase student engagement our school will:
 - Informing parents/guardians of the pilot Advance Program
 - via Parent Coordinator Monthly Newsletter, emails and school website;
 - Providing assistance to parents in understanding Common Core Learning Standards
 - Providing multiple parent information sessions regarding the ADVANCE Program;
 - Providing information to parents in multiple languages and in multiple forms, i.e. phone calls, email, agendas

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 will improve mastery of ELA/Math across the content areas incorporating the Common Core Standards as evidenced by a 10% increase in summative assessment (SANDI/FAST) .

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.

- Text-based activities need to take place; in addition to rich, shared experiential learning through hands-on projects, activities, and trips
- Teachers need to effectively incorporate all mastery tasks into daily lessons and units.
- Teachers need to effectively plan for and inform instructional practice to Improve student outcomes using student performance data from the results of the SANDI assessment and a variety of assessment tools (Unique Curriculum) addressing the learning needs for all Level 1 students by increasing student engagement in the learning process using the Unique Curriculum
- Instructional Teacher teams need to analyze Level 1 student work to target areas of need to develop and implement appropriate teaching strategies which will lead to improved learning and performance outcomes

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. 721Q will administer the baseline SANDI/FAST assessment (Fall 2012, Spring 2013) for all students
2. Review of students' work by school Inquiry and Teacher Teams to ensure strict alignment to Common Core Learning Standards (ninth grade level))
3. Development of school-wide curriculum map strictly aligned to the Common Core Learning Standards and EngageNY for instructional use at main site campus and at all CBVI off-sites
4. Students will engage in activities that are both cognitively challenging and accessible. Teachers' planning will strategically provide opportunities for independent practice and instructional supports during lessons, with the aim of building students' persistence through new or challenging tasks.
5. Assess all students via SANDI assessment
6. Create rubrics that connect to the Common Core Learning Standards
7. Create CCLS based curriculum connected to Unique units of study
8. Collect and evaluate projects based learning activities for each unit of study
9. All teachers will use technology to drive mastery of ELA/Math Common Core aligned tasks
10. Monthly administrative team review of all student portfolios that they are meeting IEP subject objectives, CCLS aligned outcomes, and data to show improvement of ELA/Math skills.
11. Instruction for all ELLs at 721Q is aligned with the NYS ESL learning standards and performance indicators and with the NYS ELA, mathematics, science, and social studies standards and alternate grade level indicators (AGLIs/Extensions) and with the Common Core Learning Standards .
12. ELLs who attend the bilingual classes at 721Q also receive instruction that targets the NYS Native Language Arts learning standards and performance indicators.
13. The four bilingual (Spanish & Chinese) and eight ESL teachers address students' second language and disability-related learning needs by providing students with instruction that is: differentiated, integrates principles of universal design for learning, (UDL), respects and supports students' learning styles and culture, includes effective ESL methodologies such as the natural approach, the language experience approach, and total physical response (TPR) scaffolds, fades cues and prompts, when appropriate, to encourage and reinforce students' independence and choice-making abilities, infuses technology into instruction, utilizes cooperative learning techniques, and is communication-focused.
14. All ELL's receive the minimum required units of ESL required by C.R. Part 154, based on their NYSESLAT scores, and are instructed in accordance with their IEP mandates. Mastery of ELA, mathematics, science, and social studies content is accessed via the New York State Alternate Assessment (NYSAA) and mastery of IEP goals are accessed via the Student Annual Needs Determination Inventory (SANDI).
15. 721Q administrators will establish Instructional Teacher Teams to review work samples of students identified by the SANDI assessment as scoring far below scale score averages (level 1 students) and their review work samples; IEP goals/objectives; formative data from Unique/DYO's & SANDI baseline assessment data identifying individual student needs for learning and improving student engagement; and to work on identifying, providing & sharing adapted ELA/Math tasks for improving instruction and student outcomes.
16. Administrators will conduct walkthroughs/observations to evaluate how the use of student data from summative assessments; IEP goals/objectives and the use of 'best practices' are implemented in teacher planning.
17. The instructional team will identify instructional strategies employed in lessons (i.e. grouping; questioning; differentiated content, tasks, activities, products; student engagement; formative assessments conducted has impacted on student

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

1. School based coach
2. EngageNY
3. Common Core Standards and strategies flip chart given to teachers for use in implementing the CCLS.
4. Administrators will facilitate & supervise the implementation of pacing calendars for high school age students provided by Unique Curriculum and aligned to the common core standards and reflect the 'scope and sequence' of each content area of instruction
5. Administrators/data specialist/school coach will conduct ongoing professional development/discussions during scheduled teacher cohort meetings on the following topics:
 - analyzing student assessment data to plan for instruction
 - developing DYO's (do your own) assessments/ assessing learning outcomes
 - developing student rubrics
 - developing student portfolios and the necessary protocols
6. Related Service Providers(i.e. Speech, Guidance, OT, PT, Hearing Providers) collaborate with teachers to evaluate and develop instructional strategies and IEP goals using SANDI assessments

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

1. On-going review of portfolios (grade specific indicators in English Language Arts and Math) by administration – Monthly portfolio samples. Feedback given to teachers
2. SANDI Assessments
3. NYSAA Datafolios and collegial team review
4. Classroom observations of effective teacher practice
5. District 75 Best practices Fair
6. Monthly culminating Unique Curriculum Projects
7. Students will reflect on their experiences and understanding of new content.

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

1. Overall completion of documented student portfolios September 2013-June 2014.
2. Evidence of student progress through monthly meetings with teacher teams.

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

1. Professional development provided to lead teachers and administrators on implementing the new Citywide Instructional Expectations.
2. EngageNY Lunch and Learns with Administrative, teacher and inquiry teams
3. Weekly Academy Team supports
4. Support teachers with implementation of measures of student learning.

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).

- Communication with parents in multiple languages via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops
- Provide workshops on CCLS topics as determined by parent needs assessment.
- Providing assistance to parents in understanding Common Core Learning Standards

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

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, there will be 20 parent training opportunities provided to parents/guardians to ensure school/home collaboration as cited as a need in the 2013 Quality Review

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.

- ☐ Provide timely information & materials to increase participation of all stakeholders in the 2014 Learning Environment Survey
- Increase teacher to parent communication and involvement (use native language when necessary)
- Needs assessment survey to determine training needs
- Develop individual student IEP goals in partnership with direct parent involvement

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. In collaboration with the Parent Association, administration and school staff; develop 20 unique training opportunities that will promote communication growth in the school community on a monthly basis
2. Professional Development opportunities for parents/guardians
3. Technology training opportunities for parents/guardians
4. Parent literacy (both ELA and financial) programs to be provided
5. Provide parent/guardians that are unable to attend, face to face conferences/meetings and minutes of the meetings
6. Monthly Parent Forums to be held at main site campus
7. Open School (Spring/Fall)
8. Open door - spend a day with your child's teacher
9. Provide parents with training in using their child's communication system (PECS, augmentative devices, etc.)

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

1. Job Developer
2. Travel Trainer
3. Parent Coordinator
4. On-Site Family worker
5. Transitional Coordinator
6. Data Specialist
7. Technology Coach
8. Guidance/School Psychologist
9. Parent Newsletter
10. Teacher communication forms
11. GRTL program information as it relates to the needs of the students

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

1. Documentation of parent trainings and follow up survey to determine effectiveness
2. Teacher to parent call logs and communication sheets to determine impact of parent involvement
3. Administrators, teachers and key personnel will attend monthly Parent Association Meetings to listen to needs of the members and to determine the effectiveness of the school program
4. Encourage the participation of parents to visit student work sites and work training sites.
5. Communication system training (PECS, augmentative devices, etc.) will help parents understand the importance of the needs of their child.
6. Parent teacher Conferences (fall and Spring) to discuss strategies of student growth in school and at home

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

1. 1. September 2013 to June 2014 with weekly academy meeting review of parent communication.

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

1. Workshops will be conducted for parents on the following topics: New SESIS/IEP; EngageNY, Advance; Transition Planning – Where do we go from here?: planning for post secondary outcomes; Guardianship; Medicaid etc
2. Parent Forums and PA conferences will be attended by language interpreters to determine each parents individual needs
3. Involvement of parents planning of FBA and BIP goals that are aligned to IEP student objectives.
4. Workshops on BRT Team implementation (NIMS course), as it relates to the safety of their children during school hours
5. Engagement of parents in support of their children's education, by keeping a parent-teacher communication notebook.
6. School wide PBIS system workshop for parents (ROCKS program)
7. Annual cultural events, concerts, shows that support the educational program

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).

- PC newsletters will include the calendar of upcoming events

- School Messenger Service Announcement
- Professional Development opportunities
- Technology training opportunities
- Parent literacy (both ELA and financial) programs to be provided
- Establish a task force to provide parent outreach in collaboration with the school family worker and parent coordinator.
- Identify major esoteric language needs and have translation available.
- Create a list of roles parents can play in the school. Solicit the SLT and PTA executive board to network and oversee initial contacts.
- Recognize parent contributions.

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 #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, Post-Secondary Outcomes will be improved, evidenced by: <ul style="list-style-type: none"> ☐ Increasing competitive employment placements by 5% ☐ A 10% increase in the number of vocational internship programs ☐ Establishing 5 collaborative teacher teams tasked with using the inquiry process to improve the instructional linkage between transition, the vocational internship programs, and the traditional classroom

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.
<ul style="list-style-type: none"> ☐ The new OPWDD Frontdoor approach to providing post-21 services means that placement is determined by both eligibility for services and an assessment of the individual's strengths. This means that those students with prior work experience and proven work skills will be more eligible for competitive employment options. Increasing the number of vocational internship programs available for 721Q students should result in an increase in competitive employment placements. ☐ Increasing the number of 721Q students who attend a vocational internship programs on a regular basis means that the entire instructional process must support transition, i.e., the components of the traditional classroom; curricula, testing, and instruction, should all be focused on preparing for work. Establishing teacher teams to engage in the work of improving the instructional linkage between transition, the vocational internship programs and the traditional classroom will result in a unified, organizational approach to improving our students' work skillsets.

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
<ol style="list-style-type: none"> 1. Establish collaborative teacher teams that engage in an instructional inquiry process focused on improving the instructional linkage between transition, the work site, and the traditional classroom 2. Designated Transition Student Activities Coordinator to facilitate transition planning 3. Establish in- school program focused on career readiness and entrepreneurship (VTEA funding & school tax levy) 4. Completion of student exit summaries to commence in October, 2013

5. Leverage existing resources and contacts to expand the number of CBO's that host 721Q work sites.
6. Develop part-time specialty worksites for the 6:1:1 and 8:1:1 student populations

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

1. Job developer
2. Data specialist
3. Administrative team
4. Transition coordinator
5. Instructional coach
6. Academy teacher teams with rotating monthly Academy lead teachers

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

1. Emailed agendas and minutes to document teacher teams' inquiry process and results
2. Survey of existing Community Based Organizations to determine level of satisfaction and possible expansion
3. Job developer contact log
4. Placement tracking database
5. 721Q Graduate family survey (to determine 5 year post graduation employment rates)

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

1. September 2013 -June 2014 with a mid-year review

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

1. Teacher leadership program participants will facilitate workshops on the inquiry process
2. District Inquiry specialist will be utilized for support
3. Worksite development team will be established

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).

- Communication with parents in multiple languages via letters, school messenger and website for Parent/Teacher Conferences, IEP conferences and Parent Workshops
- Provide workshops on CCLS topics as determined by parent needs assessment.
- Providing assistance to parents in understanding Common Core Learning Standards
 - Parent surveys

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 #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.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small group Instruction is designed to address learning strategies for ELL students. The program develops basic literacy skills through a phonics-based approach. It is delivered during the school day, individually and in small group settings	Pull-out one-to-one instruction provided students who need intensive interventions.	Delivered daily during scheduled time.
Mathematics	Unique Learning System (transition curricula). Monthly instructional thematic units of study. Mathematics lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during scheduled time.
Science	Unique Learning System (transition curricula). Monthly instructional thematic units of study. Science lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during scheduled time.
Social Studies	Unique Learning System (transition curricula). Monthly instructional thematic units of study. Social Studies lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during scheduled time.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	FBA/BIP process along with intensive counseling sessions used to address at risk students' needs.	Small group instruction	Delivered daily during scheduled time.

**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.		
School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.

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).

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 1st 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;
- arranging 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 III programs, Parent Involvement Policy
- 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; Parent Workshops, Monthly Evening Events for Parents and Children.

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 with 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;
- independent travelers must sign in for arrival and sign out for dismissal
- all students must wear student ID cards
- 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 00	Borough Queens	School Number 721
School Name John F Kennedy Jr school, 721Q		

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 Beth Rudolph	Assistant Principal Lucy Rodriguez
Coach Ingrid Leino	Coach type here
ESL Teacher Phyllis Tubbs	Guidance Counselor Daisy Arocho (Bil. Spanish)
Teacher/Subject Area Asher Tabak, ESL	Parent Nery Ramos
Teacher/Subject Area Carol Li, Bilingual Chinese	Parent Coordinator Elizabeth Chow
Related Service Provider Gila Rivera (Bil Spanish SW)	Other Monica Londono, Bil. Speech
Network Leader(Only if working with the LAP team) type here	Other Sahira Nunez, Bil. Spanish

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.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	6

D. Student Demographics

Total number of students in school (Excluding Pre-K)	475	Total number of ELLs	230	ELLs as share of total student population (%)	48.42%
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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): Chinese, Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	230	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	230
SIFE	16	ELLs receiving service 4-6 years	65	Long-Term (completed 6+ years)	87

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	14	0	14	7	0	7	15	0	15	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	8	0	0	7	0	0	179	0
Total	14	0	22	7	0	14	15	0	194	36

Number of ELLs who have an alternate placement paraprofessional: 13

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									0	9	9	8	0	26
Chinese										1	1	8	0	10
SELECT ONE														0
TOTAL	0	10	10	16	0	36								

*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
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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	52	29	22	9	112
Chinese									0	1	1	2	0	4
Russian									0	3	1	1	0	5
Bengali									0	15	6	2	1	24
Urdu									0	1	2	1	0	4
Arabic									0	2	0	1	3	6
Haitian									0	1	2	1	0	4
French									0	0	0	0	0	0
Korean									0	3	2	3	0	8
Punjabi									0	1	1	0	0	2
Polish									0	3	0	2	1	6
Albanian									0	1	0	0	0	1
Other									0	5	7	5	1	18
TOTAL	0	0	0	0	0	0	0	0	0	88	51	40	15	194

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	61	41	44	11	157

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	9	3	3	1	16
Advanced (A)									0	1	2	0	0	3
Total	0	0	0	0	0	0	0	0	0	71	46	47	12	176

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

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						
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)	0		0		0		0		

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA	214	0	214	0
NYSAA Mathematics	114	0	114	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	198	25	198	25

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

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.

None of the assessments listed above in question "1" are used for our population. All students at 721Q have significant cognitive delays and have been classified with one or more severe disabilities (e.g., intellectual disability, autism, multiple disability, etc) and have an alternate assessment mandate in their IEP. Assessments such as those listed in question 1, do not provide accurate, appropriate, and valid information regarding the literacy, language, and communication abilities of ELLs with significant cognitive disabilities. Therefore, 721Q employs alternate assessments to determine students' communication/language abilities and to plan and design effective instructional practices for our students. These alternative assessments and curricula include: The Student Annual Needs Determination Inventory (SANDI), the ELA New York State Alternate Assessment (NYSAA), the Assessment of Basic Skills Revised, Spanish Edition (Brigance), the Assessment of Basic Language and Learning Skills – Revised (ABLLS-R), “La Evaluación del lenguaje y habilidades del aprendizaje básicas” (ABLLS-R Spanish Edition), and the VOC-1 Assessment. The SANDI measures the student's current levels of performance related to functional skills and aligns those skills to the New York State Common Core Learning Standards. The ELA NYSAA is used to measure students' literacy skills and is administered at the grade/age-range levels determined by the State. The Spanish and English Brigance can be used "to establish language dominance, to determine whether a student is performing at grade level in academic subjects in his/her native language, and to distinguish whether or not a student's weaknesses are due to limited English proficiency or to a specific learning disability" (Brigance, 2010). The ABLLS-R/El ABLLS-R (Spanish version) "is an assessment, curriculum guide, and skills tracking system that focuses on language acquisition and is used with children who have autism or other developmental disabilities. It allows for the identification of deficiencies in language (English and Spanish), academic, self-help, and motor skills and for the implementation and monitoring of individualized intervention" (ABLLS-R, 2012). The Voc 1 assesses students' vocational interests and skills. We utilize the ABLLS-R, SANDI, teacher made materials and Vocational assessments to create IEP goals and objectives that drive the appropriate instruction for each student and align instruction for students with disabilities to the common core learning standards via Extensions to the ELA and mathematics CCLS and via science and social studies alternate grade level indicators (AGLIs). Data is being collected to track student progress. Progress reports accompany the report cards. We also assess our students using EQUALS, UNIQUE, and the NYSESLAT.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R and the NYSESLAT results reflect the difficulty that our students have due to their intellectual and other disabilities. All of our ELLs have an intellectual disability and an alternative assessment mandate in their IEPs. Due to the severe cognitive disabilities of our students, their NYSESLAT scores are low or non-existent across modalities. The results are often returned as incomplete or without any scoring, even if students took the test in all four modalities. All ELLs who were in our school organization last Spring took the Spring 2013 NYSESLAT. Of the 230 ELLs who are currently on our register, 176 received a reportable score on the Spring 2013 NYSESLAT. 89% of the 176 ELLs scored at the beginning level of English language proficiency, 9% scored at the intermediate level, and less than 1% (3 ELLs) scored at the advanced level. Of the 230 ELLs currently on our register, 23% did not receive a reportable score (e.g., their test results read "INV, NS, OTH, etc.). The disadvantage and inequity of requiring ELL students with severe cognitive disabilities (who are entitled to take alternative assessments) to take a standardized test (i.e., the NYSESLAT) is reflected in their score results. It should be noted that rather than remedy this inequity, the new English Language Assessment Needs Determination (ELAND) process exacerbates it by allowing for the removal of ELL services for students with disabilities merely because the students cannot pass a standardized assessment. The ELAND assumes that because a student may not become proficient in English due to his/her disability, the student doesn't still need instruction in his/her home (dominant) language and in English using ESL strategies that are research-based and that provide needed scaffolds and supports to promote student learning. Our students continue to need supports in their native languages and in English via ESL instruction. Our ELLs demonstrate improvement in English via mastery of their IEP goals and via their performance on the ELA New York State Alternate Assessment (NYSAA). Nevertheless, our students' NYSESLAT scores are reviewed by the bilingual and ESL teachers. For those students who have results posted, the teacher is able to see some growth and to differentiate lessons accordingly. The bilingual and/or ESL teacher is also able to see areas of weakness and offer extra support to the students. This year we were unable to analyze student performance by modality because this information is not yet available. As of the writing of this document, the RNMR was not available and the central OELL instructed the District 75 OELL to leave the “NYSESLAT Modality Analysis” chart blank.

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 [AMAQ tool](#))

All ELLs in our school have a significant intellectual disability and have alternative assessment mandates in their IEPs. Because of the severity of their disabilities, our students don't show much movement up proficiency levels (e.g., don't move from B to I or from I to A or from A to P) on the NYSESLAT, which is a standardized assessment. One manifestation of our students' disabilities is that many of them have difficulty generalizing skills that they have learned across settings, with different materials, and with different reading, speaking, listening, and writing partners. For example, some students may be able to decode and comprehend a word in a particular text, written in a particular font, but they may not be able to associate that same word (when it is printed in a different font or font-size, or in a different context), with the word they know. Moreover, many of our students take a long time to process information. Students with significant disabilities do not perform as well as typical students who have no cognitive challenges. It is not uncommon for a student with processing challenges to blurt out the correct answer to a question hours after it was asked of him/her. This negatively impacts their ability to "read"/pass the reading section of the NYSESLAT-even with extended time. Fifty three (53) of our 230 ELLs are non-verbal and several others are limited verbal. Many of our ELLs also have a speech & language, physical therapy, and/or occupational therapy mandate in their IEPs. Still other of our ELLs have hearing impairments that impact their ability to perform all portions of the NYSESLAT and to demonstrate progress. Many of our ELLs with disabilities who are non-verbal/limited verbal receive "Invalids" because they cannot perform the speaking portion of the NYSESLAT. As of the writing of this document, the RNMR is unavailable. Although we cannot address "patterns across modalities" without data from the RNMR, based on our own collected data, it is evident that our students do make progress. Some of our students moved from "invalid" (INV) to "beginner" (B), despite their challenges. Our students also demonstrate progress by meeting NCLB AYP via their performance on the ELA and mathematics NYSA. For the past several years, our ELL students scored 3s and 4s on the ELA and mathematics New York State Alternate Assessment (i.e., they met or exceeded the standards).

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?

The 721Q ELL population participates in alternative assessments. They do not participate in standardized tests except for the NYSESLAT. Datafolios display students work and progress, NYSA assessment has indicated that most students who participated according to their age level scored a 3 or 4. 721Q students do not participate in Periodic Assessments.

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](#).)

The 721Q is a special education high school for students ages 14.9 to 21. All students in our school have an IEP, have significant disabilities, and participate in alternative assessments. "RTI is a general education system for identifying and monitoring student learning needs" (Brown-Chidsey, R. & Steege, 2010). It is not an intervention designed for students with significant disabilities who receive special education services. As such, it is not an appropriate framework for use with our students (i.e., H.S. age, with significant disabilities). Our school does not serve students in grades K-5.

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

721Q administration makes sure student's second language development is considered in instruction by increasing the number of certified ESL teachers from 2 two years ago to 9 this year. In addition to the nine certified ESL teachers, administration has increased the number of certified bilingual teachers from two (Spanish) to four (three Spanish and one Chinese). Our thirteen certified ELL teachers provide the required units of ESL instruction to our ELLs. Moreover, our monolingual teachers receive ten hours of Jose P training provided by the District 75 OELL. Our assistant principal, Lucy Rodriguez, who is an ELL specialist, presides over our ELL program.

721Q has four (4) self-contained ESL classes (one 12:1:1, two 8:1:1 and one 6:1:1), three (3) semi-self contained ESL classes (semi-self-contained means students remain with their ESL teacher for their mandated minutes of ESL services, i.e., 540 minutes/12 periods per day. For the remaining periods, students in semi-self contained classes participate in other classes such as culinary arts, music, dance, industrial arts, crafts, APE, and computers.), and five (5) classes (with 12:1:1 and 12:1:4 ratios) that follow a pull-out model to instruct ELL students in all service categories (12:1:1, 12:1:4, 6:1:1, 8:1:1, 12:1:1, and work-study). ESL students in self contained classes are provided ESL services as part of a departmental program model. Our nine ESL teachers provide the mandated ESL services per class, and these classes have the opportunity to participate in supportive instructional, enrichment and pre-vocational activities during the instructional day. Our ESL classes also participate in our departmental model, and information is shared by teachers through our weekly cohort meetings and through class-specific distribution lists. ELL students are instructed in pre-vocational skills as well as in specialties such as APE, computer, culinary arts, and shop classes. Programmatically, all ELL teachers

have a common prep, are part of the ELL cohort, and are assigned to work with an administrator (administrator also holds a bilingual certification - Spanish). The organizational model used in our Spanish (3) and Chinese (1) TBE classrooms is an ungraded, modified departmental model, which provides instruction in both the native language and English, as per CR Part 154 mandates (540 minutes of ESL for beginners, 360 minutes for intermediate students and 180 minutes for advanced students, as well as 180 minutes of NLA for these students). Analysis of data from the NYEESLAT, and teacher-made assessments indicates that most ELLs are at the beginning level of English language acquisition. The pull-out model provides ESL services for those students who return to the main site from their worksite jobs, as well as for students with alternate placement paraprofessionals who are not in a modified self-contained model. 13 students have alternate placement paraprofessionals in the following languages: Bengali, Chinese, Haitian-Creole, Polish, Punjabi, and Spanish. All rooms contain libraries with multi-language books, iPads, technology centers that are equipped with computers and software that include Boardmaker and Writing with Symbols in Spanish and English, posters and supplemental materials in Chinese, and textbooks that are bilingual. Teachers use the web-based UNIQUE curriculum to instruct all students in the school. UNIQUE is a research-based curriculum specifically designed to address the learning needs of students with disabilities. It is standards-based, differentiated, age-appropriate, and comprehensive. The EQUALS mathematics curriculum for students with special needs is also used.

Students also receive bilingual counseling and/or bilingual speech and language services, if indicated in their IEPs. Mastery of IEP goals is measured using the Student Annual Needs Determination Inventory (SANDI) and mastery of ELA, math, science, and social studies is determined via the New York State Alternate Assessment (NYSAA).

The pull-out model provides ESL services for those students who return to the main site from their worksite jobs, as well as for students in alternate placement who are not in a modified self-contained model.

All students in our TBE (Spanish and Chinese) programs are at the low-mid beginning level of proficiency and are provided instruction in a 60/40 ratio of English/ Native language Arts. Instruction is differentiated, materials are modified and adapted, multisensory, and culturally and age appropriate. Bilingual students who are participating in work study programs are partially served or in service categories where no bilingual class is available (8:1:1, 6:1:1, 12:1:4). These students are provided with an alternate placement paraprofessional fluent in their native language/English and they receive ESL pull out services from a certified ESL teacher. Students who are newly admitted (0-3) years are provided with additional supports including AIS, Title III, CHAMPS, and the English departmental model (authentic learning in pre-vocational activities with language supports). Students in our 6:1:1, 8:1:1, and 12:1:4 classes also participate in the Get Ready to Learn (GRTL) yoga program, "which provides a daily therapeutic classroom routine designed to address problems with self regulation, attention, motor planning, auditory processing and motor performance" (Anne Buckley Reen, creator of the GRTL program).

Students participate in the arts (performing arts: dance and music, visual arts: arts & craft, industrial arts: woodworking, and sewing). Technology is integrated throughout our programs and instructional materials in our TBE programs include high/low tech augmentative/alternative communication (AAC) systems, multi-sensory, multi-cultural universally designed and age-appropriate materials (e.g. single loop speech output devices, pre-programmed in Spanish/ English, Chinese/English, and gender appropriate with pictures symbols and words). Objects and materials that support second language acquisition, opportunities for in-house work skills with native language supports in our publication room work site are also employed. These programs and materials reinforce students' acquisition and improvement of language skills.

In the semi-self contained class model, the ESL teachers coordinate and work directly with students in core content areas for the mandated 540 minutes of ESL per week. The ESL classes are semi-departmentalized and information is shared with departmental teachers through team meetings and e-mail (class specific distribution lists). The ESL teachers provide support and assists the ESL students in the content areas with specific needs. In addition, the ESL teachers help students by facilitating small groups in guided reading which is a component of the balanced literacy program. Supports are given through the use of SmartBoards, the internet, and music. In addition, communication strategies such as Aided Language Stimulation (ALS) and the Picture Exchange Communication System (PECS) are also employed with our students to build their receptive and expressive skills. Communication devices, as mandated by the IEP which foster students' academic and language performance, are also used.

In the pull-out model, the ESL teachers work with students in small groups to provide further instruction to support the development of language acquisition skills. During the classes, each student is able to engage in listening, speaking, reading, and writing as

facilitated by the ESL teacher, to support and reinforce what the students are learning in their classrooms, by adapting materials using PECS, visual re a lia, and Smart Boards Most of our ELLs are at the beginning level of second language acquisition and receive 540 minutes a week of ESL instruction which is required by CR Part 154. All of our ELL students participate in alternative assessment and have severe cognitive impairments which preclude them from performing well on the NYSESLAT although they participate in assessments annually. In response to the NYSED March 2011 memorandum, our school began providing our formerly x-coded students with ESL and/or bilingual instructional services. Nonr of our students participate in standardized assessmens (other than the NYSESLAT).

Instruction for ELLs in our ESL program is provided via ESL methodologies, such as total physical response, the language experience approach and the natural approach. QTEL Scaffolding techniques such as modeling, bridging, schema building, contextualizing, text re-presentation, and meta cognitive development, are used to support instruction.

Our students receive the following amount of instruction in the following content areas:

Bilingual classes receive, ESL (English Literacy) 540 minutes, Native Language Arts 180 minutes, Social Studies, Math, and Science in the native language and English. Last year the Brigance Assessment of Basic Skills (Spanish Edition) was used to assess language and math skills of ELLs in the TBE program. In addition, the “Evaluación de Habilidades de Lenguaje y Aprendizaje Basico” (Spanish Assessment of Basic Language and Learning Skills – Revised) was used to assess students from Spanish speaking households.

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?

At this time, we do not offer a dual language program.

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

We use the SANDI to evaluate student mastery of IEP goals, we use the VOC 1 assessment to evaluate long-term post secondary outcomes, and we use the NYSAA to evaluate student mastery of the ELA, mathematics, science, and social studies standards. The 721Q ELL population participates in alternatative assessments. They do not participate in standardized tests except for the NYSESLAT. Datafolios display students work and progress, NYSAA assessment has indicated that most students who participated according to their age level scored a 3 or 4.

We are able to evaluate the success of our ELL program through ongoing assessments by teachers, and through student performance on the NYSAA, NYSESLAT, and mastery of IEP goals and short term objectives. Progress reports are issued four times a year.

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](#).) The John F. Kennedy, Jr. School, P721Q, is a District 75 (Citywide Special Education Programs) high school for students between the ages of 14.9 and 21 who have severe disabilities (e.g., moderate to profound intellectual disability, autism, multiple disabilities). The initial identification process of potential ELLs begins at the CSE (Committee on Special Education), where students are evaluated and placed into ESL or Bilingual programs, in collaboration with parents, to whom these programs are explained. To commence the identification process, the parent or guardian of every newly admitted student into the New York

City Public School system is provided with a Home Language Identification Survey (HLIS) in his/her native language, whenever possible, at the CSE. If the HLIS does not exist in the language of the parent/guardian, an interpreter is found to administer the survey to ensure that each question is understood, and will be responded to accurately. Based on the analysis and interpretation of the HLIS (one or more questions in #1- #4 and two or more questions in #5 - #8 demonstrating that a student speaks/understands a language other than English, even if English is one of the languages spoken/understood), it is determined whether the student is eligible to take the LAB-R (Language Arts Battery – Revised). The NYS cut scores are applied to determine the level achieved on the LAB-R (Beginner, Intermediate, Advanced, or Tested Out (not an ELL). Students are administered the LAB-R within ten days of being identified as potential ELLs. Should the HLIS and LAB-R not be administered at CSE, these are then administered at the school level. The HLIS is administered by Ms. Lucy Rodriguez, AP, in conjunction with a bilingual paraprofessional if need be. The bilingual pedagogue responsible for the administration of the LAB-R is Tiffany Carrasco. ATS reports are checked continuously by our data specialist, Ron Markovitz, who maintains a current list of all ELLs to be tested. ATS reports (e.g., RLAT, REXH, RPOB, etc) are run and reviewed monthly by our data specialist. Additionally, CAP is checked and IEPs are reviewed for qualification and compliance.

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.
In the fall, an orientation meeting is held to inform parents of ELLs about the language programs and supports available for ELLs (e.g., TBE classes, ESL classes, Title III program, alternate placement paraprofessionals, bilingual counseling, and bilingual speech and language services). Students are placed into ELL programs immediately after this occurs.
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 [\[see tool kit\]](#).)
Parents are members of the IEP team that makes decisions during educational planning conferences (EPCs) (e.g., annual review, triennial, requested eval) regarding instructional needs for ELLs who receive special education services. ELL language options are discussed with parents and as a team-member, they help determine appropriate placement for their ELL youngsters. Parents are sent written notification (in their native language, when necessary) in advance of the administration of the NYSESLAT. Annually, all parents participate in the Annual Review of their youngster's IEP. Annual review dates for individual ELLs differ according to the expiration date of their IEPs. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Because of the severity and nature of their disabilities, no ELL students at P721Q participate in standardized assessments; all have an alternative assessment mandate on their IEPs. Students are given their ELL status by the CSE, parents do not receive 'parent choice letters', however parent choice is embedded in the IEP process, as parents of ELL/LEP students with disabilities are part of the (bilingual) IEP team that determines, inter alia, the language of instruction for their child. ELL students are identified during initial CSE evaluations. District 75 does not currently have Dual Language programs. Outreach is done at the school level through our bilingual school social worker, Gila Rivera, who communicates with parents in regard to both the ESL and Bilingual programs.

As described above since options and placements are discussed during educational planning conferences, entitlement letters, parent surveys and program selection forms are not employed. The criteria used and procedures followed to place identified ELL students in ESL and Bilingual Instructional programs are part and parcel of the options for special education ELLs discussed with parents during the Educational Planning Conferences at the CSE level, an element of parent choice which is imbedded in the IEP process. As previously mentioned, due to the nature of our district, parent surveys and program selection forms are not utilized. Last year, we identified the need for bilingual Chinese instructional services and we added a bilingual Chinese class to our organization. However, there is still a need for Bilingual instruction in Bengali. As we previously mentioned, program selection is made at the CSE level in cooperation with parents who are informed of program choices.
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.
Bilingual teams at the CSE level determine placement of all students, including ELLs.
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.
After the NYSESLAT assessment periods are known, the data specialist develops a master schedule for all ELL students to be

tested for all four modalities. A spreadsheet is created with all students, dates of administration for each student in each modality. Teachers are trained to administer the test, using official training materials and are then scheduled per this master list. In the spring of each school year, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to ELLs in ESL and Bilingual classes, and to students who were formerly-known-as x-coded, and serviced as per their IEP. Nine ESL and 5 bilingual teachers provide ELL services to our 230 ELLs. Our nine certified ESL teachers are: Aziz Benmimoun, Lourdes Gonzalez, Tenia McCoy, Lisa Rotterdam, Asher Tabak, Fortunato Surace, Phyllis Tubbs, Natalie Villanueva, Wenren Zhuang. Our four certified bilingual teachers are: Tiffany Carrasco (Spanish), Carol Li (Chinese), Sahira Nuñez (Spanish), and Maria Cecilia Patriitti (Spanish). All thirteen ELL teachers take part in administering the NYSESLAT, under the supervision of Ms. Rodriguez, Assistant Principal. The aforementioned bilingual and ESL teachers are state certified. In addition, one teacher (Win Chin Lou) who is not currently teaching ELLs holds a permanent (Chinese) bilingual certification and two of our monolingual teachers have a TESOL masters (Tom Campbell, Jerry Weissman, Claudette Francis), although they are not state certified.

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.  In response to program needs and Chinese parent requests, we opened a transitional bilingual (Chinese) education class to provide needed native language and ESL services to 12 students in a 12:1:1 class from Chinese home language backgrounds. In the future, we would like to open a bilingual Bengali TBE class to accommodate the needs of our bilingual Bengali students.

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])?

We have departmentalized, semi-self-contained, self-contained, and ESL pull-out programs. For example, we have two 8:1:1 self-contained ESL classes, one 6:1:1 self-contained ESL class, a 12:1:1 ESL self-contained workstudy class, and several 12:1:1 pull-out classes. Each of these classes travel together as a group except for the pull-out group. ESL and Bilingual teachers provide content area instruction (i.e. math, science, and social studies) and ESL and NLA as appropriate for the mandated minutes of instruction as per Part 154. In addition, these groups of students participate in APE, industrial arts, computer, dance, music, and culinary arts which are provided by teachers licensed in those areas. Students also receive speech and language services, counseling, occupational and physical therapy according to their IEP mandates. ESL pull-out groups are instructed by a certified ESL teacher. In addition, we have one bilingual (Spanish) 12:1:1 self-contained workstudy class and a bilingual Spanish and bilingual Chinese self-contained TBE class, all of which are grouped heterogeneously across grades 9-12 (Ungraded).

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)?

Our ESL teachers create schedules (of 12 period blocks, 540 minutes) to accommodate the mandates of our ELLs at the beginning level of second language acquisition. ELLs at the Intermediate and Advanced levels receive enriched instruction (i.e., 540 minutes as opposed to the mandate for only 360 or 180 minutes). We have increased our certified bilingual and ESL staff from 2 ESL teachers and two bilingual (Spanish) teachers two years ago, to NINE certified ESL teachers and FOUR certified bilingual (3 Spanish and 1 Chinese) teachers, to ensure that all of our 230 ELLs receive their mandated services. Each student who is at the beginning level of second language acquisition, according to the NYSESLAT, receives a minimum of 540 minutes of ESL instruction. In addition, our bilingual Chinese (10) and bilingual Spanish (25) students receive a minimum of 180 minutes of NLA per week. Our other ELLs with BIS mandates have alternate placement paraprofessionals who speak their languages.

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.

Science, social studies, and math are delivered to BIS-mandated students in our TBE Spanish and Chinese classes by certified bilingual teachers. Our ESL-only students receive content-area instruction from their ESL teachers and from content area teachers. All ELL students receive instruction that addresses the Common Core Learning Standards, second language acquisition needs, and disability-related needs via their IEP goals, ESL scaffolding methods, and differentiated instruction.

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

Students are administered the Brigance in Spanish, ABLLS-R in Spanish, and informal assessments in Spanish and Chinese. Alternate placement paraprofessionals provided additional language support during informal assessments and observations for our ELLs with AP paras.

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

ELLs participate in the ELA NYSAA which assesses speaking, listening, reading, and writing skills in English for students with significant cognitive disabilities. In addition, students are assessed via the SANDI and Brigance in ELA and through informal assessments which yield data that informs instruction and creation of IEP goals that address speaking, reading, writing, and listening skills and are reviewed annually by the instructional team (during annual review educational planning conferences).

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).

SIFE (students with interrupted formal education) are provided with extra support through the CHAMPS after school program and the Saturday Title III program. Educational enrichment takes place through use of multi-lingual libraries, National Geographic and use of Brainpop ESL. Alternate placement paraprofessionals and classroom paraprofessionals support SIFE in all areas of the educational process to help close the achievement gap. Newcomers (students with less than three years in the NYC school system) receive maximum supports as do SIFE, with all students receiving enrichment through music, dance, culinary arts, and use of multi-modality learning in all areas. ELLs receiving four to six years of service receive all of the above, and all students follow a standards-based curriculum that is aligned to the Common Core Learning Standards through Extensions in ELA and mathematics and to the NYSED learning standards and core curriculum in science and social studies via AGLIs (Alternate Grade Level Indicators). Long term ELLs continue to receive the mandated units of instruction according to CR Part 154 Regulations, as well as participation in Title III and CHAMPS programs.

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?

All ELLs in 721Q have cognitive deficits, however, all materials, social interactions, and settings are age-appropriate. Materials are of high interest/low readability and multicultural. Therefore, required services and supports also correspond to ELLs age levels (i.e., 14.9-21) through the use of realia, photographs, music, teen-themes, and the integration of motivating, culturally relevant activities into language and content instruction of our students.

Students in the TBE program read, write, listen, and speak in Spanish using Spanish-language books, materials, symbols, and computer-based software. Native language supports are also used in the ESL program, when necessary, via music, materials from students' homes in their native languages, and support from bilingual paraprofessionals in the school.

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

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?

Our ELL students are moved from 6:1:1 to 8:1:1 and from 8:1:1 to 12:1:1 and from 12:1:1 to less restrictive environments such as 6:1:1 or 8:1:1 as their communication and socialization skills improve. All of our students' instruction is individualized and aligned to the curriculum via Extensions to the Common Core Learning Standards in English. Flexibility is built into instruction through the use of multisensory, universally designed, visually-based, culturally and age appropriate materials, settings, and social interactions that help our ELLs achieve their IEP goals and improve their English language skills within the least restrictive environment.

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
Native Language Arts:	Spanish/English, Chinese/Engli
Social Studies:	Spanish/English, Chinese/Engli
Math:	Spanish/English, Chinese/Engli
Science:	Spanish/English, Chinese/Engli

Class/Content Area	Language(s) of Instruction

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

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

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

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.

Our targeted intervention is provided in natural environments, during functional, and motivating activities that afford our students opportunities to practice and generalize their skills across settings and with a variety of people. For example, during instruction in the culinary arts and café classes, our ELLs practice using and improving their listening, speaking, reading and writing skills in English as well as their consumer math skills as they prepare recipes, wait tables, take orders, and sell snacks from the roving food cart. Students participate in community improvement activities such as recycling, Penny Harvest, Food Drive, and other activities that are aligned to the social studies and science learning standards via alternate grade level indicators. In addition, students in our bilingual Spanish and Chinese classes work on their aforementioned skills and programs using the native language to improve their listening, speaking, reading and writing skills in Spanish and Chinese. Some of our ELLs also participate in CHAMPS, Title III weekend supplemental instructional program, performing arts presentations, talent show, ethnic celebrations, and the annual school fair. These activities provide a natural settings and interventions that address our ELLs students' language, socialization and content-area instructional needs.

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

Although all of our ELLs have severe cognitive impairments and participate in alternative assessments, their communication skills in English have improved, based on teacher-generated assessments, IEP goal-mastery, and NYSAA scores in ELA.

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

If possible we would like to open 3 new TBE classes: a Bengali, a 8:1:1 Chinese, and a 8:1:1 Spanish class.

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

We will not discontinue any programs or services.

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

Our ELLs are represented in all school programs (e.g., culinary arts, visual arts, APE, music, dance, café, computer, travel training, related services, the weekend Title III supplemental program, and in the CHAMPS after school program).

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

All of our ELLs have access to instruction with smartboards, iPads, computers, digital cameras, audio-visual materials, and augmentative and alternative communication devices. Our students regularly participate in computer class and use technology throughout the school day. Students also practice vocational skills using copiers, fax machine, laminators, and printers.

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

Spanish and Chinese NL are delivered by certified bilingual (Spanish & Chinese) teachers to students in our TBE Spanish and TBE Chinese classes. Students who have BIS mandates in their IEPs but who are not in bilingual classes receive native language support from alternate placement paraprofessionals who work under the direction of the students' teachers. Students use bilingual books, bilingual eBooks, mini videos, and multilanguage materials from the internet as well as posters in the native language, e.g. math and NLA.

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

Supports are aligned to the CCLS/LS via Extensions and AGLIs which are grade specific and grade appropriate.

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.

All ELLs have IEPs that specify 12-month school year. Students attend our school in the months of July and August. Newly enrolled ELLs are also invited to attend our summer Chapter 683 program.

18. What language electives are offered to ELLs?

At this time, we do not offer any language electives.

19. For schools with dual language programs:

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

(simultaneous)?

At this time, we do not offer a dual language program.

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.

Professional development opportunities are offered to all teachers and paraprofessionals of ELLs through weekly cohort meetings/ weekly NYSAA collegial reviews in ELA, Math Science and Social Studies content areas and ongoing professional development. Teachers also participate in Get Ready to Learn (GRTL) PD and PD on the Student Annual Needs Determination Inventory (SANDI).

Staff participate in PD and in pre-IEP conferences to plan and discuss transition needs of students. Staff/IEP teams receive PD of conducting vocational assessments (e.g., VOC-Level I assessment), complete a transition plan, jointly, for each student, and record transition goals on students' IEPs. Parents and students also complete a Level 1 Voc assessment and their input is integrated into the IEP transition goals. Guidance counselors, school psychologists, and school social workers participate in PD offered by the District 75 counseling office on topics such as creating FBAs/BIPs, prevention of abuse such as bullying and sexual harassment. Speech providers participate in PD provided by the D75 speech office on a variety of topics such as joint attention and assessing and instructing bilingual students.

Assistant principals, related service providers (OTs, PTs, speech/language providers, social workers, guidance counselors, psychologists), and the parent coordinator participate in PD at the school on Election Day and Chancellor's Conference Day. PD content includes but is not limited to: Crisis Intervention Training, SESIS, IEP development (including provisions for LRE), issues on autism, sensory integration, yoga (GRTL), speech and language symposiums, NYSAA training, integrating the Arts into instruction, music, technology, literacy, bullying, Child Abuse/Neglect, travel-training, transition, and Blood-borne pathogens.

All new teachers receive 10 hours of Jose P training provided by the District 75 OELL and/or by a NYCDOE Bilingual Education Specialist. Participants are issued certificates by the District 75 OELL and/or by the NYCDOE Bilingual Education Specialist. Certificates are maintained in teachers' permanent record folder. The school also maintains a list of all teachers who completed the ten hours of Jose P. training. This list is updated annually.

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?

Our ELL parents participate in our annual fund-raising activities to support our graduating students. In addition, our ELL parents attend conferences at the school that address issues concerning transition (e.g., becoming their child's guardian, immigration issues, SSI, housing, employment, medical, and agency and family support services. In addition, our ELL parents participate in our annual ELL parent conference/welcome breakfast and Title III parent program. Our ELL parents also attend the annual Queens Family Support Conference. During all of these activities, our ELL parents are provided with interpreters and materials translated into their preferred languages. Our ELL parents also meet individually with our bilingual school social worker who addresses their individual concerns and provides support, access, and links to various agencies and services. Parents are given a needs assessment survey annually, and after we analyze the results, we create and design activities to address their requests. In addition, parents complete a parent evaluation in their native languages after each workshop, conference, and other activities. We use the results of these surveys to improve our partnership with parents.

Our school collaborates with the Chinatown Planning Counsel, the Queens Family Support Conference committee, Sinergia, and other CBOs to provide workshops and conferences for our parents.

Our parent coordinator collaborates with our transition linkage coordinator to provide written information, telephone calls, and individual and small group meetings/consultations to parents to identify and address their various needs.

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.

Re: Chart titled on page 6 titled "New York State Regents Exam": The chart asks for the number of ELLs taking the NYSAA mathematics, science, and social studies in the native language. We cannot provide the requested information because the NYSED does not currently capture this data. The District 75 alternate assessment office merely asks schools to identify datafolios that contain other-than-English language assessments, so as to insure that there are bilingual scorers available to score those datafolios. In order to complete the LAP chart, the State/City would need to include a field on the scan sheets for scorers to indicate whether or not a particular datafolio contained verifying evidence in a language other-than-English.

Part VI: LAP Assurances

School Name: 721**School DBN: 75Q721**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Rudolph	Principal		12/5/13
Lucy Rodriguez	Assistant Principal		12/5/13
Elizabeth Chow	Parent Coordinator		12/5/13
Phyllis Tubbs	ESL Teacher		12/5/13
Nery Ramos	Parent		12/5/13
Asher Tabak/ESL Teacher	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		
Ingrid Leino	Coach		12/5/13
	Coach		
Daisy Arocho	Guidance Counselor		12/5/13
	Network Leader		
Monica Londono	Other <u>Bilingual Speech</u>		12/5/13
Sahira Nuñez	Other <u>Bilingual Teacher</u>		12/5/13
Carol Li	Other <u>Bilingual Teacher</u>		12/5/13
Gila Rivera	Other <u>Bil Social Worker</u>		12/5/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q721 School Name: The John F. Kennedy Jr. School

Cluster: _____ Network: 5

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.

The language needs of the parents at 721Q were identified using a variety of methods and in a variety of ways during interactions and contact with parents. We consulted ATS and CAP for initial identification of home languages other-than-English spoken by parents of students at 721Q. Information on parent language needs was collected from parents and gleaned from the sources and methods listed below.

- Home languages of students in school indicated in CAP and ATS
- Home Language Surveys were reviewed and language needs were identified
- A school-generated survey was also distributed to check accuracy of previously acquired information
- Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
- Documentation of language needs from face-to-face encounters with parents
- Language needs identified by parents during IEP conferences
- Language needs identified by parents on pre-registration, registration, and attendance forms
- Language needs identified by parents to Parent Coordinator, PTA, and Transition Linkage Coordinator during individual and group meetings
- Language needs as determined by language of written communication to teachers and other staff received from parents
- Review of translated written correspondences sent home to parents in the past

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

The aforementioned data sources and methods reveal the following:

- Two hundred and thirty students and/or their households speak a language other-than-English.
- Twenty six languages are represented by our other-than-English speaking students/families.
- The top eleven languages represented by our other-than-English speaking households/students are as follows:
 - ◆ 112 ELLs from Spanish-speaking households, 48.69% of ELL population
 - ◆ 24 ELLs from Bengali-speaking households, 10.4% of ELL population
 - ◆ 8 ELLs from Korean-speaking household, 3.4% of ELL population
 - ◆ 6 ELLs from Arabic-speaking households, 2.6% of ELL population
 - ◆ 6 ELLs from Polish-speaking households, 2.6% of ELL population
 - ◆ 5 ELLs from Russian-speaking household, 2.1% of ELL population
 - ◆ 4 ELLs from Chinese-speaking households, 1.7% of ELL population
 - ◆ 4 ELLs from Haitian Creole-speaking households, 1.7% of ELL population
 - ◆ 4 ELLs from Urdu-speaking household, 1.7% of ELL population
 - ◆ 2 ELLs from Punjabi-speaking households, 0.8% of ELL population
 - ◆ 1 ELLs from Albanian-speaking households, 0.4% of ELL population
 - ◆ 18 ELLs from Other/Esoteri-speaking household, 7.8% of ELL population

Signs are posted in various languages at the security desk at the entrance of the school to inform parents of their right to have an interpreter and translated materials if necessary.

These findings are shared with the School Leadership Team, the LAP committee, the Parent Coordinator and with staff and parents during staff meetings, Title III planning meetings and Title III orientation meetings.

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.

Notices to parents will be translated into the home language requested and distributed no less than one week before the event (e.g. a conference, an IEP meeting). The notice will have a return section to identify the family's specific translation/oral interpretation needs.

- Reminder notices will be sent two days before the event (e.g. a conference, and IEP meeting).
- Review of returned notices and telephone calls to families familiar to the school, will guide the language specific personnel to be in attendance.
- Written translation services will be secured from personnel whenever possible. Otherwise, outside vendors (D75 Office of Translation and Interpretation Services) will be contacted.
- To ensure that all parents at 721Q are provided with appropriate and timely information in their native language, all written communication to parents will be translated into the eleven major other-than-English languages spoken by parents of students at 721Q by bilingual staff (e.g., bilingual teacher, bilingual paraprofessional, bilingual related service providers) and/or by the NYCDOE Translation and Interpretation Unit. In addition, some written materials for parents will be obtained in the parent's home language from vendors (e.g., FLAME Company) and community-based organizations (CBOs) (e.g., Sinergia, QFSC) who supply parent materials in the native language. The Parent Coordinator will maintain a supply of written resource materials in the native language(s) for parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages (e.g., Spanish, Chinese, Arabic, Bengali, etc.). Agendas, handouts, and other written materials will be sent to the Translation and Interpretation Unit or given to staff to translate well in advance of scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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.

P721Q has a staff representing 26 languages other than English. Requested staff will be present to provide oral interpretation services.

- Staff who act as interpreters will be trained on maintaining confidentiality and on the briefing-interpretation-debriefing process.
- The DOE Office of Translation and Interpretation Services or a contracted vendor will be contacted to provide oral interpretation in person or via telephone when school personnel are not able to provide the requested language(s) services.
- During parent activities such as individual meetings with parents, PTA meetings, conferences, workshops, school leadership team meetings, and IEP meetings other-than-English language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation Unit, and/or interpreters provided by CBOs. This school year (2013 – 2014), in response to parent requests for interpretation/translation, Spanish, Bengali, Korean, Arabic, Chinese, Polish, Russian, Haitian Creole, Punjabi, Urdu, and Albanian interpreters will be utilized during parent conferences and materials in those languages will be distributed to parents who attend the conferences. P721Q will continue to respond to the language needs of parents in this way.

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>.

- Information about the location of language specific material will be posted at the school's main entrance.
- A "Language Services Request" form will also be available for any parent or guest to indicate specific communication needs. The specified needs information will be maintained and records for future planning.
- The Parent Coordinator (PC) will have all documents in all languages available.
- The Parent Coordinator will have a list of all staff who are able to interpret and/or translate in English and any other language(s).