



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** HUNGERFORD SCHOOL  
**DBN (i.e. 01M001):** 75R721  
**Principal:** DR. MARY MC INERNEY  
**Principal Email:** MMCINER@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
Dr. Mary Mc Inerney	*Principal or Designee	
Alphonse Vota	*UFT Chapter Leader or Designee	
Maritza Adorno	*PA/PTA President or Designated Co-President	
Felicia Pinero	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jean DiLeone	Member/ Parent	
Karen Malone	Member/ Parent	
Annmarie Dirago	Member/ Parent	
Frank Mitchell	Member/ Parent	
David Vota	Member/ Staff- Teacher	
Michael Lee	Member/ Staff- Teacher	
Ryan Smith	Member/ Staff- Paraprofessional	
Danielle Pellegrino	Member/ Staff- Occupational Therapist	
Tony D’Alessandro	Member/ Staff- Paraprofessional	
RoseAnna Incantalupo	Member/ Parent	
Alvin Saulong	Member/ Parent	
Donna Morales	Member/ Parent	
	Member/	
	Member/	

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

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

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

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>N/A</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>N/A</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, 85% of classroom teachers will show professional growth in instructional strategies as measured by low-inference data collected using the evaluation and development system, Advance, compared to the initial observations done in Sept/Oct 2013.

### **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.

A review of the 2013 School Survey results for our school delivered the following responses: Parents: 67%, Teachers: 85% and Students: 100%. In 2013, our survey scores show an upward trend from 2012 as follows: Academic Expectations increased from 8.9 to 9.3, Communication increased from 8.4 to 9.4, Engagement increased from 8.9 to 9.2 and Safety & Respect increased from 9.0 to 9.2.

From 2013 to 2014 there has been an increase in the number of fully licensed, permanent teachers assigned to our school. We have opened two new classes at our main site, which includes one 12:1:1 class and one 6:1:1 class. The number of tenured teachers with more than five years teaching experience also increased. The number of teachers with two years of experience or less has increased due to opening more classes at our sites. As a result, there has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have four school-based mentors, who mentor 8 new teachers, including one speech teacher, across all Hungerford sites. In addition to 1:1 mentoring sessions, we have a New Teacher Institute, where the new teachers meet as a cohort all-day, every 4 weeks. We shaped the organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities. In September, 2013 four classroom teachers and 2 speech teachers successfully completed probation. Additionally, by September, 2014, it is expected that eight of our classroom teachers and two of our teachers of speech improvement will complete probation.

To support our teachers as we begin to integrate new, higher standards we want to ensure that teacher development focuses on supporting all teachers to meet the Common Core Learning Standards. In order to improve the instructional core across our classrooms by fostering teacher development, our school community is interested in deepening our comprehension of Charlotte Danielson's *Framework for Teaching*. Throughout the 2011-12 school year, our school was included in the NYC DOE's Talent Management Pilot, and then in 2012-13, we were included in the Teacher Effectiveness Program. This year, 2013-14, as part of *Advance*, our school leaders will continue to conduct frequent cycles of formative classroom observations and feedback, and professional development to support improved teacher practice. We want our teachers to know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice. It should be noted that ALL our teachers chose Option #2 as their observation approach. Over the year, all 22 components are rated. There will be at least 6 informal observations of each teacher.

In May, 2013, our school received a Quality Review with an overall evaluation of "proficient." According to the report, our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time and highly effective partnerships to the school's instructional goals so that instruction improves and students' academic outcomes increase. The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment. Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, supports professional growth resulting in improved instruction. The school needs to continue to work on questioning techniques and discussion protocols to improve students' work products and classroom discussions to increase mastery of the curriculum by all students. The school needs to refine assessment practices to ensure that rubrics and common assessments provide actionable feedback that ensures all students are aware of their next learning steps to increase achievement. Therefore, our teachers will receive training in all aspects of Domain 3.

## ***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. August, 2013 through October 2013- Communication of system policies and procedures to staff. Prioritization of observations, based on need, tenure status, or other relevant factors. First professional conversations around analysis of student work between teachers and school leaders. Scheduling of first semester observations as soon as initial planning conference is complete. First observations and feedback for all teachers.
2. November, 2013 through December, 2013- First and/or second rounds of observations. Identification of trends in student work and student data. MOSL goal setting. Continued school visits with talent coach and network staff to provide support. Planning and conducting targeted PD for teachers, based on development needs identified through first round of observations. Administrative cabinet meetings to reflect on Advance implementation with support to make improvements in teachers' practices.
3. January 2014 through April 2014- Third through sixth round of observations. Continued school visits with talent coach and network staff to provide support. Teachers submit artifacts for Domains 1 and 4 respectively. Prepare for Spring MOSL assessments.
4. May 2014 through June 2014- Administrative cabinet evaluates teacher observations and artifacts submitted, reflect on the Advance process, and plan for the upcoming school year.

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

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

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

1. Each AP supports instructional planning and observes and provides feedback to teachers at their site, while the principal supports staff based on their individual need.
2. Each school leader observes and provides feedback to a group with which they share a class ratio (i.e. 12:1:1, 6:1:1).
3. The principal focuses on a specific group of teachers (i.e. those up for tenure).
4. Share information on teacher practice monthly as a cabinet, speaking to trends in observations and feedback, including alignment to the CCLS to make evidence-based adjustments to school-wide practices.
5. Record observations and feedback in an online tracking system.
6. Provide 5 minute updates in weekly meetings of teachers that have been observed, when feedback was provided and when and what type of support they are receiving.
7. Leverage teachers with expertise or in leadership roles to support peers in the development areas.
8. Set up a process for inter-visitation.
9. Incorporate the Danielson Framework for Teaching, integrated with Common Core aligned units/lessons to build a shared understanding of high quality teaching practices to ensure access for all learners.
10. Plan regular meetings to discuss student data and curriculum.
11. Begin observation cycles with new or struggling teachers, given the urgency of support or prioritize observations and feedback for tenured teachers or teachers up for tenure.
12. Calendar ongoing process checks as team and with staff.
13. Maintain a tracking system to monitor completion of observations and feedback.

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

1. From August, 2013 through September 2013, our administrative team will establish groups or teams to support TE work and initial planning conferences.
2. By September 9, 2013, our school will submit the school decision about MOSL.
3. September, 2013 through October, 2013 our administrative team will conduct initial planning conferences.
4. September, 2013 through June, 2014, school leaders will conduct a minimum of 6 informal classroom observations per teacher, along with regular feedback after each observation.
5. September, 2013 through June, 2014, our administrative team will analyze the observation data to provided targeted Professional Development throughout the year.
6. May, 2014 through June, 2014 our administrative team will conference with each classroom teacher to discuss their End-of-year Rating
7. September, 2013 through June, 2014 School leaders will attend PD offered by coach and District 75 network staff on periodic PD Days.

8. September, 2013 through June, 2014, administrative team and talent coach will offer ongoing PD at all sites on the 22 competencies.
9. September, 2013 through June, 2014 school visits with talent coach and network staff ongoing, to provide support to school administrative team.
10. September, 2013 through June, 2014 teachers will keep and submit PD logs, participate in inter-visitations of exemplary practices in other sites and classrooms, lead a PD during grade team meetings, participate in a PLC or inquiry team.
11. September, 2013 through April, 2014 our administrative team will ask teachers for artifacts collected during school year and engage in dialogue with teachers about Domain's 1 and 4 and rate artifacts in the online Advance system
12. Throughout the year, teacher schedules will include daily common planning time and weekly collaborative inquiry sessions led by the teacher- PLC leader.
13. September, 2013 through June 2014, teachers will develop student portfolios containing student work. Portfolios will include reflections of mastery, learning targets and progress toward attaining SMART goals. Data will be entered online in our school-wide data collection system.
14. September 2013 through June 2014, teachers and administrators will perform ongoing site inter-visitations across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/or class ratio.
15. Spring 2014, our administrative team will review artifacts submitted by teachers, perform additional observations to gain sufficient evidence for all 22 components, and plan for the administration of Spring MOSL assessments.
16. May 2014 through June 2014, our administrative team will review all evidence of teacher practice, schedule and hold end of year conferences, and plan for the 2014-2015 school year.

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

1. The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
2. Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
3. Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2014, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
4. Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

**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).

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association and are welcomed members of our school community. Our school will support parents and families of our students by providing opportunities for parents to help them understand the accountability systems (e.g. Advance and Quality Review Report). We will schedule our PTA meetings and parent workshops with flexible times and site locations, such as meetings in the morning or evening. We will share information about Advance and other initiatives of the Chancellor. We maintain a parent coordinator to serve as a liaison between the school and families. We will empower and train our Parent Coordinator to be an ambassador of the Advance work to the parent community i.e. hold a parent meeting about the Advance evaluation system)

**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	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. SANDI assessment funded by Central.

2. Unique Curriculum, funded with Instructional Program Money
3. Achieve 3000 - STVP
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants
8. iPad Mini Grant from District 75
9. Parents as Arts Partners Grant, Center for Arts Education
10. Staten Island Foundation Grant for Literacy Improvement
11. Teacher per session/ per diem, TL Citywide Instructional Expectations CW
12. Teacher per session/ per diem ARRA RTT Data Specialists Funds
13. Teacher prep period coverage's from Instructional Program Funds
14. NYSTL funds for books, hardware, software and text books
15. MoSL funding

### **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 demonstrate increased proficiency in ELA skills by a 15% gain in skill mastery as measured by the targeted IEP goal area's (areas of need) from the common-core aligned SANDI Assessment.

#### **Comprehensive Needs Assessment**

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

In May, 2013, our school received a Quality Review with an overall evaluation of "proficient." According to the report, our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time and highly effective partnerships to the school's instructional goals so that instruction improves and students' academic outcomes increase. The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment. Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, support professional growth resulting in improved instruction.

Our 2012-13 school year NYSAA data reflects that out of 7 elementary level students tested, 4 students received Level 4s in both ELA and Math, and 3 students received Level 3s in both ELA and Math. Out of 109 Intermediate level students tested, 104 students received Level 4s in ELA, 2 received Level 3s, and 3 students received Level 2s in ELA. In Mathematics, 88 Intermediate students received Level 4s, 17 received Level 3s, 2 received Level 2s, and 2 received Level 1s. Only 8<sup>th</sup> graders are tested in Science. Of the 41 eighth graders tested in science, 37 received Level 4s, 2 received Level 3s, 1 received Level 2, and 1 student received Level 1. At the Secondary level, we had 28 students tested. In ELA, 24 students received Level 4s, 2 students received Level 3s, 1 student received Level 2s, and 1 student received a Level 1. In Secondary Mathematics, 20 students received Level 4s, 7 students received Level 3s, and 1 student received Level 2. In Science, 23 students received Level 4s, 4 students received Level 3s and 1 student received a Level 2. In Social Studies, 23 students receive Level 4s and 5 students received Level 3s.

We have high expectations for academic rigor in our school. In 2013-14, we are implementing the Lakeshore Model (SANDI) in all of our seven sites for diagnostic/summative assessment and the measurement of student learning. The Lakeshore Model is a process for assessing the Standards for students with severe

disabilities. We have been using this new tool to help identify academic needs, which helps us write individualized S.M.A.R.T. IEP goals for all of our students. The SANDI quickly helps staff determine student need areas and aligns those needs to content standards, insuring access to grade level standards based curriculum. The SANDI assessment is now aligned to the Common Core standards in ELA and Math. Currently teachers are also administering the FAST (Formative Assessment of Standardized Tasks) for all of our students. FAST is a performance based, short-cycle formative assessment which informs instruction immediately, monitors progress on high leverage standards and describes how students are progressing in targeted skills that are directly aligned to the CIE.

### **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.

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

1. Fall 2013, administration will provide trainings to teachers for the implementation of both SANDI and FAST, respectively.
2. Fall 2013, administration will create a team of lead teachers to assemble monthly ELA unit plans aligned to the Common Core Learning Standards. Teachers will then refer to the unit plans to help them create differentiated lessons.
3. Ongoing, administration and PLC's will analyze ALL baseline assessments to determine where teacher PD is needed.
4. Create an ongoing rewards and incentives program for students with increased ELA scores.
5. Ongoing support from district coaches to assist students with the greatest amount of needs.
6. Promote ongoing progress-monitoring as part of our school culture.
7. Use protocols to analyze student work in ELA. This will assist teachers in unit planning and pacing.

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

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

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

1. SANDI baseline assessments will be reviewed by administration team October 15, 2013.
2. FAST benchmark 1 assessments will be reviewed by administration team November 8, 2013.
3. Administrative team focuses on IEP targets in the SANDI assessment.
4. Administrative team reviews sample work products created by teachers and completed student work during PLC meetings.
5. Review ELA-based SANDI scores, FAST scores and IEP goals for the rewards and incentives program.
6. Administrative team periodically reviews student IEP data (using Google database) on a monthly basis to guide unit planning and pacing.

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

1. Baseline SANDI data (reading section) to be completed by October 2, 2013 for 100% of students by the official teacher. All other baseline SANDI data to be completed by October 15, 2013.
2. May 23, 2014 – June 20, 2014, SANDI summative assessments of target IEP goals to be completed for 100% of students by the official teacher.
3. From October 14, 2013 to November 8, 2013 FAST Administration of Benchmark 1 for 100% of students by the official teacher.
4. From March 31, 2014 to May 23, 2014 Administration of Benchmark 2 for 100% of the students by the official teacher.
5. Fall 2013 through June 2014, a core teacher team will be formed to create an ELA curriculum map. Teachers refer to the map during their PLC meetings to develop monthly unit plans aligned to CCLS and create differentiated lesson plans for students.
6. Fall 2013 through June 2014 increase in ELA strategies used across content in Science and Social Studies classes.
7. Winter 2014 teacher professional development on analyzing student work, questioning and discussion techniques, data collection and lesson plan development.
8. Fall 2013 through June 2014 continue to implement the Think Tank Rubrics. From there, teacher PLC teams will differentiate rubrics to support student's specific needs.
9. Fall 2013 teachers continue to implement Classroom Suite to allow students to interact with UNIQUE Curriculum using diverse media.
10. Fall 2013 through June 2014, create inquiry teams to research, discuss and implement different strategies to improve skills in literacy
11. Fall 2013 through June 2014, administrators will analyze data and teacher feedback to determine professional development (PD) needs of staff on a monthly basis.
12. Fall 2013 through June 2014, focused collaborative walk-throughs by the administrative team. Administrative team will present staff with findings and next-steps.
13. Fall 2013 through June, 2014, ongoing PD and implementation of UNIQUE and Achieve 3000

14. Ongoing Fall 2013 through June 2014, common planning time among PLC's organized by administration and facilitated by PLC leaders and administrators.
15. Fall 2013 through June 2014, ongoing site inter-visitation by teachers and administration across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/ or class ratio.
16. September 2013 through June 2014, create an awards and incentives program for students with increased literacy scores.

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

1. The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
2. Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
3. Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2014, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
4. Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

**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).

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

**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	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. SANDI assessment funded by Central.
2. Unique Curriculum, funded with Instructional Program Money
3. Achieve 3000 - STVP
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants
8. iPad Mini Grant from District 75

9. Parents as Arts Partners Grant, Center for Arts Education
10. Staten Island Foundation Grant for Literacy Improvement
11. Teacher per session/ per diem, TL Citywide Instructional Expectations CW
12. Teacher per session/ per diem ARRA RTT Data Specialists Funds
13. Teacher prep period coverage's from Instructional Program Funds
14. NYSTL funds for books, hardware, software and text books
15. MoSL funding

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2014, students will demonstrate increased proficiency in Math skills by a 15% gain in skill mastery as measured by the targeted IEP goal area's (areas of need) from the common-core aligned SANDI Assessment.

#### **Comprehensive Needs Assessment**

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

In May, 2013, our school received a Quality Review with an overall evaluation of "proficient." According to the report, our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time and highly effective partnerships to the school's instructional goals so that instruction improves and students' academic outcomes increase. The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment. Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, supports professional growth resulting in improved instruction.

Our 2012-13 school year NYSAA data reflects that out of 7 elementary level students tested, 4 students received Level 4s in both ELA and Math, and 3 students received Level 3s in both ELA and Math. Out of 109 Intermediate level students tested, 104 students received Level 4s in ELA, 2 received Level 3s, and 3 students received Level 2s in ELA. In Mathematics, 88 Intermediate students received Level 4s, 17 received Level 3s, 2 received Level 2s, and 2 received Level 1s. Only 8<sup>th</sup> graders are tested in Science. Of the 41 eighth graders tested in science, 37 received Level 4s, 2 received Level 3s, 1 received Level 2, and 1 student received Level 1. At the Secondary level, we had 28 students tested. In ELA, 24 students received Level 4s, 2 students received Level 3s, 1 student received Level 2s, and 1 student received a Level 1. In Secondary Mathematics, 20 students received Level 4s, 7 students received Level 3s, and 1 student received Level 2. In Science, 23 students received Level 4s, 4 students received Level 3s and 1 student received a Level 2. In Social Studies, 23 students receive Level 4s and 5 students received Level 3s.

We have high expectations for academic rigor in our school. In 2013-14, we are implementing the Lakeshore Model (SANDI) in all of our seven sites for diagnostic/summative assessment and the measurement of student learning. The Lakeshore Model is a process for assessing the Standards for students with severe disabilities. We have been using this new tool to help identify academic needs, which helps us write individualized S.M.A.R.T. IEP goals for all of our students. The SANDI quickly helps staff determine student need areas and align those needs to content standards, insuring access to grade level standards based curriculum. The SANDI assessment is now aligned to the Common Core standards in ELA and Math. Currently teachers are also administering the FAST (Formative Assessment of Standardized Tasks) for all of our students. FAST is a performance based, short-cycle formative assessment which informs instruction immediately, monitors progress on

high leverage standards and describes how students are progressing in targeted skills that are directly aligned to the CIE.

### ***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.

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

1. Fall 2013, administration will provide trainings to teachers for the implementation of both SANDI and FAST, respectively.
2. Fall 2013, administration will create a team of lead teachers to assemble monthly Math unit plans aligned to the Common Core Learning Standards. Teachers will then refer to the unit plans to help them create differentiated lessons.
3. Ongoing, administration and PLC's will analyze ALL baseline assessments to determine where teacher PD is needed.
4. Create an ongoing rewards and incentives program for students with increased Math scores.
5. Ongoing support from district coaches to assist students with the greatest amount of needs.
6. Promote ongoing progress-monitoring as part of our school culture.
7. Use protocols to analyze student work in Math. This will assist teachers in unit planning and pacing.

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

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

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

1. SANDI baseline assessments will be reviewed by administration team October 15, 2013.
2. FAST benchmark 1 assessments will be reviewed by administration team November 8, 2013.
3. Administrative team focuses on IEP targets in the SANDI assessment.
4. Administrative team reviews sample work products created by teachers and completed student work during PLC meetings.
5. Review Math-based SANDI scores, FAST scores and IEP goals for the rewards and incentives program.
6. Administrative team periodically reviews student IEP data (using Google database) on a monthly basis to guide unit planning and pacing.

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

1. Baseline SANDI data (reading section) to be completed by October 2, 2013 for 100% of students by the official teacher. All other baseline SANDI data to be completed by October 15, 2013.
2. May 23, 2014 – June 20, 2014, SANDI summative assessments of target IEP goals to be completed for 100% of students by the official teacher.
3. From October 14, 2013 to November 8, 2013 FAST Administration of Benchmark 1 for 100% of students by the official teacher.
4. From March 31, 2014 to May 23, 2014 Administration of Benchmark 2 for 100% of the students by the official teacher.
5. Fall 2013 through June 2014, a core teacher team will be formed to create a Math curriculum map. Teachers refer to the map during their PLC meetings to develop monthly unit plans aligned to CCLS and create differentiated lesson plans for students.
6. Fall 2013 through June 2014 increase in Math strategies used across content in Science and Social Studies classes.
7. Winter 2014 teacher professional development on analyzing student work, questioning and discussion techniques, data collection and lesson plan development.
8. Fall 2013 through June 2014 continue to implement the Think Tank Rubrics. From there, teacher PLC teams will differentiate rubrics to support student's specific needs.
9. Fall 2013 teachers continue to implement Classroom Suite to allow students to interact with UNIQUE Curriculum using diverse media.
10. Fall 2013 through June 2014, create inquiry teams to research, discuss and implement different strategies to increase functional math skills.
11. Fall 2013 through June 2014, administrators will analyze data and teacher feedback to determine professional development (PD) needs of staff on a monthly basis.
12. Fall 2013 through June 2014, focused collaborative walk-throughs by the administrative team. Administrative team will present staff with findings and next-steps.
13. Fall 2013 through June, 2014, ongoing PD and implementation of UNIQUE and Achieve 3000
14. Ongoing Fall 2013 through June 2014, common planning time among PLC's organized by administration and facilitated by PLC leaders and administrators.
15. Fall 2013 through June 2014, ongoing site inter-visitations by teachers and administration across our organization to ensure normed teacher practices regarding documentation of student learning within one content area and/ or class ratio.
16. September 2013 through June 2014, create an awards and incentives program for students with increased math scores.

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

1. The Get Ready to Learn program is sustained in all of our sites. The adaptability of this practice offers movement, social and communication opportunities for students who are challenged to move against gravity and whose maladaptive behaviors interfere with gross motor activities. Staff is able to facilitate group movement and language activities successfully and injury free. Classroom based collaboration among related service providers create opportunities for carry over in the classrooms.
2. Integrated Movement Therapy provides an appropriate challenge to the group of students who have higher movement, cognitive and language ability, yet are less compliant to adult directives and schools rules. This pilot program uses multiple related service disciplines with the classroom context to build effective communication and self-calming skills to support harmonious instruction and socialization.
3. Recipient of several grants. Such grants include: HBO (private) Grant which has funded the creation of an audio/visual room at our main site. With HBO funds, our students and staff are able to produce videos and presentations. The City Council Member Grant has funded teaching supplies. We also received iPad mini grants from District 75 funds. We have received a CAE/ SI Foundation funded-Parents as Arts Partners Grant for 2014, where students will be working alongside their parents on lessons in art making and arts integration into literacy.
4. Continued training by our school's internal PBIS coach is provided on an ongoing basis. The PBIS coach assesses teachers' facility through discussion of data with classroom staff. Staff is being trained in Therapeutic Crisis Intervention on an ongoing basis. The PBIS system has been a great success at all our sites.

**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).

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

**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	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. SANDI assessment funded by Central.
2. Unique Curriculum, funded with Instructional Program Money
3. Achieve 3000 - STVP
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants
8. iPad Mini Grant from District 75
9. Parents as Arts Partners Grant, Center for Arts Education
10. Staten Island Foundation Grant for Literacy Improvement
11. Teacher per session/ per diem, TL Citywide Instructional Expectations CW
12. Teacher per session/ per diem ARRA RTT Data Specialists Funds
13. Teacher prep period coverage's from Instructional Program Funds

14. NYSTL funds for books, hardware, software and text books

15. MoSL funding

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

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

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

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

By June 2014, there will be increased movement towards independence as evidenced by successful integration in community/social settings as measured by a 15% increase in movement to a Less Restrictive Environment

#### **Comprehensive Needs Assessment**

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.

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

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

Due to student improvements in the past 2013-14 school year the following transitions were made to least restrictive environments: One student moved from our (D75) Inclusion class to a District 31 class of 15:1. Seven of our 12:1:1 students moved to full-time inclusion. Two students moved from 6:1:1 to 8:1:1. Two students moved from 8:1:1 to 12:1:1. In the area of related service mandates, there were 31 speech and language therapy modifications to meet LRE, in addition to 14 students being transitioned out-of speech and language therapy services. Four physical therapy modifications to meet LRE were made, in addition to three transitions out-of physical therapy services. Twenty-one modifications to meet LRE were made in occupational therapy, in addition to five transitions out-of occupational therapy services. We had seven modifications to meet LRE in counseling, and 4 terminations in counseling. We had five transitions out-of of 1:1 crisis paraprofessionals' support. We also had three students successfully complete travel training. During the 2013-14 school year, to date, we have had one student move from 12:1:4 to 12:1:1. We had one student move from a 12:1:1 class to an 8:1:1 inclusion class. We had one student move from 8:1:1 to a community school setting of 15:1. We have had 3 reductions in speech therapy and one termination in speech therapy. We have had two reductions in occupational therapy and one reduction in vision therapy.

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

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

Describe 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.

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

1. IEP review from Fall 2013 through June 2014
2. Fall 2013 through June 2014, require the use of formative/summative assessments
3. Fall 2013 through June 2014, require the use of a data system to track student indicators having direct impact on student achievement
4. PLC teams meet monthly from the Fall 2013 through June 2014 to discuss student goals and outcomes.
5. Partial and/or full observations from Fall 2013 through June 2014
6. Ongoing from September 2013 through June 2014, Professional Development for staff on therapeutic crisis intervention. The Staff learn skills so that they can become the catalyst through which young people can change old habits, destructive responses, and maladaptive behavior patterns. The goals of the training program include assisting teachers in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to students and staff.
7. Ongoing from the Fall 2013 through June 2014, the related service providers work towards using the in class collaborative service delivery model. This model

allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.

8. Ongoing from the fall of 2013 through June 2014, students displaying behaviors that seriously interfere with instruction and require additional supports receive a functional behavior assessment according to IDEA by a trained professional. The Behavior Support Team will meet monthly to gather, track and review data in order to create and update an appropriate behavior intervention plan.
9. Ongoing from the fall of 2013 through June 2014, the PBIS team will meet periodically to review behavioral data and implement the PBIS system to reduce maladaptive behaviors, address negative student behaviors in a positive manner, and provide students with effective coping strategies with the objective of moving them into a LRE.
10. Ongoing from Fall 2013 through June 2014, our transition coordinator and job developer work with the administration and staff across all sites in order to ensure that skills are developed and supports are provided so that every student can become as independent as possible. They are committed to ensuring that every student receives the services needed to achieve his or her desired post-secondary outcomes and become productive members of the community.

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

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

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

1. Teachers will use universal data collection sheet to track progress of students.
2. Standards-based report card was created to track different skills learned throughout the school year.
3. Administration and transition coordinators will review Level One Vocational Assessments, IEP's, and portfolios for students approaching transition age.
4. Data will be centralized into an online data-collection system. Progress will be monitored by administration periodically.
5. Administration will attend PLC meetings to discuss student progress.
6. Behavioral referrals, OORS, FBA/BIP, and PBIS data is reviewed by the administrative team and behavior support team.
7. Administration will attend and review PBIS meetings and data

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

1. IEP review from Fall 2013 through June 2014
2. September 2013 through October 2014, SANDI Baseline will be administered.
3. May 2014 through June 2014, IEP target goals will be assessed on SANDI
4. October 2013 through November 2013 FAST benchmark 1 will be administered.
5. March 2014 through May 2014 FAST benchmark 2 will be administered.
6. Fall 2013 through June 2014 IEP data will be reviewed.
7. Fall 2013 through June 2014 PLC teams meet monthly.
8. Fall 2013 through June 2014 partial and/or full observations.
9. Fall 2013 through June 2014, ongoing professional development for TCI training
10. Fall 2013 through June 2014, ongoing collaboration between related service providers, classroom teachers and cluster teachers.
11. Fall 2013 through June 2014, behavior support team will meet monthly to gather, track and review data to update appropriate behavior intervention plans.
12. Fall 2013 through June 2014, the PBIS team will meet periodically to review behavioral data and implement PBIS systems.
13. Fall 2013 through June 2014, the transition coordinator, job developer, administration, and staff to ensure all appropriate vocational skills are being taught.

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

1. VATEA Supply Money
2. VATEA Stipend Money
3. SANDI assessment funded by Central.
4. Unique Curriculum, funded with Instructional Program Money
5. Achieve 3000 - STVP
6. Get Ready to Learn funded with Tax Levy Money
7. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
8. PBIS funded with Instructional Program Money
9. Two Legislative Grants
10. iPad Mini Grant from District 75

11. Parents as Arts Partners Grant, Center for Arts Education
12. Staten Island Foundation Grant for Literacy Improvement
13. Teacher per session/ per diem, TL Citywide Instructional Expectations CW
14. Teacher per session/ per diem ARRA RTT Data Specialists Funds
15. Teacher prep period coverage's from Instructional Program Funds
16. NYSTL funds for books, hardware, software and text books
17. MoSL funding

**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).

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

**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	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. SANDI Assessment funded with Instructional Program Money/State Standards Money
2. Unique Curriculum funded with Instructional Program Money/State Standards Money
3. Get Ready to Learn funded with Tax Levy Money
4. Parent Involvement funded with Instructional Program Money/Remuneration
5. PBIS funded with Instructional Program Money
6. VATEA Supply Money
7. VATEA Stipend Money
8. Teacher per session/ per diem, ARRA RTT Instructional Expectations Funds
9. Teacher per session/ per diem ARRA RTT Data Specialists Funds
10. Teacher prep period coverage's from Instructional Program Funds
11. NYSTL funds for books, hardware, software and text books.

**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.

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

1.

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

6.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<p>The Richard H. Hungerford School uses The Unique Curriculum as well as District 75 Alternate Assessment Curriculum Frameworks for Grades 6-8, and HS, as a guide to instructional delivery. In areas where these curriculums are deficient in meeting student's academic needs, and/or when students still struggle to meet State Standards, the following academic intervention programs and strategies are used.</p> <p><b>Achieve3000:</b> provides a web-based, individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. There is one high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level. Key to successful learning is using material that students find relevant and interesting and differentiating that content to meet each student's unique learner profile. The use of a wide range of high-interest and current articles in Achieve3000 helps to ensure students will find something that engages their interest. The ONE-ON-ONE support model of Achieve3000 uses technology to help each student progress towards reading</p>	<p>Small group instruction and one to one tutoring</p>	<p>During the school day</p>

and writing proficiency. Students use the following 5 step literacy routine - Set a schema, Read for Information, Demonstrate Mastery, Construct Meaning, Form an Opinion - that is directly linked to state standards. The program also provides the opportunity for teachers to track students' progress. Student scores are stored and easily accessible to teachers and parents. This allows teachers to use performance data to inform instruction while parents get consistent updates on their child's performance.

**News-2-You:** is a symbol-supported, simple text electronic newspaper delivered weekly on the Internet. Its focus is on current events. Each issue is wrapped around newsworthy--and subject appropriate— events of interest to our students. There are five general guidelines for literacy instruction for students with significant disabilities:

- Recognize the link between communication and literacy
- Maintain high expectations for students to acquire literacy
- Make literacy materials accessible
- Follow the interest of the student
- Engage the student in direct and systematic instruction

News-2-You is designed to achieve those goals. It is a tool for teaching and expanding literacy skills, from basic awareness of symbols and print to reading fluently with comprehension. It spurs discussion and student interest.

**Get Ready to Learn:** GRTL includes

specific routines that incorporate sound, breath work, yoga postures and deep relaxation techniques adapted for the specific challenges of various disabilities. The program is supervised by our therapists but is implemented by participating classroom teachers to provide a daily preparatory therapeutic program.

**Words Their Way:** is an approach to spelling and word knowledge that includes stages of development and instructional levels that are critical to the way students learn to read. Included in the WTW approach is a set of three inventories that assess student ability in key areas. These three inventories include the Primary Spelling Inventory, the Elementary Spelling Inventory, and the Upper Level Spelling Inventory.

**BrainPOP:** includes the use of multimedia instruction that significantly enhances student learning. BrainPOP uses animation, voice, characters, diagrams and more to motivate and engage learners in curricular topics. Content is mapped to Common Core, aligned to academic standards, and easily searchable with the online Standards Tool. BrainPOP is uniquely suited for our intervention program.

**Structured Teaching Strategy:** is a tool used by our teachers and staff to

organize student work and provide access to Content Curriculum. The "structure" consists of modifications in the environment, concrete and visual ways of presenting information, and proactive routines. It is individually designed around each student's strengths, skill, interests and needs. The goal of structured teaching is to promote independence and meaning through structure.

**PCI Education/Grammar Series:** incorporates essential grammar skills in three leveled binders. The program offers a variety of activities in order to help students fully master each skill. Also included is a parent letter that explains the unit students will be studying and offers suggested home activities that will reinforce the skill.

**Remedial Comprehension Skill Cards:** provide practice for the following 6 key comprehension skills Facts, Sequence, Main Idea, Context, Conclusion, and making inferences. This academic intervention service is provided during the school day using one-on-one and small group instructional models.

**Project-Based Learning:** is an instructional approach built upon authentic learning activities that engage student interest and motivation. These

	<p>activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Skills taught include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.</p> <p><b>Flocabulary:</b> combines hip-hop music and curricular materials to teach academic content in grades K-12. The catch phrase in these songs makes it easy for students to learn content in an interesting manner while fostering a love for learning. Academic programs can be both rigorous and engaging for students at all levels. This program has proven to increase motivation and academic achievement among students.</p>		
<p><b>Mathematics</b></p>	<p><b>Math Navigator:</b> is a highly flexible intervention program that repairs misconceptions and fills critical gaps in students' understanding. The program is aligned with Common Core State Standards and builds conceptual understanding and problem solving skills. This program supports our English learners and students within our inclusion classes. This academic intervention service is provided during the school day using one-on-one and small group instructional models.</p> <p><b>PCI Solving Word Problems with Pictures:</b> gives students a strategy for</p>	<p>Small group instruction and one to one tutoring</p>	<p>During the school day</p>

solving word problems. The problems are presented in high-interests, "real-life" stories. Stories are written at a low reading level to accommodate beginning and struggling readers and are appropriate for students of all ages. A unique aspect of this program is the requirement that students visualize and draw a picture to represent the problem. When students understand what a word problem is about, they can plan an appropriate way to solve it.

**Get Ready to Learn:** See definition above.

**BrainPOP:** See definition above.

**Impact Math and Everyday Math:** offers frequent mathematical practice for our students' intervention. This practice is necessary to attain strong mental arithmetic skills and reflexes.

**Structured Teaching Strategy:** See definition above.

**Equals:** is a Pre K-12 curriculum that provides mathematics instruction for educators who work with students in special education or in alternative education programs. It encompasses pre-readiness math skills (attending,

	<p>cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). The curriculum provides a multi-sensory structure to math with three levels of instructional strategies dedicated to each lesson.</p> <p><b>Study Island:</b> is a Common Core Benchmarking Program that gives teachers a snapshot of student proficiencies in relation to the Common Core State Standards in math. At any time, teachers can assess student progress and pinpoint areas in which students are excelling or need extra practice.</p>		
<p><b>Science</b></p>	<p><b>News-2-You:</b> see definition above.</p> <p><b>BrainPOP:</b> see definition above.</p> <p><b>Project-Based Learning:</b> see definition above.</p> <p><b>Structured Teaching Strategy:</b> see definition above.</p> <p><b>Flocabulary:</b> see definition above</p>	<p>Small group instruction and one to one tutoring</p>	<p>During the school day</p>
<p><b>Social Studies</b></p>	<p><b>News-2-You:</b> see definition above.</p>	<p>Small group instruction and one to one tutoring</p>	<p>During the school day</p>

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

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**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**

N/A

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Staten Island</b>	School Number <b>721</b>
School Name <b>The Richard H. Hungerford School (P721R)</b>		

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

Principal <b>Dr. Mary McNerney</b>	Assistant Principal <b>Mike Pepe</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nancy Morales</b>	Guidance Counselor
Teacher/Subject Area <b>Rosaria Cangelosi, ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Janet Manolakas</b>
Related Service Provider <b>type here</b>	Other <b>Sherma Williams</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>399</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>9.02%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	36
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	21

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										0
Dual Language										0
ESL	6	0	0	9			21			36
Total	6	0	0	9	0	0	21	0	0	36

Number of ELLs who have an alternate placement paraprofessional:

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

\*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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							1	2	2	2	5	2	7	21
Chinese										2	1		1	4
Russian														0
Bengali														0
Urdu								1						1
Arabic													1	1
Haitian														0
French													2	2
Korean														0
Punjabi														0
Polish												1		1
Albanian													3	3
Other										1		2		3
<b>TOTAL</b>	0	0	0	0	0	0	1	3	2	5	6	5	14	36

## 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)							1	3	2	5	6	5	14	36

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
Advanced (A)														0
Total	0	0	0	0	0	0	1	3	2	5	6	5	14	36

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
4					0
5					0
6					0
7					0
8			1	18	19
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8					1		16		17
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8							11		11
NYSAA Bilingual (SWD)									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				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.

721R has 36 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Brigance, ELA NYSA, ABLLS-R, teacher-generated assessments and observations).

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYEESLAT) and grades?  
All of the students served in either ESL only or Bilingual/alternate placement fall into patterns and proficiency- level descriptions that are similar. For instance, in the area of Listening students can recognize only a very limited numbers of common words and phrases. Students are also limited in their ability to decode words and interpret sound – symbol relationships in English while Reading. When Speaking students demonstrate little or no functional communicative ability in English and with the exception of four students, all students have few or no practical Writing skills in English. It must be noted that the majority of the ELLs in our program are non-verbal due to their disability and not due to issues of second language acquisition. In addition, in general, all of our ELL students' cognitive and language disabilities significantly impact their ability to listen, speak, read, and write. Therefore, caution should be exercised when attempting to interpret their proficiency levels based on the NYEESLAT.
3. How will patterns across NYEESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
When considering the four preceding areas, strengths for all of the students appear to be in the listening and visual perception-area. These strengths are varied in degree and help formulate the particular functional groups being addressed in ESL class. These particular strengths are evident in students' reactions and responses during teacher assessment of student progress at the end of each lesson. This is also obvious when the Words and Concepts software program is used. This program introduces a core vocabulary. Nouns are represented by colorful pictures and a friendly voice guides and motivates. The same pictures are used over and over with cuing and instructional information gradually fading. There is evidence (data program result) that this listening program uses students' strengths to heighten their English vocabulary. Non-ELL students attending 721R have a wide range of abilities dependent upon their classification. However, many students are similar to ELLs in their ability to decode words and interpret sound-symbol relationship. The particular techniques associated with Words and Concepts are also useful for the non-ELL population.
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?

Students did not take native language tests or periodic ELL 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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher meets with the classroom teachers once a week during preps, every other week, to plan instruction, create materials, and discuss strategies. Through collaboration, we explore options and find solutions for meeting the needs of ELLs by addressing the wide range of cognitive and communication delays, emotional needs, and behavioral challenges with the proper adaptations and modifications.
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?Does not apply
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ESL program based upon student progress and achievement.

## 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](#).)  
Students are identified English Language Learner (ELLs) in accordance with the New York State LEP-Indentification Process as per CR Part 154. At the school level, there are several parts of the intake and identification process. Every parent completes the Home Language Indentification Survey (HLIS). We ask what language is spoken at home other than English. If the student only speaks English, the teacher stops the LEP Identification Process and a notation is made. The notation indicates that the student only speaks English and "NO" is entered on the OTELE code. When students are admitted, an informal oral interview in English and when necessary in the native language is conducted for each student whose HLQ and other background information indicate that he or she may be LEP/ELL. The informal interview gives a preliminary assessment of a student's understanding of, and ability to speak the English language. The informal interview is conducted by ESL Teachers including Nancy Morales and Sara Cangelosi or qualified pedagogue. If the student speaks another language, the teacher administers the LAB-R to determine eligibility.

The Spanish LAB assessment is administered to Spanish-speaking students, who do not pass the LAB-R. The assessment is administered once a year. The ESL teachers responsible for administering the LAB-R are Nancy Morales and Rosaria Cangelosi. Students whose native language is Spanish and who do not test out on the LAB-R are administered the Spanish LAB. We make an attempt to administer during the same time period as the LAB-R. If the LAB-R indicates that the student is not proficient in English, the parents are invited to a meeting to discuss the English Language Learner (ELL) program options for their child.

In order to inform parents of the ESL program for a newly enrolled ELL student, we send an Entitlement Letter in the child's

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

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.  
Parents are informed about the ESL Program and the three program choices in the following manner. The Entitlement Letter in the child's home language is provided. The parent is informed of the service to which their child is entitled. This is done in a timely manner, no later than ten school days from the child's date of admission. Within the Entitlement Letter, parents are invited to attend a Parent Orientation session. The session affords parents the opportunity to receive an explanation about the ESL program as well as ask questions. Consideration is provided to parents by scheduling the orientation in the early afternoon and evening. Working parents are provided alternatives in participating in these sessions.
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 [\[see tool kit\]](#).)  
At P721R parents are asked about their comfort level with English. When we determine that the parent prefers notices in home language we make plans accordingly. Entitlement letters in the native language are sent home with newly eligible students describing the Freestanding ESL program at P721R. The letters are sent within a week of LAB-R administration. Copies of these letters are secured in the record room at each of our school sites. We use DOE Office of Translation Services to provide translation in the home language. We also have available an interpreter for oral language for deaf parents. We contact the Office of Translation to translate all school notices, newsletters, and interview forms, when we have no one in our school building that can provide translations. The Entitlement Letter, Parent Survey and Program Selection Forms are mailed to the student's home accompanied with a cover letter from the ESL Teacher Rosaria Cangelosi and Nancy Morales. The cover letter requires parents to sign and return the specific forms in a timely manner (ten days). In the event that the Parent Survey and Program Selection Forms are not returned to the school, follow up is conducted with the parents.
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.  
The informal interview gives a preliminary assessment of a student's understanding of and ability to speak the English language. The LAB-R is administered to determine eligibility. We offer parents an invitation to participate in one-on-one conferences if they are unable to attend the scheduled orientation. Parents are afforded an opportunity to revisit the parent option. These parent sessions, both formal and informal, are always conducted by the ESL Teacher and Parent Coordinator, with on site translators, if needed.
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.  
Every spring our ELLs take the New York State English as a Second Achievement Test (NYSESLAT) and the school make sure that all four tests (Listening, speaking, reading and writing) are administered to the all ELLs (i.e., to ELLs in ESL classes, ELLs with alternate placement paraprofessionals and to those ELLs that are served as per their IEP). To ensure all ELLs receive the New York State English as a Second Language Achievement Test (NYSESLAT) the school utilizes various ATS reports (i.e., RLER, RLAT, RPEX, REXH, RMNR). Our ESL teachers Nancy Morales and Rosaria Cangelosi administer the New York State English as a Second Language Assessment Test (NYSESLAT) to all of our ELLs.
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.   
At P721R the trend in past years has been the selection of monolingual classroom instruction with freestanding ESL support services.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The Hungerford School is a special education school providing a specialized instructional environment for students classified with cognitive disabilities and/or Autism between the ages of 10-21 years. The aim of instruction is to increase students' level of academic achievement, social ability and independent functioning. The demographics of P721R are as follows: 382 students attend 721R. The ESL program at the Hungerford School delivers English instruction to qualifying students using two different models: Push-In and Pull-Out. Of the 36 ELLs in our program, fourteen are mandated for bilingual instructional services (BIS) and 21 are mandated for ESL only. All fourteen BIS-mandated students have alternate placement bilingual (Albanian, Arabic, Chinese, Mandarine, French, Fulani, Spanish, Bengali, Polish, Urdu, and Hindu) paraprofessionals assigned to them. Our LAP policy takes into account and addresses the students' levels of native language proficiency by providing them with alternate placement paraprofessionals who provide native-language support and cross-cultural connections for students, under the direction and guidance of the ESL and classroom teachers.

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

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

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)?

ELLs at P721R are at the beginning level of English language proficiency. Students in grade 6, 7 and 8 are entitled to 360 units of ESL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ESL instruction in as much as this is possible. Our ELL students have a variety of disabilities such as autism, cognitive disabilities, emotional disabilities and sensory and physical disabilities. They are instructed in 12:1:1, 12:1:4, and 6:1:1 ratios as determined by their IEP.

To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day. One ESL teacher is a fluent Spanish speaker, able to provide native language assistance to 19 out of the 36 ELLs in our school.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For ELLs at P721R content area is provided as follows: Our ESL teachers are continuing to infuse ESL instruction with content

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day. One ESL teacher is a fluent Spanish speaker, able to provide native language assistance to 19 out of the 36 ELLs in our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The English as a Second Language (ESL) program of the Hungerford School provides students with the language skills they need to participate successfully in their regular classes. To meet this goal, ESL instruction addresses the ESL and New York State Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her academic setting. In response to state citation P721R provides ESL services to all ELLS students as per their IEP.
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).

We have no SIFE students. However, if SIFE students present at P721 we plan to review their records to determine eligibility for testing. We also plan to group the students appropriately to effectively address their language needs.

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

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

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

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

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

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

Students who no longer require Bilingual or ESL services according to IEP will be supported for one year with ESL services.

At this time, we have no SIFE students. If and when we do, we will provide the same type of program that is being offered to our ELLs. In addition, we will add small group instruction and assign each student a buddy to assist during the day.

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?

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

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

\*Mayer Johnson Symbols

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

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

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

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

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

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

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

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

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?

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

Multi-sensory/Multicultural ESL materials are infused throughout all aspects of instructions. These materials may include texts such as Visions, Thompson Corporation, which help students develop their English skills. The Content Connection is also used in classroom instruction along with Harcourt Brace's Picture Dictionary. In addition, academic language skills are supported through instruction that is presented via thematic units (e.g., Units of Study, Learning Experiences), using age-appropriate realia, manipulatives, photographs, symbols, and other visual aides, Smart Board, multimedia and other technologies integrated into lessons and instruction, and hands-on activities. Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 36 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.

In addition, all ELLs are invited to participate in the schools supplemental Saturday and Sunday Title III program. For the 2013-2014 school year new programs that we continue to implement are Unique Learning Curriculum, Achieve 3000, and Rosetta Stone. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase communication, socialization and language skills. According to Champions of Change: The Impact of the Arts on Learning (1999), seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

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

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

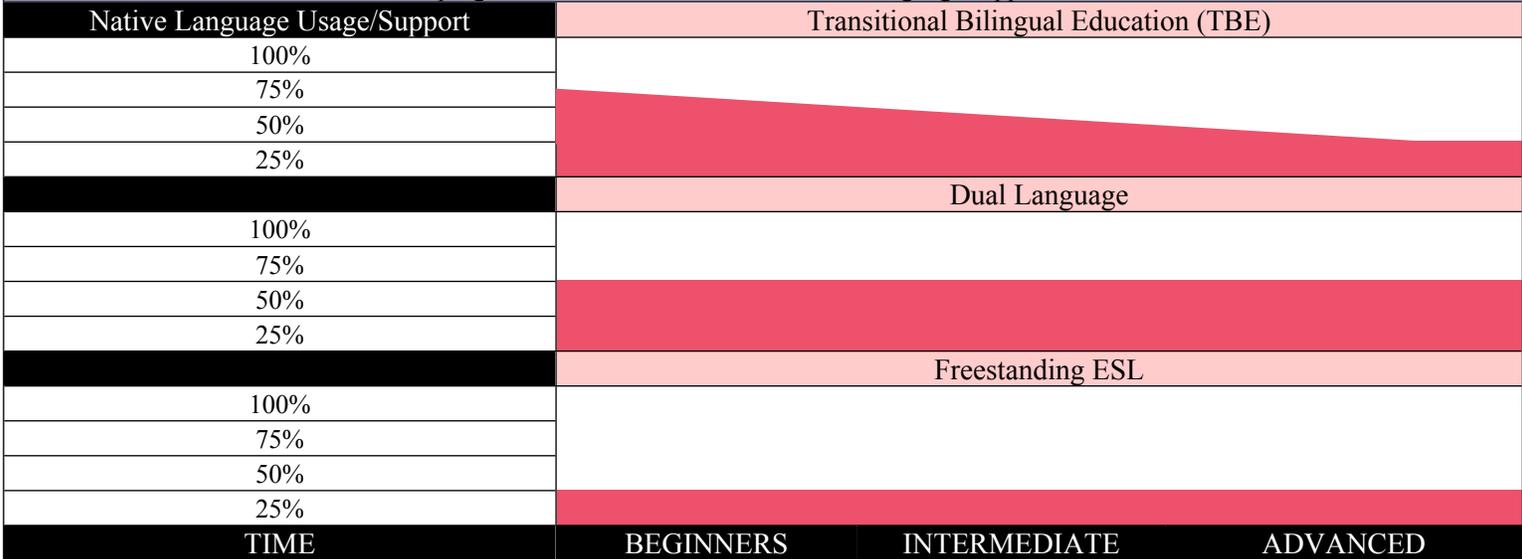
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

\* AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable. To effectively teach students the teacher provides structure, i.e., set up the classroom so that students understand where to be, what to do, and how to do it, all as independently as possible. TEACCH provides clinical services such as diagnostic evaluations; parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment. \*Paraprofessionals work on specific, focused skills during small group instruction, utilizing strategies which may include Activating Prior Knowledge, Computer Assisted Instruction, Cooperative/Collaborative Learning, Developing Critical Thinking Skills, Arts Integration, Flexible Skill Groups, Small Group Instruction, Functional Skill Development, flexible Skill Groups, Thinking Maps, Hands-On Science Instruction, Modification of Text and Curriculum, Small Group Instruction, Use of Visuals and Guided reading.

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

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

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

To meet the needs of our ELLs in both content and language development teachers are encouraged to differentiate instruction as a result of divergent levels of performance. Teachers also emphasize the Individualized Educational Plan (IEP) and individual goals and objectives. To differentiate instruction, ESL teachers use graphic organizers, maps, diagrams or charts to display students comprehension of concepts covered. ESL strategies such as: Total Physical Response Approach (TPR), Language Experience Approach, and Cooperative Learning are also used.

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

P721 does not currently have a new program for this school year.

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

P721 does not plan to discontinue any programs this school year.

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

To provide equal access, all ELLs are invited to participate in the school's supplemental Saturday and Sunday Title III program. For the 2013-2014 school year new programs that we continue to implement are Unique Learning Curriculum, Achieve 3000, and Rosetta Stone. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase communication, socialization and language skills. According to Champions of Change: The Impact of the Arts on Learning (1999), seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

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

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

We use computers for multimedia projects, accessing information, word processing, publishing, reading and drills. Computer programs have also proven to be valuable resources for introducing or reinforcing content area concepts and augmenting English language skills. Books and materials in the classrooms are adapted, age appropriate, reflect the heritage culture of students and are multisensory and bilingual. We continue to provide technology (i.e., Smart Board, AAC devices, Rosetta Stone Software,).

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

Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 14 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.

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

All activities, including afterschool programs, are accessible to ELL students. Support and related services are provided according to IEP mandate.

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.

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

18. What language electives are offered to ELLs?

Does not apply.

19. For schools with dual language programs:

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

Does not apply.

### **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.

During the 2013-2014 school year, P721R'S professional development plan will include issues pertaining to the education of ELLs such as: (September, October and November) SESIS, Lakeshore Assessment, Unique Curriculum; (November) the NYS ESL Standards, Common Core Curriculum, Achieve 3000, and the teaching of ESL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ESL instruction, and the adaptation of ESL materials for the education of ELLs with severe disabilities.

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

To assist students in their transition from middle to high school, related service providers, classroom teachers, cluster teachers and paraprofessionals are present to introduce students to their expectant schools and classes. Staff members from both schools are trained in assisting students in making smooth transitions. This transition is also supported through the use of social stories, Mayer Johnson symbols, and visual schedules.

All non-ELL teachers are required to receive 7.5 hours of ELL training. Any teacher who has not completed the required number of hours will participate in Jose P. training as offered by the District 75 Office of ELLs. This training will address the specific needs of ELLs as well as methodologies and strategies that have shown to be effective in meeting those needs. Copies of these certificates are secured in the record room at our school.

## 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?

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

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

P721R does not specifically pair the parents of ELL's with Community Based Organizations.

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

Paste response to questions here:

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: P721R****School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary McInerney	Principal		8/12/13
Mike Pepe	Assistant Principal		8/12/13
Janet Manolakos	Parent Coordinator		8/12/13
Nancy Morales	ESL Teacher		8/12/13
Fred Surrey	Parent		8/12/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mary Conolly	Guidance Counselor		8/12/13
	Network Leader		1/1/01
Rosaria Cangelosi	Other <u>ESL Teacher</u>		8/12/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

**DBN:** 75R721      **School Name:** The Richard Hungerford School

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

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

**Part A: Needs Assessment Findings**

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

When students are admitted, we interview parents, if they come in for intake. We ask what language is spoken at home. If they do not come in we refer to child's IEP and home language survey to determine the language. We then ask parents about their comfort level with English. When we assess that the parent prefers notices in home language we make plans accordingly. At this time we serve students whose home languages are Arabic, Urdu, Spanish, French, Chinese, Polish, Albanian, Fulani, Hindu and Cantonese. We use DOE Office of Translation Services to provide translation in the home language. It is also important to realize that we have deaf parents who need an interpreter for oral language.

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

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

We have 22 Spanish families, 2 Chinese families, 3 Arabic families, 2 French families, 2 Albanian families, 1 Polish family, 1 Fulani family, 1 Cantonese family, 1 Hindu family and 1 Urdu family. Other families mentioned above are all English speaking. All fliers and newsletters are posted in required languages at the main site.

## Part B: Strategies and Activities

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

Our Parent Coordinator turns to the Office of Translation Services for translation of our monthly newsletters. Our newsletter goes directly to the Office of Translation for all languages. For flyers, and PTA Conference Notices, our parent coordinator first goes to our in-house staff for translation. If our staff cannot translate the documents, then the Parent Coordinator sends the document to the Office of Translation. A Bill of Rights is sent to all ELL parents in their native language and is posted at all our sites. We have signage forms at the main site. 2013-2014 City-wide expectations and Common Core Learning Standards are available in all languages, and "Snow Emergency" notices are sent to all families in native languages and are posted at main site.

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

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

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

Our school will fulfill section VII of Chancellor's Regulations A-663 by posting at the main door and by the security desk a sign in each of the eight covered languages detailing where the main office is and how to obtain notification of their rights regarding timely translation and interpretation services. Parents will be informed monthly through the school newspaper about the service available. It will also be sent in home languages, when we ascertain the language. The school newspaper is mailed each month to the parents' home. Our Parent Coordinator turns to the Office of Translation Services for translation of our monthly newsletters. Our newsletter goes directly to the Office of Translation for all languages. For flyers, and PTA Conference Notices, our parent coordinator first goes to our in-house staff for translation. If our staff cannot translate the documents, then the Parent Coordinator sends the document to the Office of Translation. A Bill of Rights is sent to all ELL parents in their native language and is posted at all our sites. We have signage forms at the main site. 2013-2014 Citywide expectation and Common Core Learning Standards materials are available in all languages. The school uses official translated DOE documents when provided. We use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings, etc. We use the DOE Office of Translation Services to provide us with the needed written translations.