



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

75K721

School Name:

ROY CAMPANELLA, BROOKLYN OCCUPATIONAL TRAINING CENTER

Principal:

BARBARA TREMBLAY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-2 and HS aged AA Students School Number (DBN): 75K721
School Type: District 75 Grades Served: K-12+
School Address: 64 Ave X Brooklyn NY 11223
Phone Number: 718-996-8199 Fax: 718-499-2176
School Contact Person: Barbara Tremblay Email Address: btrembl@schools.nyc.gov
Principal: Barbara Tremblay
UFT Chapter Leader: Richard Johnston
Parents' Association President: Eileen Santana
SLT Chairperson: Barbara Tremblay
Student Representative(s): Meir Weiss

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Ave Manhattan NY 10010
Superintendent's Email Address: Ghecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: (212) 802-1678

Cluster and Network Information

Cluster Number: D75 Cluster Leader: Tillman Roberto
Network Number: 755 Network Leader: Ketler Louissaint

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara Tremblay	*Principal or Designee	
Richard Johnston	*UFT Chapter Leader or Designee	
Eileen Santana	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Meir Weiss	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Spadaro	Parent Member	
Ms. Dantlzer	Parent Member	
Ms. Gonzalez	Parent Member	
Barbara Amedure	UFT Member	
Mary Christopher	UFT Member	
Debbie Baez	UFT Member	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P 721K is a District 75 program that services special education students in grades K-12. Our total student population is 518 students in 13 locations throughout Brooklyn. All students have Individual Educational Plans (IEPs) and are entitled to a 12-month school year. Our largest populations of students are between the ages of 14-21 years old. Our school services students in the following management needs, 12.1.1, 6.1.1, 8.1.1, 8.1, 12.1.4.

Instructional expectations at P721K are defined by having high expectations for all students and challenging each student to achieve his/her highest potential towards reaching independence. Teachers provide the support needed to achieve these goals using a curriculum that is standards-based, aligned to the Common Core Learning Standards (CCLS), Career Development and Occupational Studies all supported by Universal Design for Learning. Teachers are provided with uniform curricula that are implemented throughout our school. Instruction at our school is closely associated with relevance and respect for students' needs, abilities, and possible higher learning outcomes. We strive to use multiple methods of data assessment to propel student achievement and the development of their present levels of performance (PLOP). Students are encouraged to be as independent as possible, and are given the necessary supports when needed. The lessons are designed by teachers, with individual learning styles and student needs in mind. Hands-on practices and real life experiences are the foundations of our instruction. We believe that students learn best when exposed to their community and are able to explore and experience what is being taught. Our summative assessment tools, curriculum, and formative assessments have been aligned to give teachers the tools necessary to provide rigorous instruction within a "real life" environment for students, based on each student's IEP and addressing the Citywide Instructional Expectations (CIE).

All teachers are expected to document student progress via ongoing appropriate data collection. This includes, but is not limited to, Student Annual Needs Determination Inventory (SANDI), Unique Learning Systems, Attainment, IEP data collection, teacher-made assessments, NYSAA, videos and photos. We believe that our classrooms should reflect student-driven instruction that emphasizes student choice, increased communication and social skills, and access to pertinent curriculum while focusing on transition skills, which will ensure that our students have a solid groundwork for their futures.

We believe that our classrooms should reflect student-driven instruction that emphasize student choice, increased communication and social skills, and access of pertinent curriculum that develop the students' transition and life skills. We firmly believe that providing diverse functional classroom opportunities will ensure that our students have a solid groundwork for their future.

Quads or Teams of teachers will be formed to place students in different Quads/Teams to address the factors of age-grouping, planning of corresponding rigorous academic activities (see Quad Story document) and utilization of Curricula that are available for students with special needs (Unique, Attainment, and Equals)

We plan to use the SANDI data on Teacher's Usage that identifies the flagged IEP goals of each student in each class for the core subjects (Math, Reading, Writing, and Communication). We also plan to utilize the

Standards Report from SANDI to identify the level of each student in Math, Reading, Writing, and Communication and to use the information for planning rigorous classroom instruction, student grouping during instruction, and generating academic and transitional tasks that meets the needs of each students.

We plan to form teams of teachers to analyze curricula (Attainment, Equals, Unique) and resources (IEP Pal, GRTL, Internship sites) that are available for this school year. This team of teachers will meet to study how the curricula and resources could effectively and efficiently address the needs of the students in the areas of Math, Reading, Writing, Communication, and as a pilot initiative in the area of Vocational skills. A team of worksite/internship teachers will also be formed to conduct self-audit of SSP13 and to meet regularly to look at addressing the needs of students that are in the worksite or internship setting.

Sources of data:

- Instructional Focus: Where Are You Going? IEP goals are aligned to “Where Are You Going?”
- School Leader Team
- Mentoring Program
- Advance Teacher Team
- Training with Advance Talent Coach (Ms. Lenika Vane)
- Paraprofessional PD Teams and inclusion in Class Team meetings
- Increase Measure of Teaching Practices and collect data from supervisor’s Initial Planning Conference documents
- Increase in students social/emotional well-being as evidence by SWIS and changes in BIP
- Monitoring of student progress – monthly use of Pre- and Post-test using Unique
- Utilize of Survey monkey to gain objective feedback from staff in PDs and activities that will participate in
- Use of 3-2-1 Reflection Document in PDs and Instructional support plans

Integration of Technology in communicating with parents, and staff through the creation of P721K weebly page, Phone Messenger, School Calendar, etc.

PROMISE - Promoting the Readiness of Minors in Supplemental Security Income

NYS PROMISE is a research project for families in certain areas of New York State with 14-16 year old teens who receive Supplemental Social Security Income (SSI). Our goal is to explore the best ways to help kids who have disabilities and are on SSI transition from high school to successful adult lives (<http://www.nyspromise.org/>)

Data Sources:

- ✓ Unique Learning
- ✓ IEP
- ✓ Least Restrictive Movement
- ✓ SANDI
- ✓ Learning Environment Survey SY 2013-14
- ✓ School Leadership Team PASS
- ✓ Teacher teams
- ✓ Student Learning Portfolios
- ✓ NYSAA
- ✓ GRTL
- ✓ SSP-13
- ✓ Advance Teacher Ratings: MOSL and MOTP
- ✓ Instructional and Professional Development Surveys

Unique to our school and highlights:

- ✓ Weebly
- ✓ SANDI Week-Fall and Spring
- ✓ Expansion of vocational opportunities for all students: Project Search
- ✓ Universal Design for Learning
- ✓ Numerous partnerships with community based organizations
- ✓ Individual class schedule that include blocks for GRTL, Common planning, Man Up and Shades of Beauty, and Quad Specific initiatives
- ✓ Person Centered Planning: Case Management Pilots
- ✓ Class of One

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order to ensure our students are receiving rigorous instruction that will lead to career and post 21 options there was a need for a more defined curriculum plan. Our school though the percentage of parents, teachers and students agree that our school provides a variety of courses. We know that if there is greater alignment between assessment and instructional *tasks* there is a greater impact on student achievement

Our school wants to ensure that our students, regardless of their disabilities, receive rigorous instruction that includes vocational and career preparation. The extensions inserted into our curriculum will help them become contributing members of their community. We continue to make sure that our students receive a sound academic preparation that affords them the necessary foundations to build upon.

NYSAA, SLP, SANDI, IEP and LES data

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in academically based classes will improve common core connected ELA and Mathematics skills by 10% **over assessed skill level** as evidenced by an aligned summative assessment (SANDI/Performance Series).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
P721K has two math cluster teachers that support specific quads. Quads that are not supported by a math cluster the responsibility for instruction primarily lies with the classroom teacher.	Quads 1,9 math cluster Quads 2, 3, 5, 6, 7,8 classroom teachers	8/2014 - 6/2015	Administration

P721K using the Equals Curriculum for math at two levels. Professional development for teachers on the curricula is ongoing.	Math Clusters Classroom Teachers	8/2014 - ongoing	Ablenet, Professional Learning Communities
Sandwiched between initial and final SANDI assessment will be a monthly summative assessment designed to measure progress and to guide student achievement. SANDI School Leveling Assessment data in IEP goal development	Students	October 2014 – May 2015	SANDI Team, Quads and Instructional Coaches
The Teaching Teams will meet to discuss and develop activities and lesson plans that meet the individual needs of their students. These plans will be shared by the entire team including related service providers and coverage teachers in other subject areas so to insure that reading; writing and math skill instruction is addressed in all lessons in school. Setting up GPS monthly benchmark curriculum data	All instructional staff	SY 2014- 2015	See Professional Learning Schedule

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teaching staff including classroom and math cluster teachers, and paraprofessionals. Related Services providers including Occupational and Physical therapists and Speech therapists. Instructional Coaches, Assistant Principals and supported by Ablenet via in-person or webinars.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
GPS review ---11/2014 SANDI baseline data 10/2014 IEP Goal Alignment –ongoing with monthly review SANDI/FAST SANDI Data Analysis May 2015				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

While reviewing various growth data points for our students; though progress is noted we continue to provide learning opportunities for self-advocacy skills. The level of a student’s ability to respond when spoken to or by any authority figure is important at all ages. Our students participate in a great deal of community based instructional, part-time or full time work experiences. They need to work towards their full potential to communicate their wants and needs. Our larger task is to ensure they have the skill set to respond in times of distress and how to get themselves to a safe environment.

This year, as in the past three years, we continue to foster independence in our students. In doing so, we recognize that empowering them with the ability to self-advocate is crucial. Their ability to interact with their environment and to function appropriately is instrumental to their successful integration in their communities. As many of our students are engaged in vocational training, volunteerism and even job shadowing, it is incumbent upon the school to ensure that they acquire the skills that will allow them to advocate for their rights and communicate their wants and needs in an appropriate fashion. The goal that follows will help them achieve that milestone.

Learning Environment Survey Results, Prior Quality Review, SLT PASS review data

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will increase their self-advocacy skills by 10% over baseline as seen by CAASS, SWIS, OORS and related service data along with attendance and SANDI communication Data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Baseline review of our students including ELL’s looking SANDI communication data, alignment if the students is receiving a crisis paraprofessional, following the code of conduct, current data	Students with crisis management	9/2014 and ongoing as	Dean and IEP coordinator Dean

based on SWIS and OORS.	paraprofessionals and BIP's.	our enrollment is ongoing	
School Year calendar view of student IEP meetings. Weekly Crisis Paraprofessionals data analysis Monthly SWIS and OORS review (sharing with the parents the data that has been seen as stated in the individual students BIP.			
Review students work samples and progress towards IEP communication goals. monthly at class meetings aligned to report cards November, March, June Parent Teacher Conferences November and March			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School Safety Agents (Provided by Division of School Safety)
- The following roles are provided through school budgetary decisions based on our school's need.
- Parents
- IEP coordinator – SBO vote for 100% position
- SBST
- Dean
- Paraprofessionals
- guidance counselors
- Teacher
- Related Service Provider
- Administration

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

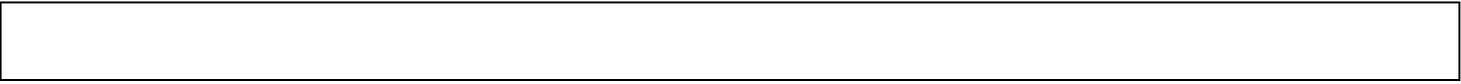
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Review of data from 9/2014 -1/31/2015

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Quad system has evolved over the past 2 years. Teachers, paras and related service staff collaborate to address the needs of students. As a community, we care and advocate for the welfare of each and every student. We have endorsed the adage “It takes a village” to remind us that we are all involved. At 721K, there is a sense of mutual responsibility for students’ growth and progress. We all know that we are charged by the federal government to provide fair and appropriate education for all children; we therefore continue to ensure that they leave our school upon their graduation with a level of proficiency that will enable them to meet the challenges of their adulthood. Our school believes that each person is instrumental to the success of each child. As the LES survey indicated, as a school community, 721K budget and allocates time for teachers to collaborate and partner to address the various needs of our student body.

Learning Environment Survey Results, Prior Quality Review, SLT PASS review data

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 20 % of teachers will participate in inter-visitation, in order to support growth in instructional practices that impact on the students’ placements and well developed transitional IEP’ as seen through SSP13 reviews.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Quad, classroom meeting	All teachers	9/2014	Assistant Principals
Development of school based teams; curriculum, teacher practice and assessment	All teachers	9/2014	Administration and Key team leader
Development of new teachers and staff	New teacher New staff	9/2014	Mentors

Monthly review of participation in professional development, inter-visitation and/or turn-key knowledge to colleagues			Assistant principals, key team leaders
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- IEP coordinator – SBO vote for 100% position
- SBST
- Dean
- Paraprofessionals
- guidance counselors
- Teacher
- Related Service Provider
- Administration

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Review of data from 9/2014 -1/31/2015

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As stated in our last Quality Review, the two areas of improvement we needed to focus on are: higher order thinking, questioning and discussion techniques and keeping data for monitoring progress. Our school feels strongly that the Framework for Teaching is a tool that improves teacher practices and with the final outcome being greater student achievement. Our school has chosen to focus on Domains 2 and 3. Our goal is that our teachers will be better prepared to deliver quality instruction that will continue to make a difference in our students’ educational experience.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a 10% increase in Measured of Teacher Practices within Domain 2 and 3 will be evident by Advance data and evident by levels 3 and 4 in NYSAA for ELA and Math.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Adherence to Advance timeline	All staff	9/2014 – 6/30/2015	Principal
Professional Development to support teacher practice	All Staff	9/2014 – 6/30/2015	Principal, AP, Instructional Mentors
Review of Advance data		Monthly	Administration
NYSAA collegial review		Oct - Feb	NYSAA Team and AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Mentor Teachers
Common planning schedules
Professional Development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Review of data from 9/2014 -1/31/2015

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

P721K plans to fully participate in identifying students who meet the criteria and to recruit 20-25 students along with their families to participate in the Promise Grant. We plan to assign school staff that will ensure delivery of services identified in this research study. Our goal is to serve as a bridge between the students (and their families) and the researchers. We also hope to ensure proper delivery of transitional services intended for the specific groups in the experimental research design. Current enrollment data are >160 students, 41 fully identified as receiving SSI, 25 are our start population.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have 10 students and families enrolled and receiving services through the PROMISE grant.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Identify PROMISE team	Staff	9/2015-11/2015	Principal
Plan and conduct parent events	Parents	12/2015 -	PROMISE Team
Attended professional development sessions at district and state levels, in-person or online.	staff	On-going	PROMISE Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principal, Case Manager, Parent Coordinator and support staff for translation.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Review of data from 9/2014 -1/31/2015

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Review of student’s ELA IEP goals and progress notes	Unique Learning System the Unique Learning System addresses reading comprehension, vocabulary and fluency. Small group instruction is designed to address learning strategies for ELL students. The program develops basic literacy skills through a text complexities. It is delivered during the school day, individually and in small group settings.	Small group instruction Pull-out one-to-one instruction provided students who need intensive interventions.	Delivered daily during the literacy courses. Delivered daily during scheduled time. ELL students are offered the opportunity to participate in our title III afterschool program.
Mathematics	Review of student’s Mathematics IEP goals and progress notes	Equals math is our curriculum that is aligned to the CCLS. Thematic assessments are reviewed on standard intervals. This is a school-wide curriculum on three levels. Mathematics lesson plans define three levels of differentiated tasks identified by our summative assessment to address all students.	Small group instruction	Delivered daily during math courses

Science	Review of student's academic IEP goals and progress notes	Monthly Instructional thematic unit is based on school-wide curriculum map aligned to the CCLS. Science/STEM lesson plans are differentiated according to our summative assessment to address all students.	Small group instruction	Delivered during science/STEM classes
Social Studies	Review of student's academic IEP goals and progress notes	Monthly instructional thematic units and our Unique Learning Systems curriculum.	Small group instruction	Delivered throughout the school day in course work classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors are aligned to Quads and meet weekly to discuss teacher referrals for at-risk needs. Review of student's counseling IEP goals and progress notes.	Shades of Beauty and Man Up! groups meet weekly to discuss topics related to academic growth, attendance, punctuality, responsibility, self-determination, self-advocacy, life skills, positive self-esteem and relationships. Respect for All Counseling Sessions	Small group setting Large group setting Individual and Group setting	Delivered once a week during the regular school day. Delivered once a week during the regular school day. Delivered weekly during the scheduled day.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: P721K	DBN: 75K721
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P721K is a school for students ages 5 to 7 and 14.9 to 21 with moderate to profound disabilities in grades Kindergarten, 1st and 2nd and 8 through high school. Disabilities include intellectual disabilities, autism, multiple disabilities, speech impairment, and other health impairments. There are 490 students in our school organization, 156 are English Language Learner/Limited English Proficient (ELL/LEP) students (32% of our student population). We have 3 transitional bilingual education (TBE) (Spanish, Yiddish) classes and an ESL pull-out/push-in program at 721K. The remaining bilingual mandated students have alternate placement paraprofessionals who speak the students' native languages, and receive the services of a certified ESL teacher in class ratios of 12:1:4, 12:1:1, 6:1:1 and 8:1:1. The languages of the alternate placement paraprofessional are: Arabic, Cantonese, French, Haitian Creole, Hebrew, Mandarin, Turkish, Russian, Spanish, Urdu, and Yiddish. One hundred twenty-eight (128) of our current ELLs participated in the NYSESLAT 2014. Ten (10) students tested at the intermediate level and one (1) at the advanced level. Due to their cognitive disabilities, the remaining students tested at the beginning level of English Language proficiency, and many were graded invalid due to the students' limited verbal expression, and inability to take all four modalities of the exam. The 24 students who will be invited to participate in the Title III program have limited verbal expression and need practice in reading and writing, as well as in improving their listening and speaking skills, as is evident by their NYSESLAT scores and class work. This supplemental instructional program will assist them in improving their overall English proficiency/communication and writing skills.

Planned Instructional Practices:

Instruction for all ELLs at 721K is aligned to the NYS New Language Arts Progression (NLAP), NYS Common Core Learning Standards (CCLS) as well as the New York State Alternate Assessment (NYSAA). ELLs who are in our bilingual classes receive instruction that targets the NYS Home Language Arts Progression (HLAP). The two Bilingual Special Education Classes (Spanish, Yiddish) and three ESL teachers are NYS certified. Bilingual and ESL teachers address students' second language acquisition by providing students with instruction that is: differentiated, respects and supports students' learning styles, preferred mode of communication and culture. Teachers use effective ESL methodologies such as the Natural Approach, the Language Experience Approach and Total Physical Response (TPR), scaffold instruction, and fade cues and prompts, when appropriate, to encourage and reinforce students' independence and choice-making abilities. Teachers utilize cooperative learning techniques in order to facilitate communication between students and improve their use of language. iPad technology is an important aspect of the learning process in that it enables student who have difficulty in writing to express themselves, have their language in written form via iPad Apps in order to document the progress of their acquisition of the English Language.

Part B: Direct Instruction Supplemental Program Information

P721K Title III after school language instruction program for English Language Learners is a supplemental program that will begin in early January and run through the end of April 2015. This instructional program is titled "Healthy Lifestyles Across the World". It will be held bi-weekly on Tuesdays (13) and Thursdays (15) from 3:05pm-5:05pm for 14 weeks. The focus of this program is to support students' acquisition of listening, speaking, reading, and writing skills in English while integrating technology and an understanding of how different cultures live out healthy lifestyles through food and mode of exercise. Opportunities for students to use and improve listening, speaking, reading and writing in English are provided as students create stories, brochures, and postcards (using words, symbols, pictures, photographs, and computer-generated materials) through an experience of guided research and implementation by fitness routines and food identification and tasting. The Scope and Sequence of the program will be literacy based, focusing on writing about different cultures, identifying and tasting healthy food item from various cultures, application of fitness that is unique to the identified culture. It will be supported by combining the use of technology (Wii Game console and ipads), music, lyrics, and movement. Instruction during this program is in English using ESL methodologies and some native language support to reinforce reading and writing concepts and skills with the assistance of bilingual paraprofessionals. Students will engage in activities/tasks, using the computer writing lab, listening to music and lyrics, test prep and generating original work- brochures, songs, poems, skits that afford them opportunities to improve their functional communication skills in English.

The Title III program will consist of two classes of 12:1:1 grades 9-11. There will be four paraprofessionals; two of them are alternate placement paraprofessionals, whose languages are Urdu and Chinese, as well as English. The remaining two paraprofessionals are fluent in Spanish and English. Each class of ELL student will work with an ESL NYS certified teacher, building their listening, speaking, reading and writing skills in English by creating lyrics, scripts, props, signs, brochures, postcards, flyers etc. using the computer, ipad, digital cameras, graphic organizers, books and CDs. The curriculum will cover: identification of common cultures among peers, research on the healthy lifestyle of the cultures, healthy food items, and games/ exercises that are indigenous to the cultures. In addition, teachers will use materials from the Title III program to model the types of questions asked of students on the NYSESLAT (e.g., Telling a story from picture, pre-writing/writing). These activities enhance and support instruction provided during the school day by offering students opportunities to practice, reinforce, and generalize their English language skills while engaging in motivating activities that involve dance, music, art and technology. Tasks performed by students during this Title III afterschool instructional program will be aligned to the NYS CCLS, NYS-NLAP, NYSAA and the NYS Arts and Technology Standards. Scripts, brochures, lyrics, poems, props, posters and other materials that students create throughout the program will be used to create an informative video that the school community will benefit from. Additionally, this will be shown during the Best Practice Fair school-wide and/or district-wide.

This year we plan to purchase 8 i-pads, Nintendo wii console, i-pad apps, Wii fitness/exercise games, regular photo paper and Brainpop ESL.

Teacher-generated assessments, NYSAA ELA scores, and NYSESLAT 2014 scores will be used to identify students' progress along the language-learning continuum. Rubrics will be created by the teachers for all learning activities. Students will also complete a program evaluation at the end of the Title III program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers, Paraprofessionals and Administrator will participate in PD geared towards strategies and techniques to use in dealing with English Language Learners.

- Goal: To develop best practice strategies for working with students to achieve academic success in the Title III literacy based program.
- The following workshops will be conducted for 5 hours over a four week period (2 hours the first week, and one hour each subsequent week), commencing in early January and ending in early March.

A study group based on Competency 3d of the Danielson Frameworks for Teaching, will be conducted. The presenters for each workshop will create discussion questions which will be brainstormed with the participants in order to align it with Title III program. The study content will cover reading materials and other materials specific to the identified culture to be studied, healthy lifestyle and food , appropriate to the title III theme. Professional development sessions will be held on the second Wednesdays in January, February, and March after school.

1. Competency 3d of the Danielson Framework for Teaching- Duration 2 hours, 3:35-5:35pm, ESL Teachers, Administrators. When: Early January, before the start of the program. Facilitator: Lenika Vane
2. Healthy Food Choices - Duration: 1 hr. Facilitator: Eric DeGuzman When: January 3:35-4:35pm.
3. Identifying the "Think Aloud" strategies that work. Duration 1 hr. Facilitator: Michelle Salazar. When: February, 3:35-4:35pm
4. Incorporating Comprehension strategies for ELLs into instructional practices. Duration: 1 hr Facilitators: Lenika Vane When: March , 3:35-4:35pm.

Total Number of PD hours is 5.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs will receive a Title III notification letter by December 2014 (from the Administrators and Teachers) in their preferred languages. Parents will be invited to a Title III Parent Orientation workshop by the first week of January , ("Parents and School Coming Together"). At this time they will receive information about the Title III Program. The workshop will be facilitated by the Administrator, Parent Coordinator and bilingual paraprofessionals. This meeting will be held in early December during the school day at no cost to the Title III program. This meeting is scheduled for 2 hours during the school day.

Parents will also be invited to view the Best Practices Fair and participate in the end of the program culminating activity alongside their students. Parents will be provided with MetroCard to participate in the workshop session (Parents and School Coming Together) and the Best Practice Fair.

Expected number of 721K parent participants: 24

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$20132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>Supervisor (1), Teachers (2), Paraprofessionals (4) and Secretary (1) - Per Session</u> Subtotal: \$15,826.04	<u>Supervisor Instruction:</u> <u>13 Tues.x1.5 hrs x 52.84/hr = \$1,030.38</u> <u>15 Thurs.x1.5 hrsx52.84/hr = \$1,188.90</u> <u>Supervisor PD:</u> <u>1 x 5hrs x 52.84/hr = \$264.20</u> <u>Teacher Instruction:</u> <u>13 Tues. x 2 teachers x 2 hrs = 52 hrs.</u> <u>52 hrs. x 50.50 = \$2, 626</u> <u>15 Thurs. x 2 teachers x 2 hrs = 60 hrs</u> <u>60 hrs. x 50.50 = \$3, 030</u> <u>Teacher PD:</u> <u>2 Teachers x5hrsx50.50 = \$505.00</u> <u>Secretary:</u> <u>1 Secretary x3hrs.x31.12= \$93.36</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$20132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Paraprofessional Instruction:</u> <u>13 Tues. x 2 hours x 4 paras x 29.05 = \$3,021.20</u> <u>15 Thurs. x 2 hours x 4paras x 29.05 = \$3,486.00</u></p> <p><u>Paraprofessional PD:</u> <u>4 Para-Professionals x 5 hours x 29.05 = \$581.00</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p><u>.8 ipad3</u></p> <p>BrainPop ESL</p> <p><u>Nintendo Wii Game Console</u></p> <p><u>Ipad Apps</u></p> <p><u>Wii Exercise/Fitness Games</u></p> <p>Regular photocopy <u>paper</u></p> <p>Subtotal: \$4,065.96</p>	<p>8 x 379.00 = \$3,032.00</p> <p>\$130.00</p> <p><u>\$500.00</u></p> <p>\$170.00</p> <p>\$206.64</p> <p>\$27.32</p>
<p>Educational Software (Object Code 199)</p>	<p>_____</p>	<p>_____</p>
<p>Travel</p>	<p><u>Metrocards: \$240.00</u></p>	<p><u>Metrocards for Parents:</u> <u>24 cards@ 5.00 per round trip card for 2 events (Parent Workshop and Best Practice Fair)</u> <u>240.00</u></p>
<p>Other</p>	<p><u>Refreshments for Parents</u></p>	<p>_____</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$20132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	20,132.00	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 721
School Name 721K, The Roy Campanella School		

B. Language Allocation Policy Team Composition [i](#) 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 Barbara Tremblay	Assistant Principal Rosemary DeMastri
Coach	Coach
ESL Teacher Tatiana Bakastova	Guidance Counselor Claudia Hernandez
Teacher/Subject Area type here	Parent Eileen Santana
Teacher/Subject Area type here	Parent Coordinator Vivian Soto
Related Service Provider type here	Other Patrick Hays, psychologist
Network Leader(Only if working with the LAP team) type here	Other Michelle Salazar, AP

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	483	Total number of ELLs	144	ELLs as share of total student population (%)	29.81%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	1	0	0	2	1	0	21	0	0	24
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	6	0	11	3	30	34	2	0	68

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	24	6	0	13	4	30	55	2	0	92
Number of ELLs who have an alternate placement paraprofessional: <u>42</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish	0	0	0	0	0	0	0	0	0	3	0	3	8	14
Spanish	0	0	0	0	0	0	0	0	0	1	2	0	7	10
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	4	2	3	15	24								

*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	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	18	10	21	84	133
Intermediate(I)	0	0	0	0	0	0	0	0	0	2	1	1	2	6
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	20	11	22	86	139								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0	0	0	0	6	5	1	26

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	!Und
4	0	0	0	0	
5	0	0	0	0	
6	0	0	0	0	
7	0	0	0	0	
8	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	35	0	35	0	
NYSAA Mathematics	35	0	33	0	
NYSAA Social Studies	28	0	28	0	
NYSAA Science	35	0	34	0	

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
721K is a NYC Department of Education High School for students with moderate to profound disabilities. All students in attendance have Individual Educational Plans (I.E.P.s) and are exempt from participating in NY State standardized testing. Teachers at 721K currently use the SANDI assessment to chart baseline skills in literacy and develop I.E.P. goals according to areas of need as evidenced

by the SANDI assessment. In addition, staff also takes into consideration goals mastered on previous I.E.Ps and successful strategies in order to develop the next level of appropriate language, reading and writing goals for the student. Staff also examine scores from the LAB(English)/LAB-R (Spanish), NYSESLAT, NYSAA(where applicable) and the history and scores on previous tests that the student may have participated. Analysis of the data reveal the types of instructional methodologies, materials and or equipment that must be utilized in order to maximally provide access and engage students in appropriate and challenging instruction and to address the individual student's literacy/language needs.

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

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
721K does not service students in grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

721K does not provide dual language programs.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Once it has been determined by the District CSE and Placement Office that 721K is an appropriate program for an ELL, most parents and students tour the program prior to accepting the placement. This usually occurs in the Spring or Summer of the preceding year. However, 721K conducts tours of the programs offered throughout the school year. Various members of the LAP team provide school tours and explain all aspects of the program at 721K, including language services/programs. Language services at 721K are provided by 5 NYS certified ESL teachers, 1 certified Bilingual Yiddish teacher and 1 teacher with a bilingual

extension/Spanish. 721K does not currently have any bilingual teachers or ESL teachers not currently teaching in the school's bilingual or ESL programs.

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

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

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

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

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

All ELLs designated BIS, ESL and ELLs formerly known as X-coded (not recommended for language services on their IEPs) are administered the NYSESLAT in the Spring of the school year by certified ESL teachers. To ensure that all ELLs are tested, key members of the LAP team cross reference information from students' IEPs, SESIS, CAP and ATS reports (RLAT, RYOB, RYOS, RLAB, RDGS). Test procedures are followed as outlined in the administrative manuals. Notices go home informing parents in their native language that students will be participating in the NYSESLAT tests. Schedules are created for the administration of all four parts of the test and disseminated to staff, students and parents. Funds have been scheduled in the school budget to pay for 3 NYS certified ESL teachers and 1 test coordinator to administer all four parts of the NYSESLAT to all ELLs. Rosters are created and students checked off as they finish each portion of the test. Bussing is requested for ELLs who go directly to and from community based internships to return to school to take each section of the test. Test scores are disseminated to parents as soon as the school receives them.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The majority of parents opted for their children to be placed in a monolingual English speaking class with their young adult receiving ESL services. For the 2013-2014 school year, 721K has 73 students whose parents opted for ESL services or BIS services with an alternate placement paraprofessional who speaks the parent's native language. Many of the parents keep the services of

an AP paraprofessional because the paraprofessional is able to communicate with the parent in their native language and keep the parent informed about the student's progress and well being rather than for the student's need for the paraprofessional. This is a big issue especially with students in 12:1:4 instructional ratio or when students have limited expressive language.

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Prior to the school year the LAP team review student NYSESLAT and LAB/LAB-R scores from the previous year. Students are grouped according to proficiency levels and instructional ratios. Master schedules and class lists are created prior to the start of the school year and amended to reflect the articulation of new student throughout the school year. Schedules for Native Language Services and ESL are created based on instructional ratios and students' level based on the NYSESLAT or LAB/LAB-R scores. 93 out of 97 ELLs receive more than the mandated instructional minutes as per CR Part 154 in ESL (550 min/11 periods-50 min each week) for students functioning on a beginners level and 4 students who are on an intermediate level as per the 2013 NYSESLAT receive 400 minutes/8-50 min periods of ESL language services. Students in the Bilingual Yiddish class receive NL and ESL instruction from their teacher who is NYS certified to provide bilingual/NL instruction as well ESL. Students in the Bilingual Spanish Class receive NL instruction from a certified Bilingual teacher. ESL is provided as a push-in model with both the bilingual teacher and ESL teacher instructs the class together. Students receive the minimum minutes of instruction in both NL and ESL as per CR Part 154 for students scoring at a beginner's level. ESL teachers call in IVR to confirm that they are providing ESL services for their students to ensure that the service is being provided. Counter attendance is then entered into SESIS. Confirmation #s are kept on file as part of the school's compliance binder. The school schedule ensures that the student is receiving the appropriate number of minutes of language instruction as per CR Part 154 for their level of proficiency scored on the NYSESLAT or LAB/LAB-R.

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

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

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

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

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

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

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

In the TBE class, the classroom library contains books both in English and in Spanish or Yiddish. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. In addition, the TBE teacher also uses other instructional aides such as Jump Start Language Skills Kit, Conversation Cue Cards, Sentence Starters and Real World Picture Series(PCI Education).

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

situations where the newcomers and SIFE students may come into contact with their non-ELL peers such as in the cafeteria, gym etc.

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

services as per CR Part 154.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

In order to reinforce and supplement student learning and as an academic intervention, Federal funding (pending plan approval) has been scheduled in the school budget for a Title III after-school program for 2 classes of ELL students (TBE, SIFE, newcomers and long term ELLs). 24, 12:1:1 students have been identified. Letters will be going out to parents in their native languages, describing the Title III after-school opportunity, together with permission slips. Availability is on a first come first served basis. Requirement is active parent/family participation on 4 days throughout the program to go on scheduled outings/field trips on a Saturday with their young adult. 2 Certified ESL teachers will run the program. 4 Alternate Placement paraprofessionals will be selected depending upon the needs of the participants. Positions will be posted during the first week in December 2013. The program will begin in January 2014, 2 days (Tuesdays and Thursdays) from 3:00 -5:00 for 12 weeks; in addition, to 4 family field trips to various venues in Brooklyn (2 on Saturdays and 2 on Sundays). The focus of the program is to strengthen and align language and communication instruction to the NYS ESL Learning Standards, NYS Common Core Learning Standards(CCLS) as well as NYSAA through the use of ipad technology.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Yiddish and Spanish		

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

Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- AIS is individualized for all students and is taken into consideration to designing coherent instruction, to executing the lesson and follow-up. Designing coherent instruction for all students including ELLs(newcomers, SIFE and long-term) is based on identifying student strengths and areas of need(assessment), mode of communication, age and learning style. Teachers who teach TBE Bilingual and or ESL classes use this information adapt lessons to include specific methodologies, appropriate materials and technology as a means to ensure that ELL students regardless of their functioning level and English Language Skills have equal access to the information/concepts being taught. Alternate placement paraprofessionals who speak students' native languages (Spanish, Turkish, Arabic, French, French Creole, Russian, Yiddish, Urdu, Chinese/Mandarin/Cantonese, Bengali and Hebrew). These methodologies and AIS are included on the IEP of each student. In addition, 721K has increased the numbers of classes and ELL students can attend after-school in order to enrich and reinforce instructional concepts learned during the regular school day and to provide all ELLs with additional opportunities to practice, strengthen and utilize language skills.
- In addition, 721K provides ELLs(newcomers, SIFE and long-term) AIS through it's after-school Title III program. The Title III program(upon approval of the plan) provides 24 ELLs additional English language enrichment, 2 days a week(Tuesdays and Thursdays), from 3:00pm-5:00pm for 12 weeks, starting in January 2014. In addition, 4 weekend (2 Saturdays and 2 Sundays)field trips are planned for ELL participants and their families. 2 certified ESL teachers will provide instruction for the program with the supports of 4 alternate placement paraprofessionals who speak the participants native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The TBE bilingual and ESL programs at 721K are effective as evidenced by the scores that ELLs(new comers, SIFE and long term ELLs) achieved on the 2013 NYSAA. They achieved the same levels(3&4) in ELA, Math, SS, and Science as their non-ELL counterparts. In addition, students made progress on the SANDI assessment as eviced by the post in May 2013 from the baseline scores which were established in October of 2012.
11. What new programs or improvements will be considered for the upcoming school year?
- For the 2013-2014 school year, 721K will be looking to increase our TBE Yiddish program, based on demand from parents. In addition we are also looking for additional ways to provide ELLs with full-time work/internship experiences and meeting their lanaguage needs.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any programs for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All parents are provided information in their native language describing the focus of the afterschool progam as a supplemental intervention to strengthen and improve their young adult's language acquisition and usage skills. Seats will be provided on a first come, first served basis. Transportation will be provided to students to and from the program. Metro cards will be provided to families to participate on the community based field trips. In addition to the Title III afterschool language enrichment program, ELLs have the opportunity to participate in CHAMPs(recreational/sports program) and Zumba dance programs. In addition, 721K has a family movie night or family dance night scheduled every month. All families are invited and particpate. Notices of all the special afterschool and evening events are translated in the native language of our ELLs and phone message are also recorded in various languages of our ELL students and their families.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers will have the opportunity to use interactive smartboards, ipad, digital camrera and computer technology to augment instruction. Photographs and computer generated materials as well as field trips toactual Brooklyn based multi-cultural venues will enhance and support instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in TBE Bilingual Yiddish and Spanish classes are done by the teacher and support staff(paraprofessionals who speak the native language. In the Bilingual Yiddish class, the teacher is also Certified to provide ESL language services, therefore it enables her to select appropriate IEP goals which are aligned to each other and to monitor progress and to select appropriate AIS as needed.

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

Although, 721K is a high school program for students with intellectual disabilities, primarily grades 8-12. In an effort to support staff and to help ELL students transition to a new school environment, especially when the student is not proficient in English, our policy is to place the student in a class where there is a paraprofessional who is fluent in the student's native language whenever possible. This paraprofessional travels with the class and will support the teacher's efforts in clarifying the instruction being provided to that student. If the ELL is proficient in English and the family is not, monolingual staff has access to support staff who can communicate with the family

in the native language. The support staff serve as translators at parent teacher conferences, IEP and triennial conferences, PA meetings, Transition meetings or at any other time that the parent may need to communicate with the school. In addition, all school notices are translated into various native languages(Spanish, Urdu, Arabic, French, French Creole, Yiddish, Hebrew, Russian, Turkish, Bengali and Chinese/Mandarin/Cantonese).

D. Parental Involvement

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

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

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

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

Parents are notified of all school meetings in writing. Notices are translated into various languages (Hebrew, Yiddish, Spanish, Bengali, Urdu, Arabic, Spanish, Turkish, French, Haitian Creole, Russian and Chinese/Mandarin/Cantonese).

Once a year, parent surveys written in the parents' native languages are sent home for parents to complete. Parents of ELLs who require assistance in understanding and completing the parent survey can ask for help from members of the PA, school's Parent Coordinator or Transition Linkage Coordinator or any other staff who speak the parent's native language.

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

School Name: 721K

School DBN: 75k721

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Tremblay	Principal		10/29/13
Rosemary DeMastri	Assistant Principal		10/29/13
Vivian Soto	Parent Coordinator		10/29/13
Tatiana Bakastova	ESL Teacher		10/29/13
Eileen Santana	Parent		10/29/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Claudia Hernandez	Guidance Counselor		10/29/13
	Network Leader		
Patrick Hays	Other <u>Psychologist</u>		10/29/13
Michelle Salazar	Other <u>AP</u>		10/29/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K721 School Name: P721K Roy Campanella

Cluster: _____ Network: 755

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

