

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

75Q721

School Name:

JOHN F. KENNEDY JR. SCHOOL

Principal:

BETH RUDOLPH

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Alternate Assessment High School School Number (DBN): 75Q721
Special Education High
School Type: School Grades Served: 9,10,11,12
School Address: 57-12 94th St, Elmhurst, Queens, 11373
Phone Number: 718-760-1083 Fax: _____
School Contact Person: Beth Rudolph Email Address: Brudolp@schools.nyc.gov
Principal: Beth Rudolph
UFT Chapter Leader: Shane Lopes
Parents' Association President: Claudia Aguirre
SLT Chairperson: Beth Rudolph
Student Representative(s): n/a

District Information

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

Cluster and Network Information

Cluster Number: N/A Cluster Leader: N/A
Network Number: 5 Network Leader: Ketler Louissaint

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beth Rudolph	*Principal or Designee	
Shane Lopes	*UFT Chapter Leader or Designee	
Claudia Aguirre	*PA/PTA President or Designated Co-President	
Lisa Weinstein	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marjorie Dalrymple	Member/CSA	
Nelu Babliuc	Member/ Parent	
Ana Jimenez	Member/ UFT	
Valerie Miranda	Member/ Parent	
Claudia Danies	Member/ Parent	
Shari Distefano	Member/ Parent	
Geneva Gibbs	Member/ UFT	
Margarita Mendoza	Member/ Parent	
Andrea Levine	Member/UFT	
Ana Rodriguez	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The *John F. Kennedy Jr. School (P721Q)* is located in Elmhurst, Queens. We are a special education school under District 75/Network V.

Our school currently serves 492 high school age students (14-21 years), who have a board range of abilities and challenges, which may include but not limited to students on the autism spectrum, students with severe to profound cognitive challenges and students with multiple disabilities. Students require a high level of support to achieve academic and social/emotional success and are assigned to the John F. Kennedy Jr. School /P721Q according to their Individual Education Plan (IEP).

The school is comprised of a self-contained main site, which houses thirty two (32) classes inclusive of Bilingual, ESL and in school and community based work study classes. There are three (3) co located satellite sites at Info Tech HS, serving five (6) classes including two community based work study classes and one inclusion class; Maspeth Campus HS, serving eight (8) classes and the Queens College Campus has two (2) classes of students fully participating in inclusive education and work study both on and off campus.

There is a significant representation of culturally diverse students as reflected in the twenty three (23) languages spoken by bilingual and English Language Learners (ELL). All classes are served with licensed teachers and paraprofessionals who speak the students' native language. Parents are supported via communication offered in their native language and workshops by native language presenters. Saturday Title 3 programs are offered to students and parents which focus on technology and English language development.

We offer students a wide array of learning opportunities and receive all IEP mandated related and support services to enable them to achieve their maximum potential. Our programming provides a well-rounded educational experience that aligns and parallels with the general education environment.

Students attending the John F. Kennedy Jr. School/P 721Q have the opportunity to participate in all content area instruction – ELA/Math/Science and Social Studies, which are aligned to the NYS CCLS Standards and Alternate Standards (NYSAA). Furthermore, students at the John F. Kennedy Jr. School can participate in Digital Photography, Technology, Performing Arts, Fine Arts, and Industrial Art related classes. Students are also offered opportunities to participate in vocational and Computer and Occupational Standards (CDOS) courses both in and outside of the school, where students learn work related skills in the areas of carpentry and the food service industry.

The variety of academic courses and vocational experiences offered at the John F. Kennedy Jr. HS/P721Q are preparing students for the transition from school to post-secondary life outcomes as mandated through their Individual Education Transition Plan. It should be noted that post-21 placement and services have become exponentially more difficult for parents to obtain since the enactment of the new "front door" protocol. Agencies are now more likely to pick students with work study experience as candidates over those students without previous exposure to work environments. To address this need, JFK Jr. students from 16-21 are involved in community based instruction and work study outside of the school. In the previous school year, the school expanded into work study opportunities specifically created for ELL students. So far this year, the school has expanded available work study opportunities yet again. 40% of the student population takes part in work study with various community based organizations.

Our school's mission is to help our students attain the maximum independence possible. This is achieved through our instructional focus which is detailed as follows:

Our instructional focus is a school wide effort to empower all JFK Jr. School students to reach their full potential for independence at school, home and the community. The John F. Kennedy Jr. School uses a multifaceted approach whereby a dedicated staff instructs students in life, social and vocational skills, academics, and self-advocacy in a quest to shepherd students towards their highest individual levels of independence. Indicators for success include NYSAA, NYSESLAT, IEP progress reports, SANDI, and locally collected ELA/Math data.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Use of school community survey to facilitate an annual curriculum review cycle
- Staff familiarity with Common Core Learning Standards, NYSAA Extensions, the Unique Curriculum, and Project-Based Learning
- 99% pass rate in 2013-14 NYSAA administration

Needs:

- Alignment to research-based programs such as Attainment
- Address NYSAA extension updates (for Science and Social Studies) explicitly

Data Sources: 2013-14 curriculum survey results, 2013-14 NYSAA results

Part 2 – Annual Goal

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

By June 2015, the John F. Kennedy Jr. School will improve rigorous instruction by increasing the number of students achieving level 4 in the NYSAA assessment by 5% by integrating any NYSAA extension updates and Attainment in our 2015-16 curriculum.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development concerning the implementation of Attainment (research-based instructional program)	Teachers	November to February	Assistant Principals along with librarian and Attainment trained teachers

The needs of ELL's will be addressed through NYSESLAT resource materials and Native Language Instruction	ELL teachers and students	Sept to June	Assistant Principal and ELL Dept.
Parent involvement will be facilitated through parent meetings, SLT and PA meetings	Parents	Sept to June	Assistant Principal, SLT
Trust: School wide curriculum made by teachers for teachers	Teachers	March to June	Curriculum Committee

Part 4 – Resources Needed

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

- Per session hours for curriculum committee
- Survey to ascertain teacher suggestions
- Personnel trained in Attainment

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Midpoint: February 2015

Benchmark: Curriculum survey

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Robust school-wide PBIS system that includes an individualized point system
- Active student council

Needs:

- Learning activities that specifically target bullying behaviors including cyberbullying

Data Sources: PBIS data, SWIS data, OORS data

Part 2 – Annual Goal

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

By June 2015, the John F. Kennedy Jr. School will improve the supportiveness of the school environment by decreasing the number of level 4 and 5 OORS incidents by 3% through intensive support for our neediest students through the FBA/BIP process and anti- bullying education.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Research-based instructional program: PBIS, iSafe, Social Skills Training curriculum	Students	Sept to June	Behavior specialist
The needs of ELL’s will be addressed through ARTS grants and Title III	Students	Sept to June	ELL Department
Parent involvement will be facilitated through Title III, PA activities, ongoing parent support through related service provider workshops	Parents	Sept to June	ELL Department
Trust will be facilitated through the best buddies program	Students	Sept to June	Assistant Principal

Part 4 – Resources Needed

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

Best Buddies partnership, PBIS professional development, cyberbullying materials - iSafe

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

Mid-point: February

Benchmark: School-wide poster anti bullying poster contest

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Existing foundation of teacher leadership and collaboration in the form of Academies (2013-14)
- Some informal turn-keying activities occurred during the 2013-14 school year

Needs:

- Professional development data tracking to facilitate effective turn-keying on the part of the teachers
- Building Professional Learning Communities through teacher leadership
- Continuous inter-visitation cycle

Data Sources: 2013-14 workshop agendas, 2013-14 Academy schedule

Part 2 – Annual Goal

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

By June 2015, the John F. Kennedy Jr. School will improve collaboration amongst teachers as measured by a 3% increase of ‘Effective’ teacher ratings in Danielson Domain 4 (Growing and Developing Professionally) through providing teachers with professional development opportunities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Teachers will be encouraged to attend district professional development sessions and turn-key the information to their colleagues. This will build both instructional <i>and</i> leadership capacity	Teachers	Sept to June	Administrators and teacher leaders

The ELL PLN will be utilized for developing strategies to address the needs of our students with disabilities who are also ELL's	Teachers	Sept to June	ELL Department
Parent involvement will be facilitated through parent class leaders, i.e., a parent volunteer who works with a specific group of classes.	Parents	Sept to June	Parent class leaders
Trust will be facilitated through the use of no-stakes peer observations and inter-visitations	Teachers	Sept to June	Administrators and teacher teams

Part 4 – Resources Needed

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

Google calendar, per diem (to cover PD sessions)

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

Mid-point: February 2015

Benchmark: Google calendar for PD

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Piloted “flipped administration” in the 2013-14 school year with positive feedback from staff in terms of content

Needs:

- Creation of in-person meeting agendas containing only instructional activities
- “Pro” version of Present.me at a cost of \$210.00 per annum

Data sources: view counter from video archive, comments function on video archive

Part 2 – Annual Goal

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

By June 2015, the John F. Kennedy Jr. School will improve in the area of effective school leadership by increasing staff participation in collaborative professional learning communities by 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Systems and structures that will be used to effect change enacting by ‘flipped administration’ through implementing the use of present.me to free teachers time for activities related to instruction	Teachers	September to June	Administrative team

The needs of ELL's and SWD's will be addressed through the use of teacher team meeting time that will be 100% focused on developing/exploring instructional strategies relevant to both groups	Teachers/students	September to June	Administrative team
An increase in parent involvement will be facilitated through using PLN meeting time to focus on transition and IEP goal writing	Parents	September to June	Administrative team
Trust will be increased through developing PLN's whereby administrators and teachers are collaborating together to hone instructional strategies/tools	Teachers	September to June	Administrative team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Pro version of Present.me, admin team, PLN meetings, common prep time

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
Midpoint: February 2015				
Benchmark: Present.me archive				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Long tradition of work study partnerships with local businesses and community based organizations
- Record of success in regards to post-secondary outcomes

Needs:

- Front Door protocols enacted by the state resulted in a more stringent placement procedure. Students with work study experience stand a better chance of placement. The JFK Jr. School therefore needs to make every effort to increase work study opportunities.

Part 2 – Annual Goal

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

Over the course of one year, the John F. Kennedy Jr. School will improve strong family and community ties as measured by an increase in competitive employment placements of 3%, increasing the number of students participating in community-based vocational internship programs by 20% and increasing school/home collaboration by providing parent training opportunities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Professional development in the form of work study and agency tours will be implemented so that teachers will have a better idea of which skills to focus on in their classrooms.	Teachers	September to June	Parent coordinator
The needs of ELL’s will be addressed through the development of work study opportunities specifically designed for bilingual and ESL students	Students	September to June	Job Developer

Parent involvement will be facilitated through 20 parent workshops and their inclusion in agency tours	Parents	September to June	Related service providers, transition coordinator, parent coordinator
Trust will be increased through the collaboration between teachers and parents as they seek to accomplish the common goal of successful post-21 placement	Teachers and parents	September to June	Parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Agency and CBO cooperation, teacher coverage

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
Midpoint: February 2015				
Benchmark: Completion of 10 parent workshops				
Part 6b. Complete in February 2015.				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELL status	Small group Instruction is designed to address learning strategies for ELL students. The program develops basic literacy skills through a Phonics-based approach. It is delivered during the school day, individually and in small group settings	Pull-out one-to-one instruction provided students who need intensive interventions.	Delivered daily during scheduled time.
Mathematics	SANDI assessment	Unique Learning System (transition curricula). Attainment curriculum. Monthly instructional thematic units of study. Mathematics lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group instruction	Delivered daily during scheduled time.
Science	NYSAA Baseline assessment	Unique Learning System (transition curricula). Monthly instructional thematic units of study. Science lesson plans define three levels of differentiated tasks to accommodate	Small group instruction	Delivered daily during scheduled time.

		diversity of learners.		
Social Studies	NYSAA baseline assessment	Unique Learning System (transition curricula). Monthly instructional Thematic units of study. Social Studies lesson plans define three levels of differentiated tasks to accommodate Diversity of learners.	Small group instruction	Delivered daily during scheduled time.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavioral needs	FBA/BIP process along with intensive counseling sessions used to address at Risk students' needs.	Small group instruction	Delivered daily during scheduled time.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- 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.



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

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

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

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

Part A: School Information	
Name of School: <u>John F. Kennedy Jr</u>	DBN: <u>75Q721</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>46</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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u> # of certified ESL/Bilingual teachers: <u>5</u> # of content area teachers: <u>0</u>

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:

OVERVIEW OF SCHOOL-DAY PROGRAM AND SERVICES FOR ELLS AT 721Q, THE JOHN F KENNEDY SCHOOL

The John F. Kennedy Jr. school, P721Q is part of the District 75 citywide programs for students with significant disabilities. 721Q is a school for students ages 14.5 to 21 with moderate to severe disabilities in grades 8 through 12. These disabilities include intellectual disability, autism, multiple disabilities, speech impaired, and other health impaired. There are 488 students in our school organization. Of these, 250 (51.2%) are English language learner/limited English proficient (ELL/LEP) students. Of the 250 students, 194 ELLs are in the ESL-only program and 56 ELLs receive bilingual instructional services (BIS) (46 are in Spanish TBE classes and 10 are in a Chinese TBE class).

This year, administration has increased the number of ESL teachers from nine to eleven. We now have eighteen certified ELL teachers. Currently, 721Q has eleven (11) self-contained ESL classes and five (5) classes that are Bilingual (Spanish and Chinese). ESL students in self-contained classes are provided ESL services as part of a departmental program model. Our eleven ESL teachers provide the mandated ESL services per class, and these classes have the opportunity to participate in supportive instructional, enrichment and pre-vocational activities during the instructional day. Our ESL classes also participate in our departmental model, and information is shared by teachers through our weekly cohort meetings and through class-specific distribution lists. ELL students are instructed in pre-vocational skills as well as in specialties such as APE, computer, culinary arts, ELL library and shop classes. Programmatically, all ELL teachers have a common prep, are part of the ELL cohort, and are assigned to work with an administrator (administrator also holds a bilingual certification - Spanish). The organizational model used in our Spanish (4) and Chinese (1) TBE classrooms is an ungraded, modified departmental model, which provides instruction in both the native language and English, as per CR Part 154 mandates (540 minutes of ESL for beginners, 360 minutes for intermediate students and 180 minutes for advanced students, as well as 180 minutes of NLA for these students). We also have 1 certified ESL Teacher that is a Dean/Coordinator for specific ELL Students.

Thirteen (13) BIS-mandated ELLs have alternate placement paraprofessionals. The languages of the alternate placement paraprofessionals are: Bengali, Chinese, Haitian-Creole, Polish, Punjabi, and Spanish.

All ELLs who were on our register last Spring participated in the Spring 2014 NYSESLAT. It is important to note that all ELLs at 721Q have significant cognitive disabilities and have an alternative assessment mandate in their IEPs. Although their cognitive deficits impact on their performance on the standardized NYSESLAT, ELLs have made some gains on this test. Many students went from an “invalid”

Part B: Direct Instruction Supplemental Program Information

(student couldn't complete all 4 modalities) to a B (beginner). 212 of the 240 ELLs who took the Spring 2014 NYSESLAT received a reportable score. As of the writing of this document the RNMR is still unavailable, and so we are unable to conduct a modality analysis.

Instruction for all ELLs at 721Q is aligned with the New Language Arts Progressions (NLAP) (replaced the ESL standards), Common Core Learning Standards and ELA and math Extensions to the CCLS, with the NYS Learning Standards in science, and social studies and their alternate grade level indicators (AGLIs), and with the Career Development/Occupational Studies (CDOS) Learning Standards via the NYSAA CDOS Crosswalk. In addition, ELLs who attend the bilingual classes at 721Q also receive instruction that targets the Home Language Arts Progressions (HLAP) (replaced the NLA standards). The five bilingual (Spanish & Chinese) and eleven ESL teachers are NYS certified. Bilingual and ESL teachers address students' second language and disability-related learning needs by providing students with instruction that: is differentiated, integrates principles of universal design for learning, (UDL), respects and supports students' learning styles and culture, includes effective ESL methodologies such as the natural approach, the language experience approach, and total physical response (TPR), is scaffolded, and that fades cues, prompts, and scaffolds, when appropriate, to encourage and reinforce students' independence and choice-making abilities, infuses technology into instruction, utilizes cooperative learning techniques, and is communication-focused. All ELLs receive the minimum required units of ESL required by C.R. Part 154, based on their NYSESLAT scores, and are instructed in accordance with their IEP mandates. Mastery of ELA, mathematics, science, and social studies content is assessed via the New York State Alternate Assessment (NYSAA) and mastery of IEP goals is assessed via the Student Annual Needs Determination Inventory (SANDI).

DESCRIPTION OF THE DIRECT SUPPLEMENTAL INSTRUCTIONAL PROGRAM:

Type of Program/activities: Title III Saturday Instructional, Professional Development, and Parental Involvement Program titled "Music Makes Me Happy: Music Around the World: Building English Language Skills Through Multi-Cultural Dance"

For school year 2014 - 2015, P721Q will provide Saturday supplemental Title III language instruction to 46 ELLs as follows: Sixteen (16) ELLs will receive instruction in two 8:1:1 class ratios. Two bilingual paraprofessionals will provide support to the program. Twenty four ELLs will receive instruction in two 12:1:1 class ratios. Two bilingual paraprofessionals will provide support to those students. Six (6) ELLs will receive instruction in a 6:1:1 class ratio. One bilingual paraprofessional will provide support to those students. Last year, in addition to the representation of Spanish-speaking parents in all class ratios, we enjoyed increased participation by Chinese-speaking parents in our Title III program. Therefore, this year two additional bilingual paraprofessionals will serve as "floaters" to interpret for Chinese-speaking or Spanish-speaking parents in the mixed language classes. These floaters will also assist students who need toileting or behavioral support.

P721Q's 2014-2015 Title III Saturday supplemental language instruction program for English language learners with an alternative assessment IEP mandate will be titled "Music Makes Me Happy: Music

Part B: Direct Instruction Supplemental Program Information

Around the World: Building English Language Skills through Multicultural Music."

The program will focus on supporting students' acquisition of listening, speaking, reading, and writing skills in English, integrating technology and in reinforcing students' language skills through: 1) participation in music activities from cultures around the world, 2) research of musical cultures, and 3) application of safe practices and choices in their daily lives. Parents work and learn along-side their youngsters throughout the program, engaging in multicultural music, dance and project based activities, conducting research using the internet, creating international genre posters, a multicultural calendar of music and cultural activities that students can engage in with their peers and/or parents. Using ESL methodologies and scaffolds, teachers will help students explore music activities and dance activities practiced in various cultures around the world and how instruments are played and made. Lessons will include a spotlight on the language, vocabulary, social expressions, and communicative etiquette, materials and practices needed to ensure safe participation in music and dance. Opportunities for students to learn and practice social etiquette, sharing, turn-taking and generalization of social skills will be presented through student/parent participation in bringing music to everyone that attends. Students will have opportunities to use and improve listening, speaking, reading, and writing in English as they create musical songs, a karaoke performance, slogans, and illustrations for the international music and a musical performance (using words, symbols, instruments, pictures, photographs, and computer-generated materials). Students will present an international/multicultural musical performance creating their own performances using Mac Garage band, instruments, posters and the karaoke machine to be shared during a culminating "Music Around the World" fair. Instruction during this Saturday program is in English using ESL methodologies and some native language support and reinforcement of concepts and skills with the assistance of bilingual (Spanish/English, Chinese/English, Bengali/English, and other language(s) as necessary) paraprofessionals. Students will engage in activities/tasks (such as attending to articles and stories read aloud and information from the internet on music, artists, composers, instruments, performances and genres from various cultures and countries). In addition, students will play instruments, sing and engage in musical activities through Mac Garage band, Karaoke machine, and other devices that support programs that help enhance musical performances for all students. Students will also practice collaborating by creating their own music from a specific genre they may not be familiar with and work with each other to build the musical performance from the instrument stage to the signing stage to the dance performance stage. To build on this concept students will use technology to build and develop their music. These activities will afford ELL students opportunities to improve their functional communicative skills in English. These activities enhance and support instruction provided during the school day by offering students opportunities to practice, reinforce, and generalize their English language skills while engaging in motivating activities that involve music and dance. Tasks performed by students during this Title III Saturday instructional program are aligned to the New York State Common Core ELA and mathematics standards and Extensions, to the NYS Home Language Arts Progressions (replaced the old ESL standards), and to the technology standards.

Five classes will be formed to serve the forty six (46) ELL students as follows:

Two classes of 12 students, two classes of 8 students, and one class of 6:1:1 will participate in the Title

Part B: Direct Instruction Supplemental Program Information

III program. All 46 ELL students work with the certified bilingual and/or certified ESL teachers building their listening, speaking, reading, and writing skills in English, by participating in music festivities, researching various cultural music, researching and learning about genres of music, creating an international instruments famous musical artists posters, and invitations/announcements to the "Music Around the World" fair using the computer, Boardmaker™, digital cameras, graphic organizers, books, and CDs, etc. Calendars, information packets, safety signs, etc. that students and parents create when they are working with the bilingual &/or ESL teachers, bilingual paraprofessionals, and bilingual school social worker during parent/student ESL instruction will be used by students to share with parents, students, and staff from all groups (12:1:1, 8:1:1, and 6:1:1) during the "Music Around the World" fair culminating activity at the end of the program.

Teacher-generated assessments (rubrics, checklists), NYSAA ELA scores, and NYSESLAT scores will be used to gauge their progress along the language-learning continuum. A bilingual school social worker will work with parents modeling ways for parents to help their youngsters improve their communication, socialization, and functional skills while they are engaged in games, sports and technology-based activities. A school administrator is needed to ensure that all compliance and instructional components are met. Three paraprofessionals (Bengali, Chinese, and Spanish) will translate instructional materials and materials for parents.

Five certified bilingual and/or ESL teachers will ensure that all forty six students receive direct instruction through ESL methodologies from a certified bilingual teacher. Moreover, on the first and penultimate day of the instructional program, bilingual/ESL teachers will conduct a pre (baseline) and post assessment of student performance. The bilingual school social worker will conduct a pre and post survey with parents regarding practices and levels of engagement of parent and child in joint parent/child game and sports activities. A supervisor will be present, since these activities will occur on Saturdays, outside of the normal school day.

Two classes of 8 ELLs and one class of 6 ELL students, each from a variety of language backgrounds (e.g., Chinese, Bengali, Spanish, etc.) will be instructed in an 8:1:1 and 6:1:1 student-to-staff ratio by three certified bilingual or certified ESL teachers. Three bilingual paraprofessional will work with these 8:1:1 and 6:1:1 classes.

Two classes of 12 students per class will be instructed as follows: The first class will be comprised of 12 ELL students and their parents. A Spanish-speaking paraprofessional will accompany that group to serve as interpreter for parents and to provide native language instructional support, as needed, to students. Class two will be comprised of 12 ELL students and their parents, the majority of whom speak Chinese. A bilingual Chinese-speaking paraprofessional will provide interpretation for Chinese-speaking parents in the group and will also provide supplemental native language support, as needed to bilingual Chinese ELLs. Two other bilingual (e.g., Bengali/English) paraprofessional "floaters" will provide additional language and other support and rotate among the two classes of students and parents, along with the bilingual school social worker. It should be noted that some ELLs are instructed in a 12:1:4 ratio during the school day. The additional bilingual paraprofessionals will facilitate instruction in group with these students, should such students attend the program this year. Moreover, most students at 721Q are not independent travelers and require bussing. The District does not provide funds for bussing students at

Part B: Direct Instruction Supplemental Program Information

721Q after school or on the weekend. Participation of parents alongside their youngsters in the program not only provides a way for our students to access the Title III supplemental instructional program, since parents take their children to the program, but also provides an opportunity for parents to be directly involved in and support the instruction of their youngsters (Arias, M.B. and Murillo-Campbell, M., 2008).

The day will begin with a "What Music Do You Listen to?" talk and sounds from that part of the world, using Ipad, computer, Karaoke machine or self-sung music. The entire group of students and parents will participate in the "What Music Do You Listen To?" activity. Each Saturday during "What Music Do You Listen To?" participants will also engage in a guessing game, bingo activity, share session, collaboration about a particular country or culture. Teachers and the bilingual school social worker will facilitate and lead social and communication interaction among parents and students during this session, using TPR. The session will run for the first hour and fifteen minutes of the day. After the "What Music Do You Listen To?" activity, students and parents will then go to their respective 6:1:1, 8:1:1 and 12:1:1 classes.

In each class, students will focus on building their reading and writing skills in English through the creation of calendars, posters, slogans, symbols, songs computer-generated graphics, and books related to music, genre, music notes, and instruments from diverse cultures and nations. Students will use digital cameras to capture images and actions of activities during the program. Students will use these images to illustrate their calendars, posters, etc.. Students will review videos that they have taken of themselves and classmates performing tasks and, using a rubric, will evaluate various aspects of the performance (e.g., Was student's action safe?, Did student follow directions correctly?, etc.). Students will also use computer-based programs (e.g., PowerPoint, Word, Garage Band, search engines, online materials) to create playing cards and other materials and to build and practice their listening, speaking, reading, and writing skills in English. Students will illustrate and laminate their playing cards and create messages, commands, etc. on their cards.

Parents and students from the 6:1:1 and each of the two 12:11 and the two 8:1:1 classes will reunite for the last 40 minutes of the program for the "Music Makes Me Happy!" reflections and evaluation activities. Students, parents, and staff will use the gym, multipurpose room, and/or yard for their "What Music Do We Listen To?" and "Music Makes Me Happy!" activities. The bilingual school social worker will also facilitate parent involvement during the "Music Makes Me Happy!" activity.

The chart below depicts the flow of the day:

8:00 – 9:15	What Music Do We Listen To?
9:18 – 11:20	CONCURRENT Classes
11:22 – 12:00	Music Makes Me Happy!

Part B: Direct Instruction Supplemental Program Information

RATIONALE for 721Q Saturday program with students and parents with ESL focus:

- Saturday program rather than after school program: District cannot fund transportation for students for “new” after school program (and there is no existing after school program at the school of which Title III program could “piggyback”).
- Instruction in English using ESL methodologies: P721Q serves ELLs from several different native language backgrounds (e.g., Albanian, Arabic, Bengali, Chinese, Haitian-Creole, Korean, Polish, Punjabi, Romanian, Russian, Spanish, Urdu, etc.). The vast majority of students from these language groups receive ESL instruction during the school day. Some are mandated for bilingual instructional services (BIS) and all are mandated for ESL instruction. Providing an ESL-based supplemental instructional program will allow for the inclusion of ELLs, regardless of the limited or lack of availability of certified BIS teachers in esoteric languages. Therefore, supplemental instruction during the Title III supplemental Saturday program will be carried out in English through ESL methodologies. In addition, bilingual paraprofessionals will be available to provide native language support to some students who require it (e.g., Bengali, Chinese, and Spanish). The Language Experience Approach, TPR, the Natural Approach, scaffolding, and the use of realia and manipulatives are approaches that will be employed to assist teachers in accommodating the needs of students in both ESL and bilingual programs by promoting English language acquisition and assisting students in the Title III Saturday supplemental program, in moving along the language continuum. The effectiveness of these approaches is supported by scientifically-based research (Krashen & Terrel, 1983; Rigg, P. (1987); Hoffner, H. (2004); Schutz, R. (2007); In addition, all ELLs in the school are on a high school level and have significant cognitive disabilities and would benefit from instructional supports that afford them opportunities that they will need to succeed after they graduate (Clark, G., Field, S., Patton, J., Brolin, D. & Sitlington, P., 1996) and that is provided through collaborative, transdisciplinary teaming/instruction (Orelove & Sobsey, 1996, 2004) (esp. w/ELLs Honigsfeld, Doce, & DelliCarpini, 2010).
- Communication and Socialization are the greatest areas of deficit for students with severe disabilities: (Reichle, J. & Wacker, D.P., 1993) (Jackson, R.M., 2011) The “Makes Me Happy: Music Around the World: Building English Language Skills through Music and Dance” program will provide learning experiences for our ELLs to practice and generalize communication and socialization skills in a natural, motivating, functionally/culturally-relevant, and practical manner. Research supports the use of technology to help improve student achievement (J. Cummins, 2003), (D. Tater and M. Robinson, 2003), (EducationWorld, 2011).
- Parents participate with their youngsters: a) All ELLs in the school have significant disabilities, are not independent travelers, and cannot attend program without parent attendance/transport. b) Research underscores the positive association of parent participation on ELL students’ language acquisition and students with disabilities’ academic performance (Thoen, A.L., 2010) (Fan & Chen, 2001; Feinstein & Symons, 1999). The program will provide an opportunity for parents of ELLs to gain the “cultural capital – the knowledge valued in school and an understanding of how the school system works: to be able to help their youngsters succeed.” (Walqui, A., 2000). c) Effective ways to involve parents of ELLs with disabilities in school and classroom-based instructional issues (Barrera, M., Vang, H., Liu, K., & Thurlow, M. (2005). d) The importance of receiving instructionally-relevant information,

Part B: Direct Instruction Supplemental Program Information

from parents of ELLs with disabilities, about standards-based instructional strategies in the classroom (Barrera, M., Vang, H., Liu, K., & Thurlow, M. (2005). e) The importance and need for students with disabilities to be afforded opportunities to practice and reinforce skills learned across settings and with a variety of people (Westling, D. L., & Fox, L. (2009).

- Bilingual School Social Worker part of transdisciplinary team: a) Research supports the need for transdisciplinary teaming for effective instruction of students with severe cognitive and multiple disabilities (Rainforth, B. & York-Barr, J., 1997; Orellove, F.P. & Sobsey, D., 2004); b) The integration of modeling and culturally proficient coaching for working with culturally and linguistically diverse (CLD) parents and students (Lindsey, D.B., Martinez, R.S., & Lindsey, R.B. (2007) (Anderson, K.L., 2010), c) The importance of cross-cultural competencies (for parents & staff: Lynch, E.W. & Hanson, M.J., 1998), (for students: NYS ESL Standard 5); d) Awareness and application of multicultural etiquette to instruction and to parental involvement (Dresser, N., 1996) (Pengra, L.M., 2000); e) The impact of home language and culture on ELL student performance and the importance of understanding ELLs' circumstances in creating linguistically and culturally responsive schools (Soltero, S.W., 2011) (Baca, L.M. & Cervantes, H.T., 2004), e) The importance of creating culturally proficient schools (Lindsey, R.B., Graham, S.M., Westphal Jr., R.C., and Jew, C. L., 2008); f) The importance of bridging the disconnect between home and school culture and promoting parent involvement that empowers (Elksnin, L.K. & Elksnin, N., 2000) (Baca, L. M. & Cervantes, H.T. (2004)

- Student-to-staffing ratios: All ELLs have IEPs that mandate student-to-staffing ratios. Title III program will provide services for ELLs with 8:1:1, 6:1:1 mandates, and 12:1:1/12:1:4 student-to-staffing mandates in their IEPs.

- Theme-Based instruction (using the "Learning Experience" Format) that integrates real-life world music and technology: "Themes are a way of understanding new concepts. They provide mental organizing schemes for students to approach new ideas (Caine & Caine, 1997; Kovalik, 1994). b) "Students learn through different modes, styles and multiple intelligences. Teachers should access and integrate these modes for increasing opportunities for students to access and retain new knowledge" (Gardner, 1993). c) "Classrooms free of threat, students engaged in immersive learning experiences, and curriculum that connects to the community and the students' lives are all aspects of brain-compatible teaching" (Caine & Caine, 1991, 1994, 1997a, b). d) Use of networked technologies can enhance learning (e.g., decision-making, following rules, teaming/socialization, awareness of safety issues) (Cognition and Technology Group at Vanderbilt, 1997). e) "Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems. (Bransford, Brown, & Cocking, 1999; diSessa, 2000; Linn & Hsi, 2000).

Students in this Saturday instructional program for ELLs are provided with additional, enriched instruction that integrates practical, functional, real-life applications of standards-based language concepts into lessons that are aligned with the New Language Arts Progressions (NLAP) (replaced the ESL standards), and with the ELA, Math CCLS, and Science learning standards and their corresponding Extensions and Alternate Grade Level Indicators (AGLIs). a) The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their

Part B: Direct Instruction Supplemental Program Information

publication entitled “The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers.” b) Researchers from a variety of fields (e.g., in the area of music, learning theory, dance, cultures, physical education, ELL education) have found: 1) a positive association between student participation in extracurricular physical activity and academic performance (Center for Disease Control, 2012), 2) Music helps enhance language Medina, S. (2002, January 1). Using Music to Enhance Second Language Acquisition: From Theory to Practice. Language, Literacy, and Academic Development for English Language Learners. Pearson Educational Publishing., 3) boosts student performance (Hellmich, N., 2010), 4) ELL's learn best from cultural diverse environments Vega, C. (1992, January 1). Considerations in Teaching Culturally Diverse Children. ERIC Digest. ERIC Clearinghouse on Teacher Education Washington DC. 5) that The Relationship Between English Language Learner Status and Music Ensemble Participation By: Lorah, J. A., E. A. Sanders, and S. J. Morrison. Journal of Research in Music Education 2014-12-12, 6) that participation of ELLs in physical education activities gives ELLs an opportunity to improve social skills (AHK, Michigan, 2005), 7) the importance of transdisciplinary teaming (Orlove & Sobsey, 2004) and of inclusion of family members in a multidisciplinary effort by educators, therapists, and others to help make physical activities enjoyable and accessible to students with disabilities (JRRD, VOL. 36 No.2, April, 1999), and 8) a need to involve and educate parents concerning the importance of physical activity for their children and of parent participation with their children in physical activities (Center for Disease Control, May 2003). Therefore, our Saturday Title III supplemental instructional program will provide opportunities for students and parents to engage in musical and dance activities together, providing a venue for ELLs to practice and improve their socialization and listening, speaking, reading, and writing skills in English. The program will also focus on helping students and parents gain information, knowledge, and skills in the areas of safety, music, dance and socialization to maximize their learning potential. Students will learn to use musical instruments, to use all technology machine objects appropriately, to take turns, work as a team, know and follow rules, and develop multicultural songs.

- Supervisor & Secretary Required: We were informed that Title III requires that instruction, PD, and Parental Involvement activities take place outside of the school day. Therefore, a supervisor is needed to oversee instruction and maintain Title III records, PD, and parent activities. A secretary is needed to process payroll and make purchases/acknowledge receipt of purchase.

SUBGROUP AND GRADE LEVELS OF STUDENTS TO BE SERVED:

46 ELLs ages 14.5 to 21 with severe disabilities, including intellectual disability, autism, and multiple disabilities who attend a District 75 special education high school. 22 ELLs are in grade 8, with an 8:1:1 or 6:1:1 student-to-staff ratio. 24 ELLs are at the high school level (grades 9-12, ungraded) in 12:1:1 and 12:1:4 student-to-staff class ratios.

SCHEDULE AND DURATION: Saturday supplemental instructional program, to run 7 Saturdays, 4 hours per Saturday (from 8:00 AM to 12:00 PM).

LANGUAGE OF INSTRUCTION: English using ESL methodologies

NUMBER AND TYPE OF CERTIFIED TEACHERS: 5 certified ESL and/or certified bilingual special education

Part B: Direct Instruction Supplemental Program Information

teachers.

TYPES OF MATERIALS: lamination machines, lamination paper, 1 laptop, iPod, Mac Garage Band Program, CD Player, Karaoke, music, instruments (varied) and system materials.

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:

RATIONALE PROFESSIONAL DEVELOPMENT:

Research supports:

- the use of transdisciplinary teaming for working with students with significant disabilities (Pugach, M. C. & Johnson, L. J. (1995), Orelove and Sobsey, 1996);
- lessons for ELLs and students with disabilities that incorporate hands-on, functional activities (Bredderman, 1982),
- peer-facilitated professional development (Galbraith and Anstrom, 1995), and
- the importance of parent participation in the education of ELLs (R. Waterman & B. Harry, 2008).

These features form the basis of our Title III program.

PROGRAMS FOR PARENTS AND STUDENTS WORKING TOGETHER: (also see transportation issues under instructional rationale)

Our Saturday Instructional Program involves Parents and Students working together. Our ELL teachers have little or no experience working with parents of ELLs with significant disabilities. Teachers need support in gaining, building, and utilizing knowledge re: working with culturally and linguistically diverse families, culture, language, and disabilities, in order to provide effective instruction to ELLs with disabilities (Harry, B., 2008) (Colorin Colorado, 2007)

PD FOR ALL NEW OR RELATIVELY NEW TEACHERS: Our pool of certified ESL or certified bilingual candidates to provide instruction to our ELLs during the Title III Saturday supplemental program is limited to new or relatively new teachers as all of our experienced bilingual and ESL teachers have retired (except for one experienced ESL teacher who does not work Title III due to her other commitments). The most experienced bilingual/ESL teacher at our school has only 3 years teaching

Part C: Professional Development

experience, the next experienced bilingual teacher has only two year experience, the remaining two bilingual teachers just began teaching in September of 2014. Our school increased the number of ESL teachers from 2 to three years ago, 9 last year to 11 this year. 75% of our sixteen ELL teachers are in their first 3 years. It is imperative that our PD focus on supporting the needs of our new or relatively new ELL teachers. All paraprofessionals in our program have extensive experience working in our Title III program, on teams, and working with ELLs with significant cognitive disabilities. Therefore, teachers will participate in an additional hour of PD (PD for teachers will be for 2 hours per session, PD for paras will be 1 hour per session). More likely than not, these new and/or relatively new teachers will be the ones who provide instruction to our ELLs during the Title III supplemental Saturday instructional program.

PD FACILITATED BY BILINGUAL SCHOOL SOCIAL WORKER: The bilingual school social worker will facilitate the PD, provide information and help build and reinforce the home/school connection. BSSW has extensive experience, expertise, and knowledge in providing direct services to ELL students, parents, PD, modeling, and educational consultation to teachers, paraprofessionals, related service providers, and administrators on assessment and instruction of ELLs with disabilities, thematic instruction, working with culturally and linguistically diverse families, and collaborative teaming.

PD FOCUS ON TEAM-BUILDING AND PARENTAL INVOLVEMENT: (Also see research support & rationale under instructional rationale section.)

- Home-school collaboration and transdisciplinary, collaborative teaming for instruction and assessment are essential components of effective instructional programs for students with severe disabilities (Ford, A., Schnoor, R., Meyer, L., Davern, L., Black, J., & Dempsey, P., 2003) (Rainforth, B., York, J. M. & MacDonald, C., 1992) and for working with ELLs with disabilities (Baca, L.M. & Cervantes, H.T., 2004).
- NYSED's recommended thematic unit format for instructing ELLs (i.e., the Learning Experience) (NYSED "The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers" (2000).
- Content of PD will cover cross-cultural issues, multicultural etiquette, interpretation and translation, confidentiality, and using the Learning Experience format as a vehicle for teaching ELLs through themes-the importance of including these issues in training for teachers of ELLs is supported by research (Zehr, M.A., 2011) and law (BRYCS, 2012).
- The impact of home language and culture on ELL student performance and the importance of understanding ELLs' circumstances in creating linguistically and culturally responsive schools (Soltero, S.W., 2011) (Baca, L.M. & Cervantes, H.T., 2004),
- The importance of creating culturally proficient schools (Lindsey, R.B., Graham, S.M., Westphal Jr., R.C., and Jew, C. L., 2008).
- The importance of bridging the disconnect between home and school culture and promoting parent involvement that empowers (Elksnin, L.K. & Elksnin, N., 2000) (Baca, L. M. & Cervantes, H.T.

Part C: Professional Development

(2004).

TEACHERS TO RECEIVE TRAINING: Five teachers (certified ESL and/or certified bilingual special education), seven bilingual paraprofessionals (various languages: Chinese, Spanish, Bengali, etc.), and an administrator will participate in a five week PD Institute. Teachers will participate from 3:00 PM to 5:00 PM and paraprofessionals will participate from 3:00 PM to 4:00 PM (to be held one day a week for 5 weeks, on Wednesdays)

SCHEDULE AND DURATION: PD will be on-going and sustained and will run one day a week, 2 hours per day, for five weeks, after school for teachers and 1 day a week, 1 hour per day for 5 weeks for paraprofessionals.

TOPICS TO BE COVERED: The GOAL of our professional development academy is:

- 1) to explore strategies for working with parents (e.g., the translation and interpretation process, on reinforcing functional language through activities that they and their youngsters will engage in during school and in the Saturday "Music Makes Me Happy: Music Around the World: Building Language Skills through Multicultural Music."
- 2) to explore strategies for teaching ELLs with significant cognitive disabilities, using "music and culture" as a theme,
- 3) to explore issues that impact on teaching and learning as they relate to ELLs with disabilities, and
- 4) to create materials to be used with students and parents (e.g., written materials, multisensory materials and symbols and pictures to use in communication).

Topics to be covered include: Effective Instructional Approaches and Strategies for Working with ELLs with Significant Disabilities, Data Collection and Assessment, Working with Culturally and Linguistically Diverse Parents, Creating age-appropriate, culturally relevant activities and materials to be used with students and parents.

Topic Example for Week One, Day One: Teaching through themes (using the Learning Experience format),

Topic Example for Week Two, Day Two: Collaborative teaming (transdisciplinary teaming),

Topic Example for Week Three, Day Three: Working with culturally and linguistically diverse parents (cross-cultural considerations, multicultural etiquette, behavioral aspects of culture, translation & interpretation process, confidentiality),

Topic Example for Week Four, Day Four: Effective ESL methodologies and strategies for instructing ELLs with disabilities (scaffolding and using and fading cues and prompts, using visual supports, integrating

Part C: Professional Development

technology into instruction) ,

Topic Example for Week Five, Day Five: Data collection/Assessment (using rubrics & checklists) and creating Age- appropriate, culturally relevant materials, Integrating music, instruments and culture into instruction for ELLs with disabilities.

NAME OF PROVIDER: Gila Rivera, the bilingual school social worker, will provide the training for this 5 week PD.

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:

RATIONALE FOR JOINT PARENT/STUDENT TITLE III SATURDAY PROGRAM:

PARENTS WILL PARTICIPATE WITH THEIR YOUNGSTERS: Parent participation is vital for the successful instruction of ELLs with disabilities (NCLB, Title III) (also see research & rationale in instructional and PD sections). Parent participation impacts immediate and post school outcomes for minority, culturally and linguistically diverse (CLD), and disabled youngsters (Baca, L., 1991), (Pleet, A, 2000). Arias and Morillo note that "Logistics is an area that limits ELL parent presence in schools. ELL parents often have labor-intensive work schedules, which limit their ability to attend events and "transportation needs may affect the ability of students to stay after school for tutoring or extra-curricular activities" (Arias, M.B. and Morillo-Campbell, M., 2008). For these reasons, it is important to provide both traditional (Epstein, J.L., 1992) and non-traditional (Arias, M.B. and Morillo-Campbell, M., 2008) ways for culturally and linguistically diverse parents of ELLs to participate in their children's education. Therefore, parent participation is important in this Title III program for ELLs with significant cognitive disabilities at the high school level. Moreover, "Research and practice have both demonstrated that parent involvement is central to academic achievement: Schools that support meaningful parent involvement have higher levels of student achievement, improved school attendance, higher graduation rates, larger enrollment in post-secondary education and students with positive attitudes about school." (e.g., August & Hakuta, 1997; Henderson & Berla, 1994). "Parent involvement can also help students be more engaged with school and motivated to work hard" (López, 2001). All ELL students in the 721Q Title III program, except for one independent traveler, require transportation via the school bus during the school day. Students are not travel-trained and bussing is not available for non-school-day hours (i.e., before/after school and weekends). Therefore parents must escort their youngsters to and from the Title III Saturday instructional program. The 721Q Title III program has been set up to accommodate participants by

Part D: Parental Engagement Activities

integrating parents into the instructional program with their youngsters (e.g., Parents will participate with their youngsters in music and dance activities and will also create digital folios of their work and activities with their youngsters.).

TIME WILL BE SCHEDULED FOR PARENTS TO MEET WITH BILINGUAL SCHOOL SOCIAL WORKER: Parents of ELLs with disabilities often have pressing concerns that they need assistance with that impact on their ability to assist their youngsters. Social workers, as linking agents, can provide parents with information and access to services and supports and can assist parents of ELLs in building coping skills (Bye, L., Shepherd, M., Partridge, J., & Alvarez, M., 2009) (Waterman, R. & Harry, B., 2008) (Arias, M.B. & Morillo-Campbell, M., 2008)

SCHEDULE AND DURATION: Parents will attend the Saturday Title III “Music Makes Me Happy: Music Around the World: Building Language Skills through Multicultural Music” program alongside their youngsters. Parents will attend the Saturday Title III program with their youngsters that will run for 7 Saturdays, 4 hours each Saturday.

TOPICS TO BE COVERED: Parents are fully integrated into the 721Q Title III Saturday program. Parents will work alongside their youngsters each day of the Saturday program, with the assistance of the bilingual school social worker who will observe student/parent interactions and model effective strategies for engaging their youngsters and promoting communicative interaction among parents and students. The parents will join students and staff to participate in integrated communication and socialization-focused recreational activities (playing music, creating songs/music, posters, instruments and playing cards, etc.) and to learn of follow-up activities that they can do at home and in the community to help reinforce and provide practice and generalization for concepts that their youngsters worked on in the instructional program.

Parents will participate in the morning “What Music Do I Listen To?” with their youngsters (from 8:00 AM to 10:15 AM). Following the warm-up, they will accompany their youngsters to their (“concurrent”) classes. (Parents remain with their youngsters in the concurrent classes from 10:18 AM to 10:50 AM). The bilingual school social worker will facilitate work with parents during the “What Music Do I Listen To?” during the “Music Makes Me Happy” activity, and will rotate from class-to-class during the first hour and a half of the concurrent class sessions, assisting parents in working with their children during instruction, modeling interactions, and suggesting modifications.

Parents will leave the concurrent classes at 10:50 and will join the bilingual school social worker in a separate space to participate in the “Music Notebook.” The “Music Notebook” will take place during the last 30 minutes of the instructional concurrent session (from 10:50 AM to 11:20 AM), and will be held each Saturday during the program. On the first day of the program, the bilingual school social worker will facilitate a Title III Parent Orientation session in which parents will receive information about bilingual, ESL, and bilingual related services (e.g., bilingual speech, bilingual counseling) that ELL students are entitled to. Parents will explore issues that they identify as being important for their youngster’s success in school and life. The bilingual school social worker will assist parents with individual and/or specific issues and concerns. In addition, parents will create a list of “10 Burning Questions” that they would like to have addressed (Topics may include: guardianship issues, IEP issues,

Part D: Parental Engagement Activities

special services/agency connections for their youngsters, immigration issues, specific parenting issues, etc.). These issues and issues raised during the “Music Makes Me Happy!” activity will form the parents contribution to the content for the multicultural calendar that they will help create with their children. After the concurrent classes/“Music Notebook”, parents and the bilingual school social worker will go to join students for the “Music Makes Me Happy” activity.

NAME OF PROVIDER: Gila Rivera

RATIONALE FOR PROVIDING METROCARDS AND REFRESHMENTS:

The vast majority of ELLs at 721Q are not travel trained and must take the school bus to and from school during the school day and most of our ELLs are of low socioeconomic status (SES) and qualify for free or reduced meals. In addition, some ELLs at 721Q are undocumented aliens, live in households that are below the poverty line, and but for the availability of school buses to transport them to and from school and meals in school, they would not be able to travel to school regularly and safely (National Center for Education Statistics, 2011; The American School Bus Council, 2013), nor have access to a nutritional breakfast and lunch during the school week. According to the Child Nutrition Act and a study conducted by the National School Lunch Program, students who eat breakfast and lunch in school perform better, and are more alert (USDA, 2009). In addition, in his testimony before the Senate Select Committee on Nutrition and Human Needs, Dr. Arnold Schaefer, Director of the National Nutrition Survey, stated, "The evidence points toward the fact that malnourished children are more difficult to teach and that they have a lower mental score." (NSLP, 2009). The CNA points to a “demonstrated relationship between food and good nutrition and the capacity of children to develop and learn” (CNA, 1966). The Saturday Title III program will run for four hours from breakfast time through lunchtime. Therefore, we will offer Metrocards and refreshments to parents and students who attend the supplemental Title III Saturday program to maximize their learning potential.

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES:

Parents will receive the Title III parent notification letter (from the NYCDOE website) in their preferred languages. The letter will be modified by 721Q staff to provide specific information regarding our “Music Makes Me Happy: Music Around the World: Building Language Skills through Multicultural Music ” Saturday supplemental Title III program. We anticipate that a minimum of 46 parents will participate.

Part E: Budget

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

Allocation Amount: \$26744

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	\$20,423.49	Per session for teachers and paraprofessionals who will teach

Part E: Budget

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

Allocation Amount: \$26744

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		<p>students during Saturday instructional program, bilingual school social worker who will facilitate parents' work with their youngsters, parent network, and conduct PD & parent workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows:</p> <p>Staff for Supplemental Instructional Component:</p> <p>5 teachers x 4 hours x 7 Saturdays x \$50.50 = \$7,070</p> <p>(Teachers sub total for instruction: \$7,070</p> <p>7 paraprofessionals x 4 hours x 7 Saturdays x \$29.05 = \$5,693.80</p> <p>(Para subtotal for instruction: \$5,693.80)</p> <p>1 supervisor x 4 hours x 7 Saturdays x \$52.84 = \$1,479.52</p> <p>(Supervisor subtotal for instruction: \$1,479.52)</p> <p>(Subtotal Instructional Component: \$14,243.32)</p> <p>-----</p> <p>Staff for Parental Involvement Component:</p> <p>1 bilingual school social worker x 4</p>

Part E: Budget

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

Allocation Amount: \$26744

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>hours x 7 Saturdays x \$54.29 = \$1,520.12</p> <p>(Subtotal for Parental Involvement: \$1,520.12)</p> <p>-----</p> <p>Staff for Professional Development Component:</p> <p>5 teachers x 1 day per week x 5 weeks x 2 hours x \$50.50 = \$2,525.</p> <p>7 bilingual paraprofessionals x 5 weeks x 1 hour x \$29.05 = \$1,016.75</p> <p>1 bilingual school social worker x 1 day per week x 5 weeks x 2 hours x \$54.29 = \$542.90</p> <p>1 supervisor x 1 day per week x 5 weeks x 1 hour x \$52.84 = \$264.20</p> <p>(Subtotal Professional Development: \$4,348.85)</p> <p>-----</p> <p>(Subtotal Instruction, Parents, & PD: \$20,112.29)</p> <p>-----</p> <p>1 secretary for timekeeping and purchases (purchase & acknowledge receipt) x 10 hours x \$31.12 = \$311.20</p> <p>(Subtotal Secretary = \$311.20)</p> <p>Total PS (Instruction, PD, Parents,</p>

Part E: Budget

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

Allocation Amount: \$26744

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Secretary): \$20,423.49
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,850.51	Supplemental Instructional Program: Supplies for Saturday instructional, PD and parent programs (to create calendars, symbols, posters, music & dance-related materials, etc. & parent activities) as follows: 5 laminators: \$400. lamination paper: \$100 Assessment of Basic Language and Learning Skills - Spanish Version. Combo Set (Guide & Protocol): \$649.50. Velcro \$100. Markers, karaoke machine w/ supplemental music relating to the program goals, DVDs, chart paper, pencils, multicultural musical song books, hand-held musical instruments including but not limited to the following examples (e.g., maracas, kalimba, drum sticks, conga, marimba, keyboards, pipa, bass, subwoofer, etc.) and multicultural dance props, dance mats/yoga mats, stand mirrors, multicultural costumes, etc. \$1601.01.
Educational Software (Object Code 199)	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$26744

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$3,220.	Metro cards for students: 46 cards @ \$5.00 per round trip card x 7 Saturdays = \$ 1,610.00 Parental Involvement Metro cards for parents: 46 cards @ \$5.00 per round trip card x 07 Saturdays = \$1,610.00 Total: \$3,220.
Other	<u>\$250</u>	Refreshments for parents \$35.71 day = \$250.
TOTAL	\$26,744.00	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 00	Borough Queens	School Number 721
School Name John F Kennedy Jr school, 721Q		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	475	Total number of ELLs	230	ELLs as share of total student population (%)	48.42%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	14	0	14	7	0	7	15	0	15	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	8	0	0	7	0	0	179	0

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	14	0	22	7	0	14	15	0	194	36
Number of ELLs who have an alternate placement paraprofessional: <u>13</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									0	9	9	8	0	26
Chinese										1	1	8	0	10
SELECT ONE														0
TOTAL	0	10	10	16	0	36								

*EP=English proficient student

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									0	61	41	44	11	157
Intermediate(I)									0	9	3	3	1	16
Advanced (A)									0	1	2	0	0	3
Total	0	71	46	47	12	176								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	0	0	0	0	!Und
4	0	0	0	0	
5	0	0	0	0	
6	0	0	0	0	
7	0	0	0	0	
8	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	

NYS Math

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

NYS Science

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

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

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	214	0	214	0
NYSAA Mathematics	114	0	114	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	198	25	198	25

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
None of the assessments listed above in question "1" are used for our population. All students at 721Q have significant cognitive delays and have been classified with one or more severe disabilities (e.g., intellectual disability, autism, multiple disability, etc) and have an alternate assessment mandate in their IEP. Assessments such as those listed in question 1, do not provide accurate,

appropriate, and valid information regarding the literacy, language, and communication abilities of ELLs with significant cognitive disabilities. Therefore, 721Q employs alternate assessments to determine students' communication/language abilities and to plan and design effective instructional practices for our students. These alternative assessments and curricula include: The Student Annual Needs Determination Inventory (SANDI), the ELA New York State Alternate Assessment (NYSAA), the Assessment of Basic Skills Revised, Spanish Edition (Brigance), the Assessment of Basic Language and Learning Skills – Revised (ABLLS-R), “La Evaluación del lenguaje y habilidades del aprendizaje básicas” (ABLLS-R Spanish Edition), and the VOC-1 Assessment. The SANDI measures the student's current levels of performance related to functional skills and aligns those skills to the New York State Common Core Learning Standards. The ELA NYSA is used to measure students' literacy skills and is administered at the grade/age-range levels determined by the State. The Spanish and English Brigance can be used "to establish language dominance, to determine whether a student is performing at grade level in academic subjects in his/her native language, and to distinguish whether or not a student's weaknesses are due to limited English proficiency or to a specific learning disability" (Brigance, 2010). The ABLLS-R/El ABLLS-R (Spanish version) "is an assessment, curriculum guide, and skills tracking system that focuses on language acquisition and is used with children who have autism or other developmental disabilities. It allows for the identification of deficiencies in language (English and Spanish), academic, self-help, and motor skills and for the implementation and monitoring of individualized intervention" (ABLLS-R, 2012). The Voc 1 assesses students' vocational interests and skills. We utilize the ABLLS-R, SANDI, teacher made materials and Vocational assessments to create IEP goals and objectives that drive the appropriate instruction for each student and align instruction for students with disabilities to the common core learning standards via Extensions to the ELA and mathematics CCLS and via science and social studies alternate grade level indicators (AGLIs). Data is being collected to track student progress. Progress reports accompany the report cards. We also assess our students using EQUALS, UNIQUE, and the NYSESLAT.

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

All ELLs in our school have a significant intellectual disability and have alternative assessment mandates in their IEPs. Because of the severity of their disabilities, our students don't show much movement up proficiency levels (e.g., don't move from B to I or from I to A or from A to P) on the NYSESLAT, which is a standardized assessment. One manifestation of our students' disabilities is that many of them have difficulty generalizing skills that they have learned across settings, with different materials, and with different reading, speaking, listening, and writing partners. For example, some students may be able to decode and comprehend a word in a particular text, written in a particular font, but they may not be able to associate that same word (when it is printed in a different font or font-size, or in a different context), with the word they know. Moreover, many of our students take a long time to process information. Students with significant disabilities do not perform as well as typical students who have no cognitive challenges. It is not uncommon for a student with processing challenges to blurt out the correct answer to a question hours after it was asked of him/her. This negatively impacts their ability to "read"/pass the reading section of the NYSESLAT—even with extended time. Fifty three (53) of our 230 ELLs are non-verbal and several others are limited verbal. Many of our ELLs also have a speech & language, physical therapy, and/or

occupational therapy mandate in their IEPs. Still other of our ELLs have hearing impairments that impact their ability to perform all portions of the NYSESLAT and to demonstrate progress. Many of our ELLs with disabilities who are non-verbal/limited verbal receive "Invalids" because they cannot perform the speaking portion of the NYSESLAT. As of the writing of this document, the RNMR is unavailable. Although we cannot address "patterns across modalities" without data from the RNMR, based on our own collected data, it is evident that our students do make progress. Some of our students moved from "invalid" (INV) to "beginner" (B), despite their challenges. Our students also demonstrate progress by meeting NCLB AYP via their performance on the ELA and mathematics NYSAA. For the past several years, our ELL students scored 3s and 4s on the ELA and mathematics New York State Alternate Assessment (i.e., they met or exceeded the standards).

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

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

721Q has four (4) self-contained ESL classes (one 12:1:1, two 8:1:1 and one 6:1:1), three (3) semi-self contained ESL classes (semi-self-contained means students remain with their ESL teacher for their mandated minutes of ESL services, i.e., 540 minutes/12 periods per day. For the remaining periods, students in semi-self contained classes participate in other classes such as culinary arts, music, dance, industrial arts, crafts, APE, and computers.), and five (5) classes (with 12:1:1 and 12:1:4 ratios) that follow a pull-out model to instruct ELL students in all service categories (12:1:1, 12:1:4, 6:1:1, 8:1:1, 12:1:1, and work-study). ESL students in self contained classes are provided ESL services as part of a departmental program model. Our nine ESL teachers provide the mandated ESL services per class, and these classes have the opportunity to participate in supportive instructional, enrichment and pre-vocational activities during the instructional day. Our ESL classes also participate in our departmental model, and information is shared by teachers through our weekly cohort meetings and through class-specific distribution lists. ELL students are instructed in pre-vocational skills as well as in specialties such as APE, computer, culinary arts, and shop classes. Programmatically, all ELL teachers have a common prep, are part of the ELL cohort, and are assigned to work with an administrator (administrator also holds a bilingual certification - Spanish). The organizational model used in our Spanish (3) and Chinese (1) TBE classrooms is an ungraded, modified departmental model, which provides instruction in both the native language and English, as per CR Part 154 mandates (540 minutes of ESL for beginners, 360 minutes for intermediate students and 180 minutes for advanced students, as well as 180 minutes of NLA for these students). Analysis of data from the NYESESLAT, and teacher-made assessments indicates that most ELLs are at the beginning level of English language acquisition. The pull-out model provides ESL services for those students who return to the main site from their worksite jobs, as well as for students with alternate placement paraprofessionals who are not in a modified self-contained model. 13 students have alternate placement paraprofessionals in the following languages: Bengali, Chinese, Haitian-Creole, Polish, Punjabi, and Spanish. All rooms contain libraries with multi-language books, iPads, technology centers that are equipped with computers and software that include Boardmaker and Writing with Symbols in Spanish and English, posters and supplemental materials in Chinese, and textbooks that are bilingual. Teachers use the web-based UNIQUE curriculum to instruct all students in the school. UNIQUE is a research-based curriculum specifically designed to address the learning needs of students with disabilities. It is standards-based, differentiated, age-appropriate, and comprehensive. The EQUALS mathematics curriculum for students with special needs is also used.

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

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

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

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

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

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

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The John F. Kennedy, Jr. School, P721Q, is a District 75 (Citywide Special Education Programs) high school for students between the ages of 14.9 and 21 who have severe disabilities (e.g., moderate to profound intellectual disability, autism, multiple disabilities). The initial identification process of potential ELLs begins at the CSE (Committee on Special Education), where students are evaluated and placed into ESL or Bilingual programs, in collaboration with parents, to whom these programs are explained. To commence the identification process, the parent or guardian of every newly admitted student into the New York City Public School system is provided with a Home Language Identification Survey (HLIS) in his/her native language, whenever possible, at the CSE. If the HLIS does not exist in the language of the parent/guardian, an interpreter is found to administer the survey to ensure that each question is understood, and will be responded to accurately. Based on the analysis and interpretation of the HLIS (one or more questions in #1 - #4 and two or more questions in #5 - #8 demonstrating that a student speaks/understands a language other than English, even if English is one of the languages spoken/understood), it is determined whether the student is eligible to take the LAB-R (Language Arts Battery – Revised). The NYS cut scores are applied to determine the level achieved on the LAB-R (Beginner, Intermediate, Advanced, or Tested Out (not an ELL). Students are administered the LAB-R within ten days of being identified as potential ELLs. Should the HLIS and LAB-R not be administered at CSE, these are then administered at the school level. The HLIS is administered by Ms. Lucy Rodriguez, AP, in conjunction with a bilingual paraprofessional if need be. The bilingual pedagogue responsible for the administration of the LAB-R is Tiffany Carrasco. ATS reports are checked continuously by our data specialist, Ron Markovitz, who maintains a current list of all ELLs to be tested. ATS reports (e.g., RLAT, REXH, RPOB, etc) are run and reviewed monthly by our data specialist. Additionally, CAP is checked and IEPs are reviewed for qualification and compliance.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In the fall, an orientation meeting is held to inform parents of ELLs about the language programs and supports available for ELLs (e.g., TBE classes, ESL classes, Title III program, alternate placement paraprofessionals, bilingual counseling, and bilingual speech and language services). Students are placed into ELL programs immediately after this occurs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154

[see tool kit.]

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

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

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

Bilingual teams at the CSE level determine placement of all students, including ELLs.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
In response to program needs and Chinese parent requests, we opened a transitional bilingual (Chinese) education class to provide needed native language and ESL services to 12 students in a 12:1:1 class from Chinese home language backgrounds. In the future, we would like to open a bilingual Bengali TBE class to accommodate the needs of our bilingual Bengali students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

disability-related needs via their IEP goals, ESL scaffolding methods, and differentiated instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are administered the Brigance in Spanish, ABLLS-R in Spanish, and informal assessments in Spanish and Chinese. Alternate placement paraprofessionals provided additional language support during informal assessments and observations for our ELLs with AP paras.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs participate in the ELA NYSAA which assesses speaking, listening, reading, and writing skills in English for students with significant cognitive disabilities. In addition, students are assessed via the SANDI and Brigance in ELA and through informal assessments which yield data that informs instruction and creation of IEP goals that address speaking, reading, writing, and listening skills and are reviewed annually by the instructional team (during annual review educational planning conferences).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
All ELLs in 721Q have cognitive deficits, however, all materials, social interactions, and settings are age-appropriate. Materials are of high interest/low readability and multicultural. Therefore, required services and supports also correspond to ELLs age levels (i.e., 14.9-21) through the use of realia, photographs, music, teen-themes, and the integration of motivating, culturally relevant activities into language and content instruction of our students.
Students in the TBE program read, write, listen, and speak in Spanish using Spanish-language books, materials, symbols, and computer-based software. Native language supports are also used in the ESL program, when necessary, via music, materials from students' homes in their native languages, and support from bilingual paraprofessionals in the school.
Required services supports are modified in order to differentiate for the needs of each student. Materials are modified and teacher made in order to be age appropriate.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our ELL students are moved from 6:1:1 to 8:1:1 and from 8:1:1 to 12:1:1 and from 12:1:4 to less restrictive environments such as 6:1:1 or 8:1:1 as their communication and socialization skills improve. All of our students' instruction is individualized and aligned to the curriculum via Extensions to the Common Core Learning Standards in English. Flexibility is built into instruction through the use of multisensory, universally designed, visually-based, culturally and age appropriate materials, settings, and social interactions that help our ELLs achieve their IEP goals and improve their English language skills within the least restrictive environment. 1

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

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

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

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

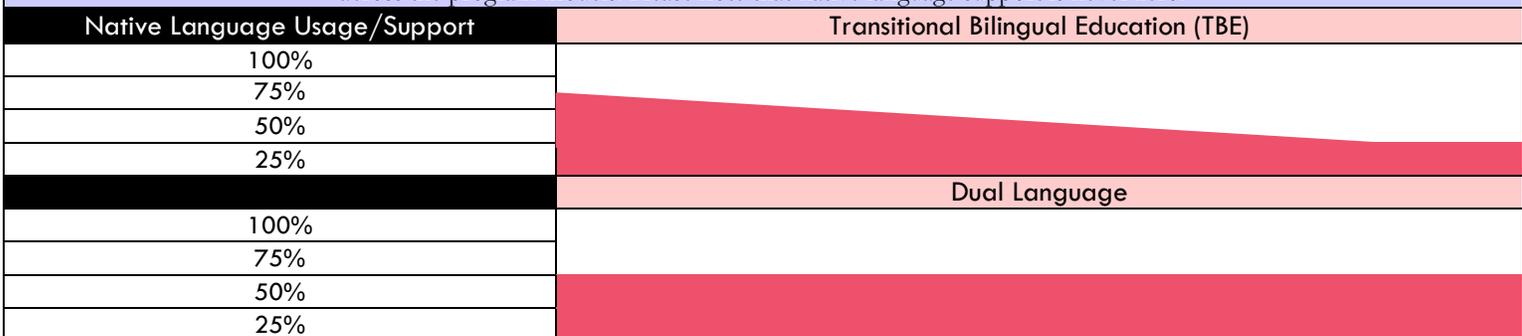
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention is provided in natural environments, during functional, and motivating activities that afford our students opportunities to practice and generalize their skills across settings and with a variety of people. For example, during instruction in the culinary arts and café classes, our ELLs practice using and improving their listening, speaking, reading and writing skills in English as well as their consumer math skills as they prepare recipes, wait tables, take orders, and sell snacks from the roving food cart. Students participate in community improvement activities such as recycling, Penny Harvest, Food Drive, and other activities that are aligned to the social studies and science learning standards via alternate grade level indicators. In addition, students in our bilingual Spanish and Chinese classes work on their aforementioned skills and programs using the native language to improve their listening, speaking, reading and writing skills in Spanish and Chinese. Some of our ELLs also participate in CHAMPS, Title III weekend supplemental instructional program, performing arts presentations, talent show, ethnic celebrations, and the annual school fair. These activities provide a natural settings and interventions that address our ELLs students' language, socialization and content-area instructional needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Although all of our ELLs have severe cognitive impairments and participate in alternative assessments, their communication skills in English have improved, based on teacher-generated assessments, IEP goal-mastery, and NYSAA scores in ELA.
11. What new programs or improvements will be considered for the upcoming school year?
- If possible we would like to open 3 new TBE classes: a Bengali, a 8:1:1 Chinese, and a 8:1:1 Spanish class.
12. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any programs or services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are represented in all school programs (e.g., culinary arts, visual arts, APE, music, dance, café, computer, travel training, related services, the weekend Title III supplemental program, and in the CHAMPS after school program).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of our ELLs have access to instruction with smartboards, iPads, computers, digital cameras, audio-visual materials, and augmentative and alternative communication devices. Our students regularly participate in computer class and use technology throughout the school day. Students also practice vocational skills using copiers, fax machine, laminators, and printers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Spanish and Chinese NL are delivered by certified bilingual (Spanish & Chinese) teachers to students in our TBE Spanish and TBE Chinese classes. Students who have BIS mandates in their IEPs but who are not in bilingual classes receive native language support from alternate placement paraprofessionals who work under the direction of the students' teachers. Students use bilingual books, bilingual eBooks, mini videos, and multilanguage materials from the internet as well as posters in the native language, e.g. math and NLA.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Supports are aligned to the CCLS/LS via Extensions and AGLs which are grade specific and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All ELLs have IEPs that specify 12-month school year. Students attend our school in the months of July and August. Newly enrolled ELLs are also invited to attend our summer Chapter 683 program.
18. What language electives are offered to ELLs?
- At this time, we do not offer any language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q721

School Name: The John F. Kennedy Jr. School

Cluster: _____

Network: 5

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

Part A: Needs Assessment Findings

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

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

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

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

The aforementioned data sources and methods reveal the following:

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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