

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: 721M
DBN (i.e. 01M001): 75M721
Principal: ANTOINETTE BELLO
Principal Email: ABELLO2@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: KETLER LOUSSAINT

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Antoinette Bello	*Principal or Designee	
Henry Gonzalez	*UFT Chapter Leader or Designee	
Yeni Pena	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dorothy Arroyo	Member/ Assistant Principal	
Michelle Horton-Johnson Michelle Phillips	Member/ Parent Member/ Parent	
Guadalupe Meza Evelyn Sanchez	Member/ Parent Member/ Parent	
Artemio Barreto Miquel Dalbey	Member/ Parent Member / Teacher	
Anthony Acosta	Member/ Counselor	
Joseph Stewart	Member/ Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 90% of students who participate in Alternate Assessment will increase their proficiency in reading and writing as evidenced by at least a 3-point gain in Student Assessment Needs Determination Inventory (SANDI) post assessment to enhance their academic and transition skills.

Comprehensive Needs Assessment

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

In reviewing data, it was established that our students have a need to increase their reading and writing levels. In order to determine their deficits in these areas, we need to assess each student's performance in reading and writing to identify specific gaps in skills and concepts. Appropriate assessment will inform instruction and ensure student progress. To achieve these goals, we will continue to implement the use of Student Assessment Needs Determination Inventory (SANDI) in the Fall and Spring of the 2014-2015 school year. Students' academic knowledge for their present levels of performance are determined based on the results of this assessment. Individualized Education Program academic goals and objectives are then developed by the team. To support student growth, we need to continue to provide students with opportunities and performance tasks that develop reading and writing skills. Continuing the consistency provided by SANDI, we are laying a strong, informed academic foundation for our school and student academic attainment.

Instructional Strategies/Activities

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

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

1.) Communicate with parents on the use of assessment, curriculum, the Citywide Instructional Expectations

1.) Communicate with parents on the use of assessment, curriculum, the Citywide Instructional Expectations (CIE), and Common Core Learning Standards (CCLS) through Parent Association Meetings (September 2014 and February 2015), School Leadership Team Meetings (December 2014), and written communication (February 2015)

2.) Conduct Professional Development for teachers in the area of assessment and the use of the Student Annual Needs Determination Inventory (SANDI) and Formative Assessment Standards Tasks (FAST) for students in 12:1:1 and 12:1:4 classes (October 2014 and November 2014)

3.) Assess each student through the implementation of SANDI (October/November 2014 and April/May 2015)

4.) Develop Individualized Education Program (I.E.P.) goals/objectives for students based on the results of SANDI data (throughout the school year)

5.) Conduct Professional Development for all teachers in the area of the school-wide use of the UNIQUE Learning Curriculum (Transition Band for Worksite Classes 12:1:1), Attainment's Common Core Curriculum Solution Secondary (12:1:4 and 12:1:1 self-contained and departmental classes) and Focus STEM Math and Science Library and Teacher Resource Guide (12:1:1 self-contained classes)

6.) Continuation of the UNIQUE Learning System and implementation of the Attainment's Common Core Curriculum Solution Secondary (September 2014) and Focus STEM Math and Science Library and Teacher Resource Guide (12:1:1 self-contained classes)

7.) Teacher participation in Professional Development for Wilson Reading Program (Summer 2014)

8.) Teacher and paraprofessional participation in Professional Development Series on Structured Methods in Language Education [SMILE] (Fall 2014)

9.) Teachers and Administrators will participate in Cohort Meetings/Inquiry Teams reflecting on the areas of assessment, curriculum, looking at student work, and the CCLS (October 2014 through June 2015).

10.) Review students' work with parents (March 2015)

11.) Review of students' work and related Pre and Post Assessments (SANDI) at Cohort Meetings/Teacher Teams (December 2014 through June 2015)

12.) Review of students' work and related Pre and Post Assessments (SANDI) with Administration (December 2014 through June 2015)

13.) Implementation of Project ARTS and Title III Programs (Winter/Spring 2015)

14.) An administrator, two teachers, and one paraprofessional will participate in the District 75 School Team Instructional Leadership (STIL) throughout the school year.

15.) Inquiry Team review of student work to ensure appropriate connection to student work and Common Core Learning Standards (February through June 2015)

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

Teachers

Paraprofessionals

Related Service Providers

Administrators

District 75 Directors
 D.75 Transition Coach
 Assessment Coordinator
 Transition Linkage
 Coordinator/Job Developer
 School Team Instructional Leadership Members (STIL)
 Parent Coordinator
 Technology Liaison
 Teacher Teams

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

1. Review of student work
2. Classroom walkthroughs and observations
3. Review of UNIQUE and Attainment's Common Core Curriculum Solution Secondary data
4. Completion of collegial review for New York State Alternate Assessment (NYSAA)
5. Review of SMILE data
6. Review of IEP goals/objectives
7. Inquiry Team work
8. Review of SANDI data from Fall and Spring administration periods

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

September 2014 through June 2015

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

1. Administration conduct walkthroughs and observations
2. Teacher/Administration Teams review of student work
3. Conducting of Professional Development
4. Review of IEP goals/objectives
5. Review of student assessment (SANDI / UNIQUE / Attainment's Common Core Curriculum Solution Secondary / SMILE / NYSAA data)

Strategies to Increase Parental Involvement

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

- ~~ Parent Workshops on curriculum, assessment
- ~~ School Leadership Team Meetings
- ~~ Monthly Parent Association Meetings (Topic discussion: Citywide Instructional Expectations and CCLS)
- ~~ School Newsletters created by our Parent Coordinator
- ~~ Translation/Interpretation Services
- ~~ Parent Resource Area ~~ Room 208
- ~~ Parent Invitations to I.E.P. Conferences
 - Parent/Teacher Conferences
 - Front Door Session
 - Guardianship Planning
 - Transition Planning
 - Agency Tours
 - Educational Events such as Positive Behavior Intervention Supports Assemblies/Attendance Assemblies
- ~~ Parental participation in Title III Program
- ~~ Parental attendance at Project Arts Culminating Projects, Achievement Fairs and other school celebrations
- ~~ Updating of Parental Contact List

Budget and Resource Alignment

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

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

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

MoSL Funding, Project Arts Funding, Citywide Instructional Expectations Funding (Per Session for Afterschool Professional Development/Planning)

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 12% increase in the number of students achieving the highest level status in the school-wide positive behavior intervention support program (PBIS) as evidenced by S.T.A.R. Program data documented per period/day in the social-emotional areas of respect, following directions, and participation.

Comprehensive Needs Assessment

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

As the 721M S.T.A.R.S. Positive Behavior Interventions Support Program has proven to impact positively on acquisition of students' appropriate social skills, we will continue implementing the program throughout the 2014 – 2015 school year. The data from the 2013—2014 school year shows an increase of students displaying positive social behavior. At the beginning of the 2013-2014 school year, 44 students attained Level 4 (highest possible level). By May 2014, 62 students earned Level 4. In addition, from October 2013 to May 2014, the number of students reaching Level 3 increased from 22 students to 60 students. By mid- June 2014, our school's Violent and Disruptive Incidents Reporting (VADIR) Score / Preliminary Index Score was .95 as compared to our Violent and Disruptive Incidents Reporting (VADIR) Score / Preliminary Index Score in June 2013 which was 2.08. This difference in scores from one year to the next proves a 46% positive decline in students' display of disruptive incidents. By the end of the 2013 -2014 school year, we reported 16 Level 1 to 4 incidents/ infractions; however, during the 2012-2013 school year there were 26 Level 1 to 4 incidents/infractions which also proves a decline in students' display of disruptive incidents during the later school year. Our school's participation in the 721M S.T.A.R.S. Program demonstrates growing evidence of its positive impact on our school community. We will continue to implement the 721M Stars Program during the 2014-2015 school year.

Instructional Strategies/Activities

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

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

- 1.) Professional Development related to Positive Behavior Intervention Supports conducted by District 75 and at the school level will be conducted throughout the school year for staff members (September 2014 through June 2015).
- 2.) Professional Development for staff members related to Social Skills Training, Therapeutic Crisis Intervention (TCI), internet safety and cyber bullying, and Get Ready to Learn Program (November 2014 through June 2015).
- 3.) Student Assemblies (two assemblies) to review the Positive Behavior Intervention Supports Plan, school expectations, school's PBIS incentive program (S.T.A.R.S.), and NYCDOE Discipline Code to the student body will be held (beginning September 2014).
- 4.) Positive Behavior Intervention Supports Assemblies will be conducted an additional five times during the school year (October 2014, December 2014, February 2015, April 2015, and June 2015). Topics for students will vary, and various staff members/Police Department representatives will address students.
- 5.) PBIS posters will be displayed throughout the school and in all classrooms for student reflection (September 2014 through June 2015).
- 6.) PBIS Committee Meetings conducted by the 721M Positive Behavior Intervention Support Committee will be conducted (September 2014 through June 2015).
- 7.) Daily points (points earned) for each student will be recorded by staff members and reviewed by the Dean (September 2014 through June 2015).
- 8.) Students/staff members will tally each student's points on a daily and weekly basis / Dean will tally amounts to determine club choice levels (October 2014 through June 2015).
- 9.) Implementation of Rewards Days (choice of clubs based on points earned for each two-week period of time) will be held every two weeks (October 2014 through June 2015).
- 10.) Evaluation of the school environment and transition periods will be conducted by Administrators/Coordinators and School Safety Agents to monitor the school and to inform planning of staffing of "hotspots" and times of high incidence (November 2014 through 2015).
- 11.) The Jed Baker Social Skills Program will be implemented during the 2014-2015 school year (November 2014 – June 2015).
- 12.) Superintendent Student Advisory Council Meetings (SSAC) will be held at the District 75 Office (October 2014 through June 2015). Student representatives will attend these meetings.
- 13.) Monthly meetings of the Principal Student Advisory Council (PSAC) will be conducted, and a culminating activity will be held at the conclusion of the school year (October 2014 through June 2015). Students with exemplary behavior will be elected by peers as Class Representative and Alternate Class Representatives for PSAC (October 2014).
- 14.) Staff members (teachers/Administration/BRT Leader) will attend monthly Safety Task Force Meetings held by District 75 (October 2014 through June 2015).
- 15.) Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's) which will include input from classroom staff members (both teachers and

- paraprofessionals) will be completed for all students mandated for Crisis Management Paraprofessionals and students who have been involved in repeated Level 4 or 5 Incidents/infractions (scheduled as needed).
- 16.) Our C.H.A.M.P.S. Program (before/after school/weekends) will continue to encourage positive behavior and student attendance (October 2014 through June 2015).
 - 17.) Lunch detention periods will be instituted (October 2014 through June 2015).
 - 18.) Monthly review of data collection/Online Occurrence Reporting System entries (OORS) to review Levels 3, 4, and 5 occurrences and students in need of intervention will be conducted (September 2014 through June 2015).
 - 19.) Student suspensions (numbers and situations) will be reviewed (November 2014, January 2015, March 2015, May 2015 and June 2015).
 - 20.) Pupil Personnel Team Meetings based on need will be held to address the needs of specific students (September 2014 through June 2015).
 - 21.) Pupil Personnel Team Meetings and other student meetings will be announced in the 721M Weekly News (September 2014 through June 2015).
 - 22.) Bus Personnel Workshops will be conducted two times a year (Fall 2014 and Spring 2015).
 - 23.) Parent/guardian participation in Rewards Day Clubs and parties (October 2014 through June 2015)
 - 24.) Special Sports Events in collaboration with Community Organizations; such as: Special Olympics, AHRC, Parks Department and student vs. staff sporting events (Throughout the school year: Dates to be determined)
 - 25.) Monitoring and celebration of student attendance through student assembly celebrations and bulletin board displays (November 2014 through June 2015)

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

Dean
 Counselors
 PBIS Committee Team Members
 Teachers
 Paraprofessionals
 Related Service Providers
 Administrators
 D.75 Borough Safety Officer
 D.75 Coaches and PBIS Office Personnel
 Parent Coordinator
 C.H.A.M.P.S. Teachers
 Teacher Teams
 Pupil Accounting Secretary
 Attendance Teacher

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

1. Pupil Personnel Team Meetings
2. School-wide Positive Behavior Intervention Supports Program (S.T.A.R.S.) for students/Points/Rewards Day Clubs
3. Student assemblies
4. Formulation of Functional Behavior Assessments/Behavior Intervention Plans and Progress Monitoring
5. C.H.A.M.P.S. Program participation
6. Lunch detention data (number of students/frequency/incidents)
7. Student Behavioral Contracts

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

September 2014 through June 2015

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

1. Monthly review of student attendance
2. Bi-monthly review of data related to points earned and levels/club options (S.T.A.R.S.)
3. Monthly review of incident reports entered in ORRS / student suspensions
4. Review of Violent and Disruptive Incidents Reporting (VADIR) Score / Preliminary Index Score
5. Review of pre and post assessment in the Jed Baker Social Skills Program

Strategies to Increase Parental Involvement

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

~~ Distribution of S.T.A.R.S. chart to parents (home/school collaboration)

~~ Student Behavioral Contracts signed by students and parents (discussed at school and home)

- ~~ Distribution of Citywide Standards of Intervention and Discipline Measures ~~ The Discipline Code and Bill of Student Rights and Responsibilities, K – 12
- ~~ Information/memos sent home to parents informing them as to the dates of club days
- ~~ Parent outreach conducted by the Parent Coordinator and various school staff members (teachers, counselors, Dean, Administrators, Coordinators)
- ~~ Parent workshops related to Positive Behavior Intervention Supports
- ~~ School Leadership Team Meetings and Monthly Parent Association Meetings
- ~~ Translation/Interpretation Services
- ~~ Parent Resource Area -- Room 208
- ~~ Parent Invitations to I.E.P. Conferences
 - Parent/Teacher Conferences
 - Front Door Session
 - Guardianship Planning
 - Transition Planning
 - Agency Tours
 - Educational Events such as Positive Behavior Intervention Supports Assemblies/Attendance Assemblies
- ~~ Parental participation in Title III Program
- ~~ Parental attendance at Project Arts Culminating Projects, Achievement Fairs and other school celebrations
- ~~ School Newsletters established by our Parent Coordinator
- ~~ Distribution of the School Calendar

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
C.H.A.M.P.S. Funding							

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 90% of students will demonstrate an increase in participation in questioning and discussion as evidenced by data collection during learning activities.

Comprehensive Needs Assessment

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

Over the course of the 2013-2014 school year, information from Advance observations, lesson plan reviews, walkthroughs, Cohort Meeting discussions, and student interviews/discussions show further growth of student participation in questioning and discussion. Students need to continue to practice and apply related skills including expanding their responses, developing questions and using protocols for discussion. These aspects are aligned with Common Core Learning Standards and the Career Development and Occupational Studies Standards. Keeping in mind that our students exhibit various preferred modes of communication, staff members provided differentiation instruction and additional resources. Success of student participation in questioning and discussion will be evidenced in student work and performance as indicated in Advance data (Using Questioning and Discussion Techniques: Component 3b of Danielson's Framework for Teaching).

Instructional Strategies/Activities

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

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

- 1.) Conduct Professional Development in the area of Advance: Introduction/Review of Advance Framework for Teaching eight components which incorporate Component 3b: Using Questioning and Discussion Techniques: Component 3b of Danielson's Framework for Teaching): September 2014 Orientation Meeting; workshops, Cohort Meetings, Inquiry Team Meetings monthly throughout the school year (October 2014 through June 2015)
- 2.) Teachers and Administrators will participate in Cohort Meetings/Inquiry Teams (October 2014 through June 2015) to discuss and explore Advance, Danielson Framework for Teaching and the collaborative examination of student work.
- 3.) Discuss and reflect on the implementation of Advance with other members of the school community during various meetings [e.g., Faculty Meetings (once a month October 2014 through May 2015), Advance/MoSL Team Meetings (January 2015 through June 2015), Paraprofessional Meetings (November 2014, March 2015, and June 2015), Parent Association Meetings (September 2014, February 2015 and June 2015), School Leadership Team Meetings (November 2014 through June 2015), School Team Instructional Leadership Meetings [STIL] (October 2014 through June 2015), Principal Student Advisory Council (PSAC) Meetings (monthly beginning December 2014), Cohort Meetings/Inquiry Team Meetings (October 2014 through June 2015), School Collaboration and Success Afterschool PD/Planning Sessions (December 2014 through June 2015), Afterschool Citywide Instructional Expectations PD/Meetings (January 2015 through June 2015), and additional school committee meetings held at various times during the school year
- 4.) Students will work in pairs/small teams during classroom activities (differentiated levels of Collaborative Learning) to develop questioning and discussion techniques (September 2014 through June 2015).
- 5.) Students will participate in activities that involve surveys and interviews to practice questioning and discussion techniques (December 2014 through June 2015).
- 6.) Student participation in the use of questioning and discussion will be included on student work checklists/rubrics/teacher-made assessments [teacher evaluation and self-evaluation] (December 2014 through June 2015)
- 7.) Students in our 12:1:4 program who exhibit language delays will use augmentative communication devices to participate in questioning and discussion activities with peers and staff members (November 2014 through June 2015).
- 8.) Students will answer questions, ask questions, and partake in discussions using question and answer stems, protocols, and pictures/symbols as appropriate (September 2014 through June 2015).
- 9.) Students will participate in questioning in the area of Mathematics through the use of questions/discussion activities that the D.75 Mathematics Coach and teachers are formulating for our program (November 2014 through June 2015).
- 10.) Administrators will meet with school's Advance Coach provided by the Department of Education's Office of Teacher Effectiveness at least two times a year to Review and discuss changes to the program, complete co-observations, discuss techniques/information and develop plans/strategies (October 2014 through June 2015).
- 11.) An administrator, two teachers and a paraprofessional will participate in the D. 75 School Team Instructional Leadership (October 2014 through June 2015).
- 12.) Administrators will conduct a minimum of four classroom observations (formal and informal observations) in frequent cycles for teachers (November 2014 through June 2015).
- 13.) Teachers will receive pre-observations, post-observations and written observation reports for formal observations (January 2014 through June 2015).
- 14.) Advance updates will be presented periodically in 721M Weekly News publications (September 2014 through June 2015).
- 15.) Professional Development on the topic of Using Questioning and Discussion Techniques will be offered to teachers through workshops, Cohort Meetings and ARIS

Learn (January 2015 through June 2015).

16.) Afterschool Professional Development will be conducted for teachers in various areas of Advance (January 2015 through June 2015).

17.) Teacher growth in the area of Using Questioning and Discussions Techniques will be charted by Administrators (documentation in Advance) after all observations (formal and informal) and reviewed with teachers to develop next steps for growth (November 2014 through June 2015).

18.) Teachers will participate in interclass visitations to view examples of high levels of using questioning and discussion techniques either on a voluntary manner or an assigned manner if needed based on data from previous observations. (February 2014 through June 2015).

19.) Implementation of the Title III Afterschool Program to enhance students English Language skills through dance/drama/ (January through June 2015)

20.) Implement activities related to questioning and discussion paired with Project ARTS and Get Ready to Learn [Sensory Program] (September 2014 through June 2015)

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

Teachers
Paraprofessionals
School Administrators
District 75 Administrators
Network Leader
District 75 Directors and Coaches
Related Service Providers
Office of Teacher Effectiveness Advance Coach and Personnel
Measures of Student Learning (MoSL) Team Members
School Team Instructional Leadership Members (STIL)
Inquiry Teams/Members
Teacher Lesson Plans
Danielson Framework of Teaching/Rubric
ARIS Learn

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

1. Teacher observations (review of students using questioning and discussion techniques)
2. Review of lesson plans
3. Student-work checklists/rubrics/assessment
4. Review of data from Get Ready to Learn
5. Cabinet Meetings

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

September 2014 through June 2015

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

1. Danielson Framework for Teaching/Rubric
2. Inquiry Team research/findings
3. Advance Web System
4. Get Ready to Learn data

Strategies to Increase Parental Involvement

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

- ~~ Parent Workshop related to educational competencies including information about questioning and discussing techniques and how the educational competencies affect students' mastery of skills (February 2015)
- ~~ Email addresses of Educational Advisors/Teachers distributed to parents
- ~~ Parent Communication Notebooks for various students
- ~~ School Leadership Team Meetings
- ~~ School Newsletters established by our Parent Coordinator
- ~~ Updating of Parental Contact List
- ~~ Translation/Interpretation services
- ~~ Parent Resource Area (Room 208)
- ~~ Parent Invitations to I.E.P. Conferences

Parent/Teacher Conferences
 Front Door Session
 Guardianship Planning
 Transition Planning
 Agency Tours
 Educational Events such as Positive Behavior Intervention Supports Assemblies/Attendance Assemblies

- ~~ Parental participation in Title III Program
- ~~ Parental attendance at Project Arts Culminating Projects, Achievement Fairs and other school celebrations
- ~~ School Newsletters established by our Parent Coordinator
- ~~ Monthly Parent Association Meetings
- ~~ Communication boards/symbols/pictures (graphics)/sentences/words sent to parents as needed to aide them in extending learned skills at home and to increase communication, conversational, and questioning skills

Budget and Resource Alignment

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

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

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

MoSL Team Funding (Per Session for Afterschool Professional Development/Planning), Project Arts Funding, Citywide Instructional Expectations Funding (Per Session for Afterschool Professional Development/Planning)

- **Read to Learn** is a blend of life skills and language arts instruction that immerses the students in such topics as Life and Skills and Feelings. The overall objective is to have students generalize and use reading skills plus discuss and relate skills to everyday life. Key objectives include interpreting emotions, learning safety skills across a variety of environments, complete writing exercises to demonstrate mastery and generalize content to oneself.

UNIQUE Learning System: Transition Band is being used by the worksite classes. The Unique curriculum is a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, such as Feelings and appropriate social skills, which incorporate English Language Arts and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Structured Methods in Literacy Education (SMILE) is being piloted with targeted students. The program is a 'language to literacy' phonics-based program designed to teach reading to students with autism, moderate to severe language delays, processing issues and/or physical delays. SMILE has demonstrated success in teaching literacy to students who were unable to retain phonemic awareness using a traditional method of instruction. SMILE is divided into five modules and begins with sound-symbol relationships. It then moves on to words including nouns, verbs, colors, and numbers and then moves further along by introducing sentences and ultimately stories.

Small-group and one-to-one instruction during English Language Arts instruction

Daily ~ 5 x weekly during English Language Arts

One-to-one instruction during English Language Arts Instruction

Daily ~ 5 x weekly during English Language Arts

Attainment's Common Core Curriculum

Solution: Secondary Mathematics for departmentalized and self-contained classrooms

incorporates a blended approach to learning through print, manipulatives, interactive software and apps. It provides an age-appropriate consistent, engaging yet rigorous curriculum. The program includes the following resources and materials

- **Teaching to the Standards: Math** teaches the students how to solve word problems with the help of symbol supports, graphic organizers and manipulatives. Texts have real-life themes covering geometry, algebra, data analysis and measurement. The overall objective is to learn and apply standards-based math skills to real-life situations. Key objectives include identify a data point, record tallies, solve for "x" and use the "Next Dollar" strategy.
- **Explore Math** focuses on functional math concepts like spending money, telling time, keeping a calendar, following maps, reading graphs and understanding paychecks. The overall objective is to learn and apply math skills to solve problems found in school, home, work and community environments. Key objectives include solve word problems, define operations, show elapsed time and compute distance.
- **Dollars and Cents Software and App** support student work and achievement with functional activities, individual student accounts, personalized programs and group interactions.

The Focus STEM Math and Science Library and Teacher Resource Guide

is being used by the self-contained classrooms to supplement the Attainment curriculum. It provides 60 unique, non-fiction titles which offer students with disabilities opportunities to practice literacy skills while gaining background knowledge in Science, Technology, Engineering, and Math (STEM).

Daily~~ 5 x weekly ~~ during Mathematics instruction

	<p>Students apply learned skills with real-life math and science content. The program includes picture-supported books and cross-content student learning activities featuring graphs, charts, high-interest photos, glossaries, problem solving, comprehension questions, vocabulary, and online assessments for Level 1, Level 2, and Level 3 students. <u>Focus on STEM</u> is aligned to State Standards, Alternate Standards and Common Core Standards.</p>		
<p>Science</p>	<p><u>P721M @ Chelsea High School:</u></p> <p>Regents Prep, regentsprep.org, Scantron Performance Series, curriculum planning (indirect service), Scratch (Career Exploration/ Technology), Clubs Inter-visitation (indirect service), Subject Area Meetings, and Grade Level Team Meetings</p> <p><u>P721M @Harvest: High School Inclusion Program</u></p> <p>Scantron Performance Series, Curriculum planning (indirect service), college planning, transition, instructional rounds (indirect service),</p> <p><u>12:1:1 and 12:1:4</u></p> <p><u>UNIQUE Learning System for the worksite classes</u> is a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate science activities aligned to life skills such as recipes. Based on the needs of their students, teachers include extension activities. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities</p> <p><u>Teaching to Standards: Science for the departmentalized classes</u> is a research-based science curriculum for middle and high school students (ages 12-21) who have moderate to severe developmental disabilities. The curriculum is aligned to the Common Core Learning Standards and those established by the National</p>	<p>Small group, tutoring, SETSS service</p> <p>Small group, tutoring, SETSS service</p> <p>Small group and one-to-one instruction</p> <p>Small group and one-to-one instruction during Science instruction</p>	<p>After school, 2 times per week; during lunch 1 extra period, 4 days per week for 9th graders</p> <p>After school, 4 times per week</p> <p>Incorporated into the weekly schedule Cross-content instruction</p> <p>Daily~~ 5 x weekly ~~ during Science instruction</p>

	<p>Science Education Standards.</p> <p>The curriculum includes four units of study which address science standards using an inquiry-based approach: Earth (Earth's history), Biology (including microbiology), Waters (Earth's waters), and Chemistry. Lessons are based on the principles of systematic instruction and provide scripts and suggestions for adaptations to accommodate students who are nonverbal, have visual or hearing impairments, or have special physical needs. All students learn actual scientific vocabulary like pollution, precipitation and condensation.</p> <p><u>The Focus STEM Math and Science Library and Teacher Resource Guide</u> being used by the self-contained classrooms provides 60 unique, non-fiction titles which offer students with disabilities opportunities to practice literacy skills while gaining background knowledge in Science, Technology, Engineering, and Math (STEM). Students apply learned skills with real-life math and science content. The program includes picture supported books and cross-content student learning activities featuring graphs, charts, high-interest photos, glossaries, problem solving, comprehension questions, vocabulary, and online assessments for Level 1, Level 2, and Level 3 students. <u>Focus on STEM</u> is aligned to State Standards, Alternate Standards and Common Core Standards.</p>	<p>Small group and one-to-one instruction during Science instruction</p>	<p>Daily~~ 5 x weekly ~~ during Science instruction</p>
<p>Social Studies</p>	<p><u>P721M @ Chelsea High School: Inclusion Program</u> Regents Prep, regentsprep.org, Scantron Performance Series, curriculum planning (indirect service), Scratch (Career Exploration/ Technology), Clubs Inter-visitation (indirect service), Subject Area Meetings, and Grade Level Team Meetings</p> <p><u>P721M @ Harvest HS: Inclusion Program</u> Scantron Performance Series, college planning, transition, curriculum planning (indirect service, instructional rounds (indirect service)</p>	<p>Small group, tutoring, SETSS service 1 extra period, 4 days per week for 9th graders</p> <p>Small group tutoring</p>	<p>After school, 3 times per week; during lunch periods</p> <p>After school, 4 times per week</p>

	<p><u>P721M@Harvest HS-Inclusion Program</u></p> <p><u>Response to Intervention-</u> Tier 2 and Tier 3</p> <p><u>At Risk Health Services</u> PSAL Soccer, Basketball, Baseball, Dance</p> <p><u>12:1:1 and 12:1:4</u></p> <p><u>Counseling:</u> Individual and groups sessions, as mandated and as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives in the area of social/emotional skills</p> <p><u>Positive Behavior Intervention Supports (PBIS Program):</u> Behavior intervention support program for students to motivate and reinforce pro-social skills to support achievement of academic goals</p> <p><u>At Risk Health Services:</u> <u>Clubs:</u> C.H.A.M.P.S.: Basketball, flag football, volleyball, floor hockey, cheerleading and fitness clubs</p> <p><u>“Get Ready to Learn” Sensory Program:</u> A daily preparatory therapy program for the classrooms designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students, increase their alertness, and assist them in being able to self-regulate prior to classroom learning.</p>	<p>Extra Individual or group counseling for students with crisis,</p> <p>Large group, small group</p> <p>One-to-one, small group</p> <p>12:1:1 Program</p> <p>12:1:1 Program Small group and whole group (teams) instruction</p> <p>Whole group participation, targeted classes</p>	<p>As needed</p> <p>2-5 times a week</p> <p>As mandated on I.E.P.'s and as needed</p> <p>On-going over the course of the year</p> <p>Monday – Thursday 7:00 AM to 8:00 AM Monday and Thursday 3:00 PM to 5:00 PM (over the course of the year the schedule varies)</p> <p>Daily ~ 5 x weekly</p>
--	--	---	--

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their children's progress by providing professional development opportunities;
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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 October 31, 2014.

Part A: School Information	
Name of School: 721M	DBN: 75M721
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: <u>12</u>
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 type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
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:

721M serves 186 students in special education between the ages of 11 and 21 years old. The entire student population of our school is certified as students with varying handicapping conditions. Each student's instructional program is driven by his/her Individualized Education Program (IEP) including his/her bilingual/ESL Only classifications and staffing ratios. Students are placed in the least restrictive environments (LRE) that are commensurate with their cognitive needs. Therefore, ELL students who are referred to 721M have previously been classified as bilingual or ESL Only. Although we are an ungraded program in the traditional sense, we use age-grade equivalents and place students according to their age/functional levels. Throughout the school day, instruction is differentiated according to the academic and cognitive needs of each student. Our English Language Learners (ELLs) make up approximately 45% of our total school population.

At 721M, we believe it is imperative that all ELLs are exposed to literacy-rich environments. Our school houses both self-contained bilingual and push-in ESL programs. Our instructional program is adapted and differentiated to meet the functional and linguistic needs of our students. In order to meet each student's linguistic and academic needs, we continue to expand our literacy program by aligning it with the Common Core Learning Standards (CCLS) and NYSAA (Extensions and Alternate Grade Level Indicators (AGLIs). NLA/ESL literacy activities are extended throughout the curriculum and subject areas by combining a theme-based approach with interactive read alouds, reading/writing workshop, contextualization and multisensory approaches (including hands-on instruction), small group instruction, differentiation, infusion of the arts and the use of technology. Finding materials for our population has always been a challenge. We continue to use the UNIQUE Learning System (Transition Band) that we began to implement three years ago. UNIQUE is a dynamic, standards-based, research-based curriculum, specifically designed for special learners. It contains monthly thematic units of study that include comprehensive activities that can be adapted across all five core competencies (reading, writing, math, science and social studies). The UNIQUE materials have been designed with SymbolStix graphics (comprehensible input via visual supports), and each unit has three defined levels (from maximum support to modified content) of differentiated tasks to accommodate the learning styles of our students. Work-study teachers utilize the Transition Band of the curriculum. The Transition Band focuses on functional skills that will be needed by our students when they exit school, graduate, enter work settings and live with optimal independence.

To strengthen our literacy program, we have introduced Attainment's Core Curriculum Solutions this year for ELLs in our in-house classes. This curriculum is specifically designed for students with moderate to severe intellectual disabilities mandated for alternate assessment programs. It is scientifically based and designed to provide systematic instruction that is rigorous and meets the Common Core Standards. The curriculum also includes on-going assessments that provide a vehicle to capture student

Part B: Direct Instruction Supplemental Program Information

achievement. Lessons in each of the core subjects engage students in functional and real-world situations. The literacy materials are leveled, have simplified text and have visual supports (i.e., symbol supports, graphic organizers, videos, etc.). The math and science components include hands-on materials and manipulatives to assist students in solving problems. On-site professional development has been provided for teachers as well. To enhance students' literacy skills, we are piloting the Structured Methods in Language Education (SMILE) phonics program with specific students. SMILE is a research-based literacy intervention program.

We have found that the use of multimedia enhances and supports the development of English and native language skills. Teachers further differentiate instruction by creating more interactive/hands-on age/grade appropriate materials/activities, facilitating the use of AAC (communication) devices, and utilizing technology equipment (i.e. Smartboard) and/or software. Our more emerging students have the opportunity to use the Rosetta Stone (English and/or Spanish) software program. Native language books and materials are available in our bilingual class. In order to better gauge yearly progress and create appropriate IEP goals, we continue to use the Student Annual Needs Determination Inventory (SANDI) and (Formative Assessment of Standards Tasks (FAST). Our students are assessed at the beginning (Fall) and the end of the year (Spring). Additionally, the UNIQUE and Attainment curricula enable teachers to monitor student progress towards their IEP goals. These on-going assessments ensure that students advance along our continuum (school to work) when they are ready.

Our allotted Title III funds will be utilized for our 13-week, Title III Afterschool Drama/Dance/Movement Program (mid-January through April 2015) in which students will research and experience dance movements related to various cultures through ELA and the arts. This program will serve one group of 12 ELLs (12:1:1). The class will meet twice a week on Mondays and Thursdays from 3:00 PM to 5:00 PM. One licensed/certified bilingual teacher (Spanish speaking) or ESL teacher along with a bilingual (Spanish speaking) paraprofessional will work with students after school hours to focus on literacy activities using the arts. The program will be supervised by a 721M Supervisor. During eight weeks of this program (2 two-hour sessions per week), students will be instructed by the Bilingual Teacher or ESL Teacher and the paraprofessional. In addition during five weeks of this program, students will receive instruction provided by the Bilingual Teacher or ESL Teacher and the paraprofessional for one hour and then from another teacher and paraprofessional for one hour while the Bilingual Teacher or ESL Teacher and paraprofessional assigned to this program attend Professional Development provided by a consultant/teaching artist from Marquis Studios. This arrangement will take place on the Mondays of those five weeks. During this five-week period, while Professional Development is being provided for the Bilingual Teacher or ESL Teacher and the paraprofessional, students will partake in another afterschool activity at no cost to the Title III Program. The aim of the program is to increase the students' vocabulary skills, social skills such as the ability to follow directions and work in teams, creative writing skills, and drama/dance/movement skills as they research and experience dance movements related to various cultures. During this program, the language of instruction will be English. Students will also utilize an Audio Card Reader along with various word card sets that can be systematically integrated with reading, writing, speaking and listening lessons during this program. The lessons will be presented within the context of dance movements in various cultures. These materials will be age-appropriate and will support the differentiated needs of our students. A consultant/teaching artist will work with students and staff during the course of the program integrating drama, movement and dance to enhance their literacy skills. We believe our ELL students will benefit from this program (Title III

Part B: Direct Instruction Supplemental Program Information

Afterschool Program) because it facilitates the acquisition of English language skills through authentic activities. Our more proficient students who have participated in previous years will serve as "buddies" (peer coaching) to the newer students while deepening their own skills. Teachers will be asked to identify new ELLs who have moderate to profound language deficits and/or need to increase their vocabulary skills to participate in this program. A student performance and culminating video that will be produced by the staff and students during the program will reflect/highlight the skills our students have gained through their participation in this program.

The results from the NYSESLAT and SANDI/FAST Assessments indicate that the targeted ELL students fall within the beginning level of these assessments. These students will benefit from an enrichment program that focuses on the improvement of native and English language skills. The instructional program will encompass a student-centered theme which will incorporate hands-on and multisensory activities that will culminate in a multimedia/performance literacy-focused project (Cambourne, 1988, Orelove & Sobsy, 1993). The project(s) will reinforce the skills that are taught during the instructional day and will be aligned with the Common Core Learning Standards (CCLS) including Extensions and AGL's. Focus questions and/or discovery activities incorporated into each session will require students to talk about expressive attributes (expressing a feeling/emotion or character traits) they are curious about and/or are important to them (Krashen, 2006). During the course of the program, the students will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial and experiential tasks for our more challenged students. Providing these instructional supports will expand each student's comprehension and acquisition of English and Spanish skills. Teacher-made assessments/rubrics/checklists will be used to gauge student progress. English will be the language of instruction.

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:

Staff and students have learned skills in various areas of the arts (photography, drama, dance/movement) in the past 721M Title III Afterschool Programs. In order to continue expanding the program, we will secure professional development services from Marquis Studios during the course of our afterschool program. In collaboration with the 721M Supervisor for the Title III Afterschool Program, a consultant/teaching artist will work with the 721M Title III Afterschool Program bilingual licensed teacher or ESL teacher, bilingual paraprofessional and other voluntary staff for five sessions from 4:00 PM to 5:00 PM for five sessions (1 hours X 5 sessions = 5 hours) while students partake in another program at no cost to the Title III Program. These Professional Development sessions will be held on the five following Mondays: March 9, 2015; March 16, 2015; March 23, 2015; March 30, 2015; and April 13, 2015. The topics of the sessions will include areas such as team building skills, the importance of movement/drama, exploration of dance moves from other countries, and enhancing literacy skills through the arts. Some non-Title III staff members who work with ELLs will also be invited to (voluntarily) participate in the program for selected periods. This professional development will focus

Part C: Professional Development

on basic and some advanced arts techniques. The professional development will enable the teaching staff to deepen the students' linguistic and conceptual understanding of other art skills.

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

Begin description here:

The program will be introduced by a Supervisor during one of our Parent Association Meetings (October 2014). Once the students for this program are identified, official Title III invitation letters in English and the parents' home languages will be sent prior to the beginning of the program. Staff members who speak the preferred languages of parents of students identified for our Title III Program will contact parents via telephone to better explain the program to them. At the start of the program, parents of the participating students will be invited to an orientation meeting to discuss the purpose and aim of the program. In addition to three Parent Workshops that will be incorporated into this program, parents will be invited to participate alongside their children in all instructional sessions. The parent workshops (1.) January: Fourth Thursday, (2.) March: Second Thursday and (3.) April: First Thursday, (from 3:00 PM to 5:00 PM) will give parents opportunities to learn some of the same arts skills (i.e. How to tell a story, develop a character through dance/movement, enhancing literacy skills for students through the arts) that their children have been learning in the Title III Afterschool/Weekend Arts Program. There will also be a culminating celebration where students will perform their drama/dance/movement projects to the parents and guests. Students will also present their projects to the school community (peers, staff members, School Leadership Team Members, Parents' Association, and other parents).

Part E: Budget

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

Allocation Amount: \$11,200.0

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 	\$7,015.57	1 Teacher: (Direct Instruction to Students) 8 weeks / two sessions a week / two hours each session at \$50.50 an hour (Total: 32 hours at \$50.50 an hour) \$1,616.00 1 Teacher: (Direct Instruction to Students) 5 weeks / two sessions a week / two

Part E: Budget

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

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>hours for one session and one hour for one session at \$50.50 an hour (Total: 15 hours at \$50.50 an hour) \$757.50</p> <p>1 Teacher: (Professional Development for Direct Instruction) 5 weeks / 1 session a week/ one hour each week for Professional Development at \$50.50 an hour (Total: 5 hours at \$50.50 an hour) \$252.50</p> <p>1 Teacher: (Conduct Professional Development / Workshops for Parents) 3 weeks / 1 session a week / two hours each session at \$50.50 an hour for Professional Development for Parents/Parent Workshops (Total: 6 hours at \$50.50 an hour) \$303.00</p> <p>1 Paraprofessional: (Direct Instruction to Students) 8 weeks / two sessions a week / two hours each session at \$29.05 an hour (Total: 32 hours at \$29.05 an hour) \$929.60</p> <p>1 Paraprofessional: (Direct Instruction)</p>

Part E: Budget

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

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>5 weeks / two sessions a week / two hours for one session and one hour for one session at \$29.05 an hour (Total: 15 hours at \$29.05 an hour) \$435.75</p> <p>1 Paraprofessional: (Professional Development for Direct Instruction) 5 weeks / 1 hour session per week at \$29.05 an hour (Total: 5 hours at \$29.05 an hour) \$145.25</p> <p>1 Supervisor: 14 weeks / two sessions a week / 1 hour and 35 minutes each session at \$52.84 an hour (Total: 44 hours and 20 minutes at \$52.84 an hour) \$2,342.57</p> <p>1 Payroll Secretary: 7.5 hours @ \$31.12 an hour \$233.40</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>\$2,440.00</p>	<p>Direct Instruction to Students 5 sessions over 5 weeks at one hour each session from Marquis Studios (\$1,320.00)</p> <p>Professional Development for Staff Members provided by Marquis Studios 5 sessions over 5 weeks at one hour each session (\$1,120.00)</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	<p>\$927.43</p>	<p>Art/office materials (paper, toner, glue, paint, brushes, etc), costumes (scarves, hats, tee shirts, etc) and props (posters, scene kit), instruments</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$250.00 \$147.00 \$420.00	Refreshments for parent sessions Books for parents for workshops Metrocards: 12 Parents x \$5.00 x 7
TOTAL	\$11,200	_____

**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 Manhattan	School Number 721
School Name Manhattan Occupational Training Center		

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 Antoinette Bello	Assistant Principal Dorothy Arroyo
Coach type here	Coach type here
ESL Teacher Robert Frost	Guidance Counselor Anthony Acosta
Teacher/Subject Area Elizabeth Carpenzano/ESL	Parent Jocelyn Chicon
Teacher/Subject Area Silvana Cavallero/Bil Spec Ed	Parent Coordinator Madeline Nieves
Related Service Provider Gail Novick/Speech Teacher	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	2	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	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	94	ELLs as share of total student population (%)	47.00%
--	------------	----------------------	-----------	---	---------------

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): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	94
SIFE	8	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	44

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

	ELLs by Subgroups									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	10	8	10	8	0	8	19	0	19	37
Dual Language										0
ESL	11	0	11	21	0	21	25	0	25	57

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	21	8	21	29	0	29	44	0	44	94
Number of ELLs who have an alternate placement paraprofessional: <u>5</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
Spanish										3	2	4	23	32
SELECT ONE														0
SELECT ONE														0
TOTAL	0	3	2	4	23	32								

*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
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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							1			2	2	5	32	42
Chinese										1	1	1	6	9
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1					2	5
TOTAL	0	0	0	0	0	0	3	1	0	3	3	7	40	57

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)							2	1	0	8	5	12	57	85
Intermediate(I)												1	6	7
Advanced (A)														0
Total	0	0	0	0	0	0	2	1	0	8	5	13	63	92

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	24		23	
NYSAA Mathematics	24		24	
NYSAA Social Studies	24		15	
NYSAA Science	24		18	

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

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

- 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.
See page 7
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
See page 7

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 See page 7
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- (a) See page 7 (b and c) At this time our students do not participate in Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
 Because our school does not serve studnets in grades K-5, RTIis not implemented in our school.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
 See page 7
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- At this time, we do not offer a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 All of our ELLs enter the school with varied educational histories. Some students have been admitted into general education settings, tested and then referred for special education evaluation. Others are fortunate enough to have been evaluated promptly and placed in special education environments that address their needs. We have students with some formal schooling, some with interrupted schooling and a fraction who have had little or no formal schooling in their native countries. What they all have in common is a lack of literacy skills in their native language and English as well.
 Due to their disabilities, students referred to 721M are exempt from standardized testing and participate in the New York State Alternate Assessment (NYSAA). The majority of our population is classified as intellectually disabled (ID), autistic (AU), multiply handicapped (MH) or learning disabled (LD). We also have students with secondary and tertiary classifications.
 Since we are considered an Alternate Assessment program, we rarely have students scoring in the advanced or proficient levels of language proficiency. At this time, there are no ELLs participating in standardized assessment with the exception of the NYSESLAT. Given their cognitive abilities, the majority of our students fall in the beginning level of language proficiency. Seventy-eight ELLs received full scores with results falling in the beginning level. Of these seventy-eight students, seven of our ELL students scored above the beginning level due to their higher cognitive/academic skills. Fourteen of our ELL students received an invalid/noscore due to their cognitive/physical deficits. There were two students who were not attending school in the past year (one was not in attendance during the testing period and the other is new admit to the NYC system and scored at the beginning level on the LAB-R); and therefore, we have no scores for them. Current and past NYSESLAT results reflect a similar trend. The overall scores show strengths in the areas of listening and speaking, the modalities that are less cognitively demanding. The lower scores in reading and writing are also predictable and are indicative of the student’s handicapping conditions. This pattern has been consistent for the past six years, and we anticipate seeing the same pattern next year. Most of our students can complete the listening and speaking portions of the NYSESLAT, but due to their cognitive disabilities are unable to read and/or write on the appropriate proficiency level (or not at all) in either language. This often results in an invalid score which is indicative of their disabilities. Should any of our students pass the NYSESLAT, we would have an IEP conference so his/her IEP would reflect his/her new status and then move the student to a monolingual class. However, we would still strive to provide some ESL support to ensure the student’s success in a monolingual placement.
 Twenty-four of our eligible ELLs participated at the benchmark levels for the New York Alternate Assessment in the content areas. Comprehensive datafolios were compiled, submitted and scored. Twenty-three students scored on level three or above on the ELA and Math components. There are six students who were not attending our school last year and do not have scores for the social studies and/or science component. One student was not in attendance regularly during the testing period which impacted on the datafolio completion and/or scoring. Additionally, there is one student who did not receive a score for the social studentes due to clerical error. Classroom instruction is aligned with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLI’s). In the past, all students were assessed with SANDI at the beginning (baseline) and end of the school year (summative). This year the FAST will be administered as a formative assessment at the beginning and mid-year. Since our Spanish speaking students do not participate in standardized assessments, they do not take the ELE. Instead we monitor native language progress through teacher- made assessments

and/or data collection.

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](#).)
See page 8
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.
See page 8
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 [\[see tool kit\]](#).)
See page 8
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.
See page 8, below
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.
See page 8, below
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. **①**
Our program serves 200 students in special education between the ages of 11 and 21. Approximately 176 students are mandated for 12:1:1 classes. Another 13 students are mandated for 12:1:4 classes along with 11 students who participate in our inclusion program. Our English Language Learners (ELLs) make up approximately 47% of our total population. Although we are an ungraded program in the traditional sense, we use age-grade equivalents.
All students are referred to 721M through the Committee on Special Education (CSE), a community-based special education program or another District 75 school organization. We receive our referrals electronically through the District 75 Placement Office. At that time, the Assistant Principal investigates the student's information in CAP/SEC, SESIS and ATS to ensure that the students are placed appropriately. Upon admittance, the Assistant Principal checks the ATS system (HIST, ELPC) to ascertain the student's status. Once we receive the student's records/IEP, we review it as well to ensure that it is aligned with the information in CAP/SEC, SESIS and ATS. Corrections are made to ensure that student information is aligned.
The entire 721M student population is certified as special education; every aspect of the students' instructional programs are IEP driven including their bilingual/ESL Only classification and staffing ratio. Therefore, all ELL students who are referred to 721M are already classified as bilingual or ESL Only. On occasion students from out of state/country are referred to our school. If the Home Language Information Survey and/or the LAB-R were not administered by the CSE, they are administered at the school level by our licensed/certified ESL teacher (Robert Frost) within ten days of being admitted to the school. If the family requires support in a language other than Spanish/English, we have paraprofessionals who speak Cantonese, Fukinese, Russian, Bengali and French who can provide support during the screening process. If a Spanish-speaking student does not successfully pass the English version of the LAB-R, the Spanish LAB-R will be administered. All ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. The IEP and various ATS reports (RLAT) are utilized to ensure that all eligible students participate in NYSESLAT testing. Robert Frost, the licensed/certified ESL teacher will collaborate with at least one licensed/certified bilingual or ESL teacher to choreograph the schedule for the administration of the NYSESLAT. Although a student's linguistic service

classification can be changed on the IEP, the student's ELL status stands until the student passes the NYSESLAT. The description of the program choices are conveyed to the parent during the initial CSE evaluation. During our intake process, we provide the opportunity for the parent to see the student's mandated class placement. For new ELL students (new to the NYC school system), the program options are discussed with the parent during the intake process and the parent selection form is completed. The paperwork is attached to the student's record which is placed in the locked files in the IEP room. The program is also reviewed during the Parent Orientation Meeting which occurs during the first month of school. Correspondence from the school is sent home in the student's native language. Interpreters are available to parents on an on-going basis. Parental involvement is encouraged and expected especially throughout the entire IEP process.

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])?
See page 9-10, below
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)?
See page 9-10, below
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
See page 9-10, below
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
See page 9-10, below
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

See page 9-10, below

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).

See page 9-10, below

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?

See page 9-10, below

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?

The entire population of our self-contained school is classified as having handicapping conditions. Students are placed in the least restrictive environment (LRE) that is conducive to their cognitive needs. At 721M, we believe it is imperative that all ELLs are exposed to a literacy-rich environment. Our students had been receiving an instructional program that follows CR Part 154 regulations and incorporated established best practices in the field of literacy and second language acquisition. Two of our bilingual teachers retired at the the very beginning of November. We have already hired one new bilingual teacher, and we are actively seeking a second bilingual teacher. In anticipation of securing a second teacher and to facilitate the provision of ESL instruction, the students have remained grouped together. Our school program has eight periods per day; each period is at least forty-eight minutes long. The Transitional Bilingual Program consisted of three high school bilingual special education (12:1:1) classes for ELLs in Alternate Assessment. Each class has always remained grouped together for the entire day. One is a work study class, and the other two are in-house classes. Until we replace the second bilignaul teacher, the newly hired licensed/certified bilingual teacher will programatically provide native language arts to all three classes. The licensed/certified ESL teachers will continue to provide ESL instruction to all three classes. As soon as our bilingual staff is complete, we will revise the schedule so that the in-house classes will be with a licensed/certified bilingual teacher for three to five periods during the day. For the two remaining periods, the students have either technology, art, Physical Education/Adaptive Physical Education (PE/APE) or music with monolingual teachers using ESL methodologies.

At present, all bilingual classes are receivng ESL instruction provided by a NYS certified/NYC ESL licensed teacher. The three bilingual classes will receive NLA instruction programmatically (1+ unit/one 48 minute period, daily) that is consistent with the units per week indicated in the CR Part 154. The remaining subject areas are taught in English utilizing ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all TBE work-study students in alternate placement receive ESL service at the beginning of the day or upon their return to school via the pull-out model. These students receive additional support in the native language (Chinese) and English from a paraprofessional who speaks the students' native language and English. All bilingual students who are mandated for counseling and/or speech are seen by a bilingual counselor/speech provider.

All of our students are placed according to the staffing ratio indicated on their IEP's. Since our classes are ungraded, we place students according to their age/functional levels and instruction is differentiated accordingly. When we admit SIFE's or newcomer students, they are also placed according to their functional levels. SIFE's and/or newcomers may be placed in one of the bilingual classes that contains our pre-emerging students and provides more comprehensible input via visual supports and interactive/hands-on activities. Bilingual paraprofessionals provide additional native language (NL) support in the TBE classes. Native language books and materials are available in each bilingual class. All students (including SIFEs) have the opportunity to attend our summer program that affords the students more support in acquiring and strengthening their language skills.

The instructional program is adapted and differentiated to meet the functional and linguistic needs of our students. In order to meet the student's linguistic and academic needs, we continue to expand our literacy program by aligning it with the Common Core Learning Standards (CCLS) and/or Alternate Grade Level Indicators (AGLI's). NLA/ESL literacy activities are extended throughout the curriculum and subject areas by combining a theme-based approach with read alouds, reading/writing workshops, contextualization and multisensory approaches, small group instruction, infusion of the arts and the use of technology tools. Finding materials for our population has always been a challenge. We continue to use the UNIQUE Learning System High School and Transition curriculum. UNIQUE is a dynamic, standards-based, research-based curriculum specifically designed for special learners. It contains monthly thematic units of study that incorporate comprehensive activites for all five core competencies (reading, writing, math, science and social studies). The UNIQUE materials have been designed with SymbolStix graphics (comprehensible input via visual supports), and each unit has three defined levels (from maximum support to modified content) of differentiated tasks to accommodate the learning styles of our students. Work-study teachers utilize the Transition Band of the curriculum. The Transition

Band focuses on skill learning that will be needed when exiting the school, entering the work setting and living with optimal independence. We have found that the use of multimedia enhances and supports the development of English and native language skills. Teachers further differentiate instruction by creating more interactive/hands-on age/grade appropriate materials/activities, using T.E.A.C.C.H. (structured teaching) strategies, also research-based, facilitating the use of AAC devices and the utilization of computer equipment (ie. Smartboard) and/or software. One of our ESL teachers is facilitating the use of the Rosetta Stone (English) software program as well. Native language books and materials are available in each bilingual class. To better gauge yearly progress and create appropriate IEP goals, the students are assessed at the beginning and end of the year with the Student Annual Needs Determination Inventory (SANDI) and the FAST which has been newly administered this year (for specific areas in ELA and math). Additionally, the UNIQUE curriculum also has the option of tracking student progress on-line with monthly checkpoints. In addition to the NYSESLAT, on-going assessments ensure that students are moved along our continuum (school to work) when they are ready.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

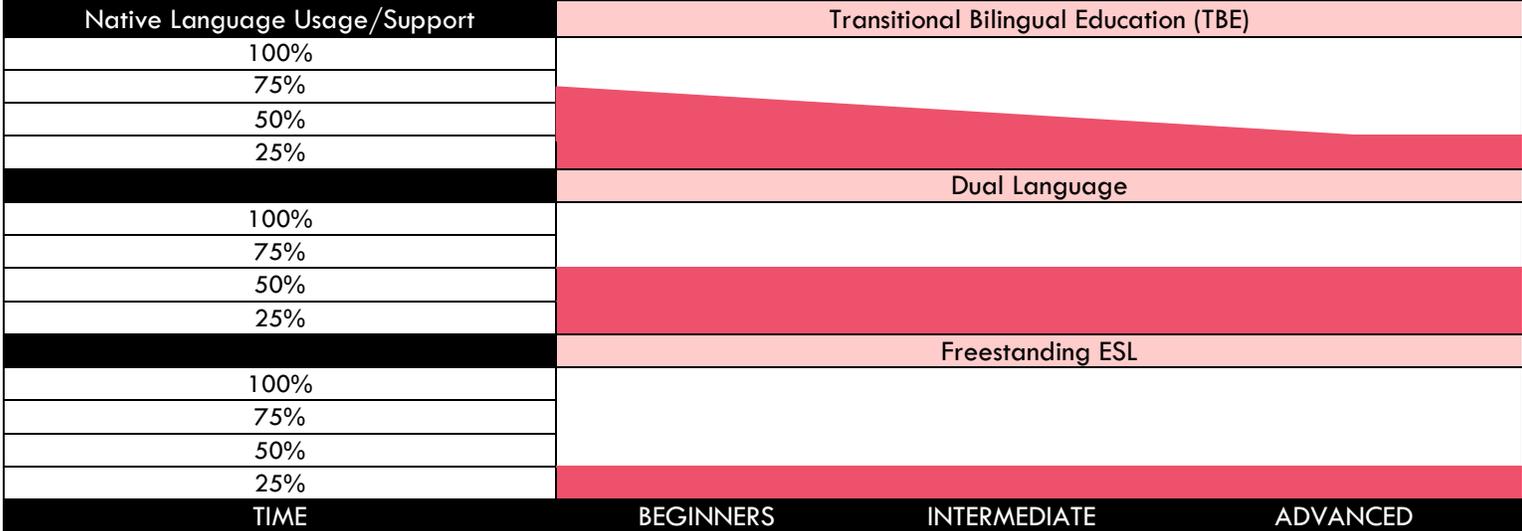
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
See page 12, below
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
See page 12, below
11. What new programs or improvements will be considered for the upcoming school year?
See page 12, below
12. What programs/services for ELLs will be discontinued and why?
See page 12, below
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
See page 12, below
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
See page 12, below
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
See page 12, below
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
See page 12, below
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.
See page 12, below
18. What language electives are offered to ELLs?
See page 12, below
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)?

All of our programs, before, during and after school (CHAMPS-sports/cheer leading, Chapter 683-summer program) are available to ELL students. We continue to offer the Title III program that integrates language and the arts. Although the skill focus of our Title III Program will remain the same, we will be using a new art form this year. We have discontinued using the Brigance assessment and have been using the SANDI, which is a summative assessment. To better gauge student progress, we are implementing the FAST this year which is a formative assessment. The yearly assessments are linked to the student's IEP goals/objectives. Data is collected on the goals/objectives. Progress on the goals/objectives are updated at least four times a year and revisited during the annual review of the IEP. The UNIQUE curriculum has been used successfully with our ELL students. Our bilingual teachers adapt and create comparable native language units aligned to the monthly themes. The ESL teachers also utilize the UNIQUE themes and create materials that focus on strengthening the students' language skills (following directions, word study, writing sentences/short paragraphs, answering higher-order questions, class/individual discussions, etc.). In addition to computers, most of our classrooms, including our bilingual classes have a Smartboard available to support group/individual instruction. Native language support is provided on an on-going basis by the paraprofessional(s). Related and support services (counseling, speech and IEP mandated paraprofessional) are provided in the student's native language. Our classes have a smaller staffing ratio; therefore, we do not segregate new comer students but provide extra support through differentiated work, small group instruction and extra assistance from the paraprofessional(s) who speak the student's native language. Since we are an alternate assessment program, our students do not take language electives.

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.

Throughout the year, the entire organization participates in professional development provided by the school, D75, the Department of Education and/or outside organizations. Every staff member including related service providers and paraprofessionals participates in the Chancellor's Conference Days in November and June. We will continue to focus on questioning and discussion techniques, collaborative learning and transition this year. The understanding of transitional services has supported our teachers in writing IEP goals that address overall desired student exit outcomes. It is particularly important to understand the new changes this year that will affect the exit process for our students who are graduating. This will better prepare our teachers and counselors to support our students and families as they transition to their post-secondary placements. To further develop best practices, we have designed the instructional schedule to accommodate common preparatory periods wherever possible to review student work, facilitate collaborative planning and reflect on teaching practices. Additionally, teachers are required to attend department and administrative cohort meetings (each is bi-monthly). Over the past years, various teachers and paraprofessionals have also been trained by H.G. Birch in T.E.A.C.C.H. strategies/methodologies. Staff members have participated in District 75 workshops in backward design, differentiated instruction, New York State Alternate Assessment, SANDI/FAST assessments, UNIQUE Learning System, ESL strategies, writing quality IEP's, curriculum planning, creating IEP's in SESIS and other workshops

Thus far, our professional development plan includes: ADVANCE (three hours each month ongoing), SANDI/FAST Assessment (September 26, October 22, and October 27), NYSAA (October 7, October 8, October 11, and December 19), UNIQUE (September 3), ELA Curriculum (September 3), New Transition Changes (January 21), Post Secondary Options (November 5), Citywide Instructional Expectations/Children's First Institute initiatives (December 16), Introduction to Positioning for Students with Multiple Disabilities (November 22), and Get Ready to Learn (GRTL - September 24, October 8, November 19, November 8, December 10, January 21, February 4, March 4, April 8, May 6 and 13 and June 10). Some staff will attend outside conferences and will turnkey the information at cohort meetings and/or monthly staff conferences. At present, we do not have any new teachers. However, if we should hire someone new to the system, we will send him/her to the Jose P. Training offered by the district. Should that not be available our Assistant Principal could provide that training with the district's approval.

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?

Parents are always welcome and encouraged to inquire about our program before their children attend our school. As part of our intake protocol, we encourage parents to visit the school before making any decisions regarding their children's placements at 721M. During these visits, parents and children meet the staff members who will work with them. When they make their final decision, we request that they go through an orientation where the program is reviewed; and they meet other key staff members (Administrator, bilingual Parent Coordinator, the Unit Teacher, the Dean, the counselors, the nurse, and other office personnel). Bilingual staff members are always available to meet with parents to answer questions or discuss any concerns they may have about our program.

All parents are encouraged to attend the 721M Parent Association (PA) and/or the 721M School Leadership Team (SLT). During the year, the PA conducts a interest survey in order to address the interests of the attending parents. The PA collaborates with the Parent Coordinator to plan and implement workshops and/or secure speakers based on parental interest. Workshops address the following areas: the transition process, Medicaid Service Coordination, Annual Review, Travel Training, securing guardianship for their child, supporting skills at home, sex education, positive behavior strategies and crisis management. The Young Adult Institute (YAI), Office of People with Developmental Disabilities (OPWDD), Sinergia, The Lower East Side Union and Lawyers for the Public Interest are all community based organizations that will present the workshops at our school. The relationship with these organizations have facilitated other workshop venues for parents. Workshops will be added based on parent suggestions and/or consensus. Interpretation services are available for parents at all meetings.

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.

Part VI: LAP Assurances

School Name: Manhattan Occupational Trainin

School DBN: 75M721

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Bello	Principal		12/6/13
Dorothy Arroyo	Assistant Principal		12/6/13
Madeline Nieves	Parent Coordinator		12/6/13
Robert Frost	ESL Teacher		12/6/13
Jocelyn Chicon	Parent		12/6/13
Elizabeth Carpenzano	Teacher/Subject Area		12/6/13
Silvana Cavallero	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Anthony Acosta	Guidance Counselor		12/6/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75M721 School Name: Manhattan Occupational Training Cen

Cluster: 755 Network: 5

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

Part A: Needs Assessment Findings

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

For the purpose of clear communication with families, we establish each parent's language preference during the intake process. At the beginning of the year, 721M conducts an ATS/SEC/CAP/SEGIS survey in order to ascertain the home language of all students. As the Parent Coordinator places calls to each student's home, she also informally surveys parents to ensure that they are receiving correspondence in their native languages. In addition, parents must be contacted for their children's Annual Review Conference (Individual Education Program/I.E.P.). Each invitation letter asks the parent to indicate if he/she needs an interpreter for the conference. Upon receipt of that request, the teacher must make the appropriate arrangements to have an interpreter available on the date of the conference.

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.

After the ATS/SEC/CAP/SEGIS survey, we found that approximately forty seven percent of our students come from homes where languages other than English are spoken. The following native languages are represented among our ELLs: Spanish, Chinese, Tagalog, Haitian-Creole, Niger-Congo, Bambara and Hindi. The largest percentage of our student come from Spanish-speaking homes. We have ascertained that five of our ELL households (Tagalog, Haitian-Creole, Niger-congo, Bambara and Hindi) do not require interpreter/translation services. Since we provide interpretive/translation services on an as-needed-basis, we can accommodate requests should circumstances change in the household. To ensure that all parents receive important information in a timely manner, we send all notices in English/Spanish or English/Chinese. The breakdown of the languages has been previously shared at our SLT meetings, and we continue to update members on changes.

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.

Parents are always welcome to inquire about our program before their children attend our school. We encourage parents to visit the school before they make any decisions regarding their children's placements. When they make their final decisions, we request that they go through an orientation where the program is reviewed; and they meet key staff members (Parent Coordinator, Unit Teacher, Dean, Nurse, Administrator, counselors and other office personnel). It is at that time that they are introduced to bilingual staff who can assist them. Additionally each parent is given a copy of the Department of Education's "Bill of Parents' Rights and Responsibilities" in the language he/she prefers. Currently, we have staff who speak Spanish, Chinese, French, Haitian-Creole, Bengali and Russian. To ensure the quality of the translations we provide, one staff member does the Spanish translations and another staff member does the Chinese translations.

721M parent contacts are sent home in English, Spanish and/or Chinese. School forms are also available in these languages. Parent contacts are calendared ahead of time to ensure they are sent in a timely manner. The 721M Parent Coordinator in collaboration with the Parent Association facilitates parent workshops that address the needs of the parents and their children (i.e.; Starting the Guardianship Process; Transition Services, Travel Training, etc). These workshops are designed to empower our parents so they may participate in their children's education. Whenever possible, our Parent Coordinator obtains presenters who are bilingual. If this is not possible, interpreters are available at the school level. Bilingual staff members are always available to meet with parents to answer questions or discuss concerns they may have (i.e.; Open School Week, I.E.P. Meetings, community-based organization information, etc.). We also have signs posted at the entry location in the building and other key offices that alert parents of the availability of interpreting services.

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

The office staff in the Main Office will always call a staff member and/or notify an administrator when the need for an interpreter arises unexpectedly. If a parent is attending a planned meeting (i.e., I.E.P. Conference, meeting with staff), the necessary arrangements for the provision of an interpreter are made beforehand.

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>.

721M fulfills the Chancellor's notification requirements (see above). At present, we do not have any parents who speak a primary language that is neither English nor a covered language. If a parent requires a document in a language that is not readily available, we will contact the Department of Education's Translation Unit.