

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

**DBN: (i.e. 01M001):**

**75R721**

**School Name:**

**THE HUNGERFORD SCHOOL**

**Principal:**

**DR. MARY MC INERNEY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: 6-12 middle school, high school  
special education School Number (DBN): 75R721

School Type: Special Education Grades Served: 6-12

School Address: 155 Tompkins Avenue SI, NY 10304

Phone Number: 718-273-8622 Fax: 718-727-6994

School Contact Person: Dr. Mary Mc Inerney Email Address: mmciner@schools.nyc.gov

Principal: Dr. Mary Mc Inerney

UFT Chapter Leader: Alphonse Vota

Parents' Association President: Maritza Sabato

SLT Chairperson: David Vota

Student Representative(s): \_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht

Superintendent's Office Address: 400 First Ave NY, NY

Superintendent's Email Address: GHecht@schools.nyc.gov

Phone Number: 212-802-1500 Fax: 212-802-1678

**Cluster and Network Information**

Cluster Number: 575 Cluster Leader: Ketler Louissaint/ Gary Hecht

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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Mary Mc Inerney	*Principal or Designee	
Al Vota	*UFT Chapter Leader or Designee	
Maritza Adorno	*PA/PTA President or Designated Co-President	
Felicia Pinero (SSA) (Shop Steward	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	
Jean DiLeone	Member/ Parent	
Ann Marie Dirago	Member/ Parent	
Jeanne Englert	Member/ Parent	
Roseann Incantalupo	Member/Parent	
Donna Morales	Member/Parent	
Angelica Tulino	Member/ Parent	
Mike Lee	Member/Teacher	
Danielle Pellegrino	Member/ PT	
David Vota	Member/Teacher	
Karen O'Brien	Member/ Paraprofessional	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Hungerford Mission Statement. At P721R, The Richard H. Hungerford School we believe our Mission is:

To help students develop to their maximum potential and by providing them with essential social, emotional, language, technological and academic skills. Our program seeks to accomplish this goal by creating a nurturing environment that is physically and emotionally receptive to the needs of our students and their families. We use a cooperative, multisensory approach involving age appropriate, individualized instruction. We also believe in shared decision making that involves integrating the families and community of children of our school in the development of harmonious, cooperative and respectful policies that directly affect them. In addition to the Main Site, P721R hosts 6 off-sites including, IS 24, Jerome Parker Campus, LifeStyles, McKee HS, New Dorp HS and Tottenville HS. Each off-site is designed to enhance the needs of the unique population of students that attend these schools. Our school educates 392 students from grade 6 through 12. The school population is comprised of African American: 21.43%, Hispanic: 27.04%, Caucasian: 46.17%, Asian: 4.08%, and Native Hawaiian/Pacific Islander: 0.77%.

Students are exposed to a variety of work sites based on student interest such as custodial, daycare, office work, and retail and hospital settings. Work Sites focus on work readiness, skill acquisition and employability. Work-study is a valuable component of transition and these programs integrate our students into the community, while helping them acquire and generalize critical skills to gain and hold a job.

P721R has 32 work-sites partners with various community work programs including, not limited to: A Very Special Place, Cloves Lakes Nursing Home and Rehab Center, College of Staten Island, Community Resources (CR), Congregation of Bnai Jeshurun, Costco, CVS, Hungerford @ Connelly Center, JCC of Staten Island, Richmond University Medical Center (RUMC), Seaview Hospital, SI Yankees, SI Zoo, St. Elizabeth Ann's Health Care and Rehab Center, St. George Theatre, Staaten Catering Hall, Grand Oaks Catering Hall and Paco's Mexican Bistro.

Several sites have initiated snack cart/cafe programs to provide students with realistic work settings and experiences within the school community in order to help students generalize the skills they have been learning in class. The mission of this program is to provide quality learning experiences that will enable all students, regardless of their disability, to become productive members of society and live their lives with dignity and as independently as possible. At The Hungerford School, we focus on the abilities of each individual, rather than their disability.

P721R fosters a school community that takes a vested interest in student learning and motivations. The Main Site offers a plethora of elective courses students may choose from including culinary arts, "Recycle the Bicycle" repair, a girls cheerleading group, boys and girls dance teams, photography club, and gardening club. Each elective functions as an enrichment course to provide students with additional opportunities to develop social and career skills whiling experiencing success in an area they are interested in.

P721R promotes Project-Based Learning that is an instructional approach built upon authentic learning activities that engages student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. PBL teaches student's 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. PBL is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into

account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Joint Action Routines (JARs) are activities facilitated by a teacher in which students participate in. They follow a predictable, logical sequence that can be repeated over time. The events in the activity rely on a routine of verbal exchanges between the parties involved. For students with developmental and intellectual disorders, communication is often an area that is lacking. JARs encourage communication and increases opportunities for students to use language within an assignment designed by the teacher. A Joint Action Routine creates an interaction between 2 or more people through rehearsal and focus on target language while engaging in a motivating activity.

Many students require specific instruction in awareness of the environment, pedestrian skills, problem solving, and other transportation and travel-related skills and behaviors to achieve independent mobility and use of public transit. Travel Training personnel are specifically trained in the Competencies for the Practice of Travel Instruction and Travel Training to provide the individualized instruction to eligible students. Travel Training is comprehensive, specially designed, one-to-one instruction to teach high school age students how to travel safely and independently on public transportation, where appropriate. Independent travel and use of public transit is closely connected to successful post-school results for students in terms of employment, education, community inclusion, and independent living.

P721R utilizes the Student Annual Needs Determination Inventory, a comprehensive classroom system for students with significant intellectual impairments that includes the SANDI-online Assessment. Steps to Success, developed by Riverside, CA County Office of Education, align assessment, access to grade level standards, and rigorous research-based instruction in order to specifically target individual student strengths and needs. The SANDI addresses student needs by providing an assessment tool to determine functional skill areas and the corresponding focus statements of the NYS Common Core Standards. The SANDI provides a basis to determine educational benefits related to the student's present levels of performance, progress on the Individual Education Program (IEP) goals and identification of educational needs. All goals are aligned to CCLS and provide our students with an entry point to access the CCLS in a way that is meaningful and functional for their individual needs. P721R administers SANDI twice a year (Fall and Spring).

FAST or Formative Assessment of Standards Tasks is an extension of the SANDI used as a benchmark that uses multiple measures data collection system and is composed of an electronic portfolio that tracks students progress across time. The FAST collects targeted standard reports by student, teacher, site and district. The data is used to guide instruction using evidence-based practices.

P721R asserts that many maladaptive behaviors may occur due to a student's inability to express their emotions. Every classroom in P721R has adopted a mood meter to assist students in their self-expression as well as reflection. Emotions are continuously discussed in an open forum in every classroom. It is P721R belief that a student cannot learn unless they are self-regulated. The incorporation of emotional literacy and the mood meter have reduced maladaptive behavior within our school environment and created an atmosphere that fosters learning and student progress. P721R advocates for students to be in their Least Restrictive Environment (LRE) as outlined by the IDEA. The basis of LRE is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved in the greatest extent possible in an environment that is most conducive to their learning needs. In the 2013-2014 school year, P721R has experienced several positive fluctuations in the placement continuum for classroom ratios including 6 students from 8:1:1 moving into 12:1:1, 3 students from 12:1:4 moving into 12:1:1, 3 students in 6:1:1 moving into an 8:1:1, and 5 students from 8:1:1 moving into a 15:1:1. From the 2014 school year to the present, P721R has successfully moved 1 student from 12:1:1 to a 15:1:1 (Community School Setting), 1 student from a 6:1:1 to an 8:1:1 inclusion setting and 1 student from 12:1:1 to a 12:1:1. These progressive movements reflect P721R's belief in continuously determining the appropriate setting for a student, while taking into account student's strengths, weaknesses, and needs, and considering the educational benefits from placement in any particular educational setting. During the 2013-2014 school years, P721R has also experienced encouraging changes in the area of related services, with 39 terminations in related services including 15-Speech, 5-Occupational Therapy, 4 Physical Therapy, 7 Counseling

and 8:1:1 Para-Professionals. There were also 75 reductions in related services including 38 Speech, 27 Occupational Therapy, 3 Physical Therapy, and 5 Counseling and 2 Vision Therapy. From 2014 to the present, there were 11 terminations: 1 Speech, 8 Occupational, 1 counseling and 1 1:1 Para-Professional. There were also 39 reductions: 19 Speech, 15, occupational Therapy, 1 Physical Therapy, 1 Counseling and 3 Vision Therapy. These statistics are a testament of the ability of P721R to work towards enabling students to gain independence.

In supporting our student's goals for academic and social-emotional growth, P721R has initiated a school wide system to support positive behaviors and a positive atmosphere for learning. Positive Behavior Intervention Supports (PBIS) hold students accountable as members of the school community who have an active role in monitoring their own behavior and encouraging their peers to do the same. This approach is integral to fostering an environment more conducive to learning through the use of a school-wide intervention system. Lead teachers from each site are responsible for providing professional development related to PBIS and turn-keying information to ensure coherence across sites. PBIS data is tracked in every classroom and is centralized and analyzed by the PBIS team. Wave bucks and/or club privileges are redeemed Friday afternoons.

The positive behavior support system is put in place to decrease maladaptive behaviors. Our school-wide intervention system is the W.A.V.E:

W-We Are Responsible  
A-Always Respectful  
V-Very Safe  
E-Excellent Attitude

Every classroom has rules, mood meters and a wave tracking system. Behavior is tracked daily for every student. The W.A.V.E. system is implemented in every classroom, the hallway, cafeteria, bussing, and related services and in the community. Positive behavior support focuses on research-based strategies used to improve the quality of life while reducing challenging behaviors in a person's environment. Positive behavior strategies also enhance a person's independent living and cognitive skills by habilitation outcomes, behavioral procedures and evidence-based research.

P721R implements a Universal Design for Learning (UDL) which is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a framework for understanding how to create curricula that meets the needs of all learners from the start.

P721R is a proud Parents As Art Partners School. The Center for Arts Education's Parents As Arts Partners program is a unique school-based arts education program that engages parents and families in hands-on, interactive arts education activities with their children. The program seeks to increase parent engagement and involvement in city public schools and in their child's education, creating shared, high quality arts experiences that align with classroom curriculum. Each Parents As Arts Partners program is unique and designed in collaboration with school personnel, teaching artists and parents. Parents were invited to a Visual Art series that took place on 5 Saturdays starting on November 8, 2014 and culminated in a Reception on Saturday December 13, 2014, at The Staten Island Museum.

When considering our school growth, P721R fosters several systems for improvement. Achieve3000 provides a web-based, individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. There is one high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level. Keys to successful learning is using material that students find relevant and interesting while differentiating that content to meet each student's unique learner profile. The diversity of students in a class makes it difficult to both find content that motivates all students and present it at each student's point of entry. The use of a wide range of high-interest and current articles in Achieve3000 helps to ensure students will find something that engages their interest. The daily e-mail sets the stage for a learning experience that is designed to help every student maximize his or her potential by introducing the topic of the article using vocabulary and questions appropriate for their reading level.

GRTL includes Specific routines that incorporate sound, breath work, and yoga postures and deep relaxation

techniques adapted for the specific challenges of various disabilities. Each routine is designed to be implemented in a sequential approach - modeling, minimal prompt and assisted performance. The program is supervised by therapists but is implemented by the classroom teacher to provide a daily preparatory therapeutic program. The program includes 2 seated and 2 floor routines designed to start the student instructional day. Data collection tools for this program include: baseline data forms, teacher/parent observation forms, parent letter/feedback forms, teacher feedback forms, and simple weekly data sheets to track individual progress. This academic intervention service is provided during the school day using one-on-one and small group instructional models.

The Health Advocacy Program (HAP) is an activity-based curriculum used to teach persons with disabilities how to maintain a healthy lifestyle as issued by the IBR, The Attainment Company and District 75. Teachers in P721R were selected to participate in this comprehensive program. Students are led through lessons from the HAP manual, which guides teachers to allow students to access knowledge of the material. Students who participate in the program complete a culminating activity that is featured at P721R's annual Health Fair held at the Main Site at the end of the school year.

The New Teacher Institute at P721R helps to make the first years of teaching as smooth as possible with available resources and experienced volunteer mentors. Mentors provide new teachers with strategies, tools and ongoing support to meet the challenges of their new careers. During full-day sessions multiple times throughout the school year, participants learn about classroom management, instructional techniques, inclusion, and best practice for communicating with students, parents and colleagues, technology tools and the school community at P721R. Goals for the 2014-2015 New Teacher Institute includes:

1. Collaboration to develop a personal toolbox of applicable techniques for planning and delivering effective instruction.
2. Maximizing time and energy for managing a demanding classroom schedule and school culture.
3. Acquiring technology tools that enable teachers, mentors and their students to organize and retrieve classroom data and information around planning, prioritizing, assessment and communication.
4. Learning and practicing leadership coaching tools that benefit personal, student, colleague, and parent communication.
5. Creating a supportive, sustaining coaching beginning teacher/mentor relationship.

This current school year, 4 classroom teachers and 2 speech are being mentored utilizing the New Teacher Institute model. The result has been more effective first year teachers that are skilled and equipped to meet the needs of the specific population of students they teach.

Our school culture is driven by clear values that include the role of the arts; structures are in place so that each student's engagement in the arts is facilitated by teachers and related service providers to help promote social emotional learning and student academic success. One of our biggest challenges is getting funding for such arts opportunities. We have our Project ARTS funds allocated to Lincoln Center Education for two 10 week visual arts residencies at our Jerome Parker Campus. We have an aggressive proposal writing team and have secured additional arts funding this school year including the new NYCDOE grant for ELLs/SWD, and VSA/Kennedy Center funding. We are rolling out Lincoln Center Education residencies into our main site and site at New Dorp HS. We are adding dance and theater to visual arts residencies.

As an outgrowth of our growing partnership with Lincoln Center Education, we will be working with Lincoln Center and Trusty Sidekick Theater Co. to create a piece of theater designed for young people on the autism spectrum. The play will premiere at Lincoln Center in June, 2015.

This is our school's tenth year as a participant in NYCDOE's funded Urban Advantage. We have been with Urban Advantage since the NYC launch in 2004. Urban Advantage includes: High quality PD for teachers and our administrators, Classroom materials and equipment for our school, teachers and students that promote scientific inquiry. Our school is given free school and family trips to such institutions as the SI Zoo, American Museum of Natural History, Bronx Zoo, and NY Aquarium. Urban Advantage also provides outreach through family events and parent coordinator workshops.

P21R also incorporates technology as a valuable resource using iPads, a Bluetooth switch and mounting systems to allow student to take photographs and participate in the photo class. Technological specialist Dan Tompkins and lead teacher Tom Gillen were invited to demonstrate the use of the iPads and the built-in accessibility options used with these students at the UFT, the District 75 Technology Showcase and also at an event at the Apple Store in SoHo sponsored by Arts in Education folks. Work facilitated with Travis was included in a presentation at a National Technology in Education Conference (Closing the Gap conference, by Liz Tierney).

In the photo program, a grant received through Alice Austin House, coupled with Teaching Artist Sara Signorelli who spent 30 days at the Hungerford working with the photography teacher. We finished the year by having a Photo Exhibition of student photographs. We had over 40 people show up to our exhibition, before a PTA meeting, in June.

This year, P721R upgraded our laptop and Smartboard inventory via RESO A Grant. All of our Smartboards are currently wall mounted with either traditional or short throw projectors. Four sites are receiving iMac notebook computers: Main, JPC, IS24 and NDHS.

Our school has received \$10,000 as one of the winners of the "Make A Better School" contest. We will be installing a weather station on the roof of the main site and will be making the data available to all of our classrooms as well as to WPIX's weatherman "Mr. G." who has agreed to use our data in his weather broadcasts. The data will also be displayed continuously via a "weather page" which will include a live cam view of part of the school showing our current weather. We are hoping to integrate the "weather page" into our website at some point.

This year we are excited to be adding a solar powered weather station to the roof of the Hungerford School main site. The weather station, the result of a winning video entry in the "Build A Better School" contest will allow our students to access and interpret live weather readings from the weather station. The readings will be posted on our website allowing for use by all of our classes. In addition, through collaboration with WPIX and their weatherman "Mr. G.", the Hungerford School will be supplying weather data to our local WPIX television affiliate to be added to their local morning forecast.

One of our lead teachers was nominated by a parent, to receive the Big Apple Teacher Award. Our teacher was one of 12 teachers selected as the Big Apple Award Recipient, and is as an educational ambassador, they attending monthly meetings contributing to an educational panel to speak with Chancellor Carmen Farina and other District Representatives.

In November, students in the photography class had their work exhibited in Manhattan by the United War Veterans Council, at an exhibition called "Our Star Spangled Flag".

Our school's website, [www.hungerford.org](http://www.hungerford.org), gets continuously updated a number of times per week, depending on what gets sent by the parent coordinator, the transition coordinator, the principal, and to showcase student work also depending on special events taking place at any of the Hungerford sites.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

In May, 2013, our school received a Quality Review with an overall evaluation of “proficient.” According to the report, our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time and highly effective partnerships to the school’s instructional goals so that instruction improves and students’ academic outcomes increase. The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment, harnessing the strengths of related service providers, interventions and technology. Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, support professional growth resulting in improved instruction. In ELA, our schools instructional focus is academic vocabulary where students constantly build the transferable vocabulary they need to access appropriate texts. In math, our schools instructional focus is application where students are expected to use functional math skills and choose the appropriate concept to apply these learned skills.

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

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

This year, P721R upgraded our laptop and Smartboard inventory via RESO A Grant. All of our Smartboards are currently wall mounted with either traditional or short throw projectors. Four sites are receiving iMac notebook computers: Main, JPC, IS24 and NDHS.

Data centralization is the most effective and common way to integrate data on a central location. Data centralization leads to data consistency and better information sharing among cohorts, educators, sites and Districts. P721R has established an online database utilizing Google Drive to ensure all teachers and administrators have access to school-wide information regarding student IEP goals. The data is analyzed by teachers to determine student progress, strengths and utilized by cohorts to ensure effective planning to meet student IEP goals. We have the ability to map different streams of data against each other, giving us the ability to further recognize correlations which will further inform us regarding next steps.

**Part 2 – Annual Goal**

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

By June 2015, students will demonstrate increased proficiency in ELA and Math skills by a 10% gain in skill mastery as measured by the targeted IEP goal area’s (areas of need) from the common-core aligned SANDI Assessment.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Administration and lead teacher will provide trainings to official teachers for the implementation of the Student Assessment Needs Determination Inventory (SANDI).	1. Teachers, Administration	1. By Sept. 2014.	1. Administration, Lead Teacher
2. Administration and lead teacher will provide trainings to official teachers for the implementation of the Formative Assessment of Standards Tasks (FAST).	2. Teachers, Administration.	2. By Nov. 2014.	2. Administration, Lead Teacher
3. Administration will create a team of lead teachers to assemble monthly ELA and Math unit plans aligned to the Common Core Learning Standards. Teachers will then utilize unit plans to design differentiated instruction within PLC groups.	3. Teachers, Students.	3. Ongoing	3. Administration, All Teachers
4. Administration and PLC’s will analyze baseline SANDI assessments to determine gaps in student achievement. Within the PLC’s, they will promote ongoing progress-monitoring as part of our school culture. They also utilize designated protocols to analyze student work in ELA and Math, assisting teachers in unit planning and pacing.	4. Students, Teacher PLC’s Administration.	4. Ongoing	4. Administration, All Teachers
5. Administration and teachers will maintain a school-wide database of IEP goals which informs if students are successfully meeting benchmarks.	5. Students, Teachers, Administration	5. Monthly	5. Teachers, Administrators
6. Administrative walkthroughs that would promote teacher inter-visitiation and modeling as part of school culture in order to facilitate teacher development.	6. Students, Teachers, Administrators	6. Ongoing	6. Teachers, Administrators
7. Administrators will analyze data and teacher feedback to determine professional development (PD) needs of staff.	7. Students, Teachers, Administrators.	7. Monthly	7. Teachers, Administrators
8. Create inquiry teams to research, discuss and implement different strategies to improve skills in literacy and math.	8. Students, Teachers,	8. Ongoing	8. Teachers, Administrators

	Administrators		
9. Administrators will organize common planning time among PLC's.	9. Students, PLC teams, Administrators	9.Ongoing	9. PLC Leaders, PLC teams, Administrators
10. Teachers will incorporate technology into instruction to increase motivation and to enhance students' literacy by fostering student engagement.	11. Students, PLC teams, District coaches, Administration	11.Ongoing	11. D75 STEM coaches, School – based Technology Coordinator, Administration
11. Administration and School-Based Mentors will organize meeting time for new teachers to receive added training and supports.	12. Students, School-Based Mentors, Administration, New Teachers	12.Monthly	12. Administration, School-Based Mentors
12. Administration will evaluate teacher effectiveness using the ADVANCE framework	13.Teachers, Administration	13.Ongoing	13.Administration
13. Related Service Providers work toward using the in class collaborative service delivery model. This model allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.	14. Related Service Providers, Teachers, Students	Ongoing	Administration, Related Service Providers, Teachers
14. Title III Funds to close achievement gaps by expanding bilingual and dual-language programs for after school.	Administrators, Teachers, Students	Ongoing	Administration
15. Create innovative services and programs including the expanded use of AT for students with disabilities.	District coaches, administration, teachers, students	Ongoing	District coaches, administration

#### **Part 4 – Resources Needed**

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

1. Use of Attainment, Unique, Achieve 3000, SMILE, EQUALS, Get Ready to Learn.
2. PLC teams will look at baseline data and determine specific strategies for specific groups of students.
3. Data monitoring during the course of the year.
4. Use of Depth of Knowledge wheel to support teacher questioning.
5. In-house and out-going professional development for teachers.
6. Use of communication systems.
7. Common planning for PLC teams.

#### **Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
1.	SANDI assessment funded by Central.								
2.	Attainment and Unique Curriculums, funded with NYS ALT ASSES CURR CW money								
3.	Achieve 3000 - INST MONEY (STATE OPERATING STANDARDS)								

4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Staten Island Foundation Grant for Literacy Improvement.
11. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
12. Teacher per session/per diem ARRA RTT Data Specialists Funds.
13. Teacher prep period coverage's from Instructional Program Funds.
14. NYSTL funds for books, hardware, software and text books.
15. MoSL funding used for supplies.
16. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.

**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.

SANDI progress monitoring by November 2014 and May 2015

FAST progress monitoring by December 2014 and June 2015

Curriculum and Assessment development teams records of meetings held and actions accomplished by January 2014

IEP goal monitoring using Google Drive system quarterly (November, January, March and June)

Intervisitation and modeling progress monitored by December 2014

Data analysis to assist in PD workshops monitored by November 2014

Inquiry teams will be monitored by December 2014

Monitor PLC's by November 2014

Parent partnerships will be monitored by January 2015

Use of technology in instruction monitored by January 2015

New Teacher Institute monitored by November 2014

Teacher Evaluation system and feedback monitored by December 2014

Monitor progress of related service push-in model by January

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

P721R advocates for students to be in their Least Restrictive Environment (LRE) as outlined by the IDEA. The basis of LRE is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved in the greatest extent possible in an environment that is most conducive to their learning needs. In the 2013-2014 school year, P721R has experienced several positive fluctuations in the placement continuum for classroom ratios including 6 students from 8:1:1 moving into 12:1:1, 3 students from 12:1:4 moving into 12:1:1, 3 students in 6:1:1 moving into an 8:1:1, and 5 students from 8:1:1 moving into a 15:1:1. From the 2014 school year to the present, P721R has successfully moved 1 student from 12:1:1 to a 15:1:1 (Community School Setting), 1 student from a 6:1:1 to an 8:1:1 inclusion setting and 1 student from 12:1:1 to a 12:1:1. These progressive movements reflect P721R’s belief in continuously determining the appropriate setting for a student, while taking into account student’s strengths, weaknesses, and needs, and considering the educational benefits from placement in any particular educational setting. During the 2013-2014 school year, P721R has also experienced encouraging changes in the area of related services, with 39 terminations in related services including 15-Speech, 5-Occupational Therapy, 4 Physical Therapy, 7 Counseling and 8:1:1 Para-Professionals. There were also 75 reductions in related services including 38 Speech, 27 Occupational Therapy, 3 Physical Therapy, and 5 Counseling and 2 Vision Therapy.

From 2014 to the present, there were 11 terminations: 1 Speech, 8 Occupational, 1 counseling and 1 1:1 Para-Professional. There were also 39 reductions: 19 Speech, 15, occupational Therapy, 1 Physical Therapy, 1 Counseling and 3 Vision Therapy. These statistics are a testament of the ability of P721R to work towards enabling students to gain independence.

P721R asserts that many maladaptive behaviors may occur due to a student’s inability to express their emotions. Every classroom in P721R has adopted a mood meter to assist students and staff in their self-expression as well as reflection. Emotions are continuously discussed in an open forum in every classroom. It is P721R’s belief that a student cannot learn unless they are self-regulated. The incorporation of emotional literacy and the mood meter have reduced maladaptive behavior within our school environment and created an atmosphere that fosters learning and student progress.

We continue to show an increase in the number of students enrolled in our work-study programs. We continue to offer a wide variety of agency placements for graduating students. P721R has 32 work-sites partners with various community work programs including, not limited to: A Very Special Place, Cloves Lakes Nursing Home and Rehab Center, College of Staten Island, Community Resources (CR), Congregation of Bnai Jeshurun, Costco, CVS, Hungerford @ Connelly Center, JCC of Staten Island, Richmond University Medical Center (RUMC), Seaview Hospital, SI Yankees, SI Zoo, St. Elizabeth Ann’s Health Care and Rehab Center, St. George Theatre, Staaten Catering Hall, Grand Oaks Catering Hall and Paco’s Mexican Bistro.

## Part 2 – Annual Goal

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

By June 2015, students will have decreased maladaptive behaviors as evidenced by a 5% decrease of OORS incidents when comparing this school year to last.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. The PBIS/UDL team will periodically meet to review behavioral data and implement the PBIS system to reduce maladaptive behaviors and promote coping mechanisms.	Teachers, Students	Ongoing	Administrators, PBIS Team
2. Administration will require the use of formative/summative assessments.	Teachers, Students	Ongoing throughout monthly unit plans.	Administrators, teachers
3. The school provides students with options to promote a healthy lifestyle so students can eliminate challenges and barriers to fulfill student potential in achieving behavioral success (HAP).	Administration, teachers, students	Ongoing	Administrators, teachers
4. Professional Development for staff on therapeutic crisis intervention to assisting teachers in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to students and staff.	Counselors, Administration, teachers, students	Throughout the school year	Administrators, teachers, Counselors
5. Ongoing staff training on how to conduct updated Functional Behavioral Assessments and implement Behavioral Intervention Plans effectively in the classroom. The Behavior Support Team will meet monthly to gather, track and review data in order to create and update an appropriate behavior intervention plan.	Counselors, Administration, teachers, students	Ongoing	Counselors, Administrators, Teachers
6. Administration will monitor teachers by utilizing low inference data to support their creation of an environment of respect and rapport, manage student behavior effectively (Danielson 2a, 2d), utilize a positive behavior reinforcement system, instill confidence and respect and provide opportunity to teach and develop problem-solving skills.	Teachers, student	Ongoing	Administrators, Teachers
7. Review OORs monthly to identify staff who require additional training based on higher number of incidents.	Teachers	Ongoing	Administrators, Teachers

8. Teachers will introduce emotional literacy into the classrooms by utilizing strategies such as the mood meter to provide students access and vocabulary to express their feelings.	School Staff	Ongoing	Administrators, Teachers, Students
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**Part 4 – Resources Needed**

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

- Structure PBIS and UDL Team Meetings.
- Formative and summative assessments that capture student achievement.
- Distribution and training on the HAP material.
- Professional Development availability for teachers and Para-professionals for TCI.
- FBA and BIP Assessments .
- OORs Data.
- Emotional Literacy and Mood Meter.

**Part 5 – Budget and Resource Alignment**

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

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

1. SANDI assessment funded by Central.
2. Attainment and Unique Curriculums, funded with NYS ALT ASSES CURR CW money
3. Achieve 3000 - INST MONEY (STATE OPERATING STANDARDS)
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Staten Island Foundation Grant for Literacy Improvement.
11. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
12. Teacher per session/per diem ARRA RTT Data Specialists Funds.
13. Teacher prep period coverage’s from Instructional Program Funds.
14. NYSTL funds for books, hardware, software and text books.
15. MoSL funding used for supplies.
16. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.
17. VATEA Supply Money
18. VATEA Stipend Money

**Part 6 – Progress Monitoring**

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

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

- The PBIS team will meet to review behavioral data and implement the PBIS system to reduce maladaptive behaviors and promote coping mechanisms by November 2014.

-Utilize progress monitoring material in HAP to assess effectiveness by January 2015.

-TCI team will meet by January 2015 to evaluate staff training in TCI

-Administration will review overall data of systems and structures in place to achieve goal by January 2015.

-School Counseling team will evaluate staff training in FBA and BIP training by January 2015.

Administration will assess implementation of the Emotional Literacy curriculum and offer support to struggling teachers

by November 2015.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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12. 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

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

Based on evidence gathered throughout comprehensive research, Professional Learning Communities have shown to improve effective instruction, student achievement, and lower teacher turnover. One focus of this research has been the development of schools that are inclusive and meet the educational needs of all students. Research has shown that school change that improves teacher practice and student outcomes may be achieved by implementing the Professional Learning Community model. Key aspects of increasing student success are to include the development of a collaborative culture, the use of high quality professional development to improve teacher practices, and strong leadership.

The ongoing development of the professional learning community model asserts the mission that a student’s formal education is not simply to ensure that students are taught, but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for our school community, teachers and students. The school promotes a culture of cross-curricular learning that is embedded through all interdisciplinary areas. The focus is to intertwine multi-disciplines into one cohesive concept that can be taught by teachers in order for students to access information to generalize skills to their tangible world.

P721R has established 13 collaborative Professional Learning Communities throughout the Main and Off Sites that are grouped homogenously given class structure and varying student levels. PLC’s meet weekly to discuss curriculum, lesson planning, intervention strategies, structuring IEP goals, positive behavior supports and analyzing student work and progress. The PLC’s have been implemented to enhance the student experiences and create teacher teams that are intended to support and foster the learning process. The impact of this work has been increased coherence, collaboration and rigor in the curriculum, instruction and assessment; increased student achievement as a result of improved teacher practice including alignment of instruction and assessment to the CCLS, and planning curriculum. As PLC’s, teachers have worked to incorporate more rigor within rubrics and curriculum to consistently evaluate student work products and capture data for informing instructional decisions.

### 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, our school community will meet the educational needs of all students by improving teacher practice by creating a culture of professional collaboration as evidenced by a 10% increase in professional development opportunities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<p>1. Related Service Providers work toward using the in class collaborative service delivery model. This model allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.</p>	<p>Related Service Providers, Teachers, Students</p>	<p>Ongoing</p>	<p>Related Service Providers, Administration, teachers</p>
<p>2. Administration will provide common planning time for Professional Learning Communities (PLC) based on class ratio, content area of teaching staff and consideration of homogenous grouping.</p>	<p>Administration, Teachers, Students</p>	<p>PLCs will attend weekly meetings during common planning time.</p>	<p>Administration, Teachers, PLCs</p>
<p>3. PLC teams will build capacity through collaboration by sharing ideas and concepts as well as analyze data in relation to instruction. The goal is to improve teaching strategies and to improve instruction while gathering a cohesive set of evidence that will work towards informing instruction.</p>	<p>Administration, Teachers PLCs, Students</p>	<p>PLCs will attend weekly meetings during common planning time.</p>	<p>Administration, PLCs</p>
<p>4. The PLCs will act as an inquiry team that investigates instructional impact monthly to determine student achievement, learning gaps and next steps.</p>	<p>Administration Teacher PLCs, Students</p>	<p>Once a month, PLCs will designate one meeting day to interpret and exchange monthly instructional data.</p>	<p>Administration, PLCs</p>
<p>5. The school will provide opportunities for continued Para-Professional Development in the areas of roles and responsibilities, UDL training, curriculum training, and data-driven instruction to promote a common language between our learning community and overall, increase student achievement.</p>	<p>Administration, Para-Professionals, Students, Teachers</p>	<p>Ongoing, school designated Professional Development days</p>	<p>Administration, Teachers, Para-Professionals</p>
<p>6. During Initial Planning Conferences, teachers and administration will work together to organize a growth plan including scheduling professional development through <a href="http://www.district75pd.org">www.district75pd.org</a> to support their goal.</p>	<p>Administration, Teachers</p>	<p>Ongoing</p>	<p>Administration, Teachers, District 75 Coaches</p>
<p>7. Administration and certified school-based mentors will facilitate monthly conferences to support new teachers (New Teacher Institute) with various topics pertaining to the teaching</p>	<p>Administration, School-Based Mentors,</p>	<p>Monthly, As Needed</p>	<p>Administration, School-Based Mentors</p>

profession. If there is a need, additional one to one support will be offered to novice teachers.	Novice Teachers		
8. Administration will use a collaborative cycle of observations and feedback to inform professional conversations and support teacher growth.	Administration, Teachers	During observational periods	Administration
9. Increase opportunities for educators to share and replicate strong practices and learn from one another.	Administration, Teachers	Ongoing	Administration, Teachers
10. Host frequent parent workshops and conferences so that families can learn more about their children's education and have access to experts in the field.	Administration, Teachers, Parents	Ongoing	Administration, teachers
11. Increase the use of social media, email and written publications to expand outreach and help parents understand and participate in their children's education and policy-making decisions.	Administration, Teachers, Parents	Ongoing	Administration, Teachers
12. Increase training opportunities for our parent coordinator so that she may forge stronger relationships with parents.	District, Administration, Teachers	Ongoing	Administration, Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>-Related Service Providers will utilize the in-class service delivery model.</li> <li>-Common planning time allocated for PLC's.</li> <li>-Tuning protocol established and distributed to PLC's.</li> <li>-Para-Professional development.</li> <li>-Parent-Coordinator Professional development.</li> <li>-Teacher Professional development.</li> <li>-New Teacher Institute.</li> <li>-ADVANCE Model for teacher evaluation.</li> <li>-Inter-visitation protocol.</li> <li>-Parent workshops.</li> <li>-Technology, social media, publication access to the school community, parents and staff.</li> </ul>

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
1.	SANDI assessment funded by Central.								
2.	Attainment and Unique Curriculum, funded with NYS ALT ASSES CURR CW money								
3.	Achieve 3000 - INST MONEY (STATE OPERATING STANDARDS)								
4.	Get Ready to Learn funded with Tax Levy Money								
5.	Parent Involvement – Remuneration and Instructional (parent coordinator funds)								
6.	PBIS funded with Instructional Program Money								
7.	Two Legislative Grants in process one for adaptive equipment, one for hardware updates.								
8.	RESO A.								
9.	Parents as Arts Partners Grant, Center for Arts Education.								
10.	Staten Island Foundation Grant for Literacy Improvement.								
11.	Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.								
12.	Teacher per session/per diem ARRA RTT Data Specialists Funds.								
13.	Teacher prep period coverage's from Instructional Program Funds.								

14. NYSTL funds for books, hardware, software and text books.
15. MoSL funding used for supplies.
16. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.
17. NYC DOE Funded ELL/SWD Arts Grant.
18. VSA/Kennedy Center Arts Grant.
19. Project Arts

**Part 6 – Progress Monitoring**

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

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

- Administration will formulate PLC's based on homogenous classroom structure and designation August 2014.
- Administration will supervisor first PLC meetings and distributes the SRI Protocol during September 2014.
- Administration will review PLC sign in sheets notes and next steps completed within PLC Meetings to ensure their effectiveness by October 2014.
- Administration will assess and develop a professional development plan for paraprofessionals by October 2014.
- Administration will find evidence during formal classroom observations that PLC teams effectively implementing develop strategies and instruction to raise student success by November 2014.
- Administration will attend a monthly New Teacher Institute meeting by November 2014.
- Teachers and Related Service providers will meet to discuss the effectiveness of the in service model by December 2014.
- Administration will monitor the online school based mentoring system to note staff interactions by December 2014.
- Administration will oversee the PLC team during the inquiry process by January 2015 to determine PLC growth from September to January.
- Administration will monitor staff sign-up for professional development workshops through [www.district75pd.org](http://www.district75pd.org) website by January 2015.
- Administration will have completed the mid-point observations by February 2015
- Administration will have shared feedback of mid-point observations by mid February 2015.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
22. 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 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

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

From 2013 to 2014 there has been an increase in the number of fully licensed, permanent teachers assigned to our school. We have opened two new classes at our main site, which includes one 12:1:1 class and one 6:1:1 class. The number of tenured teachers with more than five years teaching experience also increased. The number of teachers with two years of experience or less has increased due to opening more classes at our sites. As a result, there has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have four school-based mentors, who mentor 8 new teachers, including one speech teacher, across all Hungerford sites. In addition to 1:1 mentoring sessions, we have a New Teacher Institute, where the new teachers meet as a cohort all-day, every 4 weeks. We shaped the organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities. In September, 2013 four classroom teachers and 2 speech teachers successfully completed probation. During September, 2014, eight of our classroom teachers and two of our teachers of speech improvement completed probation to receive tenure. For the 2014-2015 school years, we have 5 teachers in review for tenure.

To support our teachers as we begin to integrate new, more rigorous standards we want to ensure that teacher development focuses on supporting all teachers to meet the Common Core Learning Standards. In order to improve the instructional core across our classrooms by fostering teacher development, our school community is interested in deepening our comprehension of the framework for teaching. Throughout the 2011-12 school year, our school was included in the NYC DOE’s Talent Management Pilot, and then in 2012-13, we were included in the Teacher Effectiveness Program. This year, 2014-15, as part of Advance, our school leaders will continue to conduct frequent cycles of formative classroom observations and feedback, and professional development to support improved teacher practice. We want our teachers to know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice. It should be noted that ALL our teachers chose Option #2 as their observation approach. Over the year, all 8 components are rated during classroom observations. There will be at least 4 informal observations of each teacher. As of the 2013/2014 school year, the MOTP scores demonstrated 51 Highly effective teachers. As of the 2013/2014 school year, the MOTP recorded 17 effective teachers. It should be noted that all of our teachers within the 2013/2014 school year scored above 50 points in their MOTP. The scores for the HEDI rating included 24 highly effective were 44 effective.

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

## 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, 100% of classroom teachers will demonstrate professional growth in instructional strategies as measured by low-inference data collected using the evaluation and development system, Advance, compared to the summative MOTP scores recorded for the 2013/2014 school year.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Communication of system policies and procedures to staff. Prioritization of observations, based on need, tenure status, or other relevant factors. First professional conversations (IPC's) around analysis of student work between teachers and school leaders. Scheduling of first semester observations as soon as initial planning conference is complete. First observations, feedback and next planning steps are provided for all teachers.	Teachers	By October 2014	Administration
2. November through December, 2014- First and/or second rounds of observations. Identification of trends in student work and student data. MOSL goal setting. Continued school visits with talent coach and network staff to provide support. Planning and conducting targeted PD for teachers, based on development needs identified through first round of observations. Administrative cabinet meetings to reflect on Advance implementation with support to make improvements in teachers' practices	Teachers	November through December 2014	Administration
3. January 2015 through April 2015- Fourth round of observations. Continued school visits with talent coach and network staff to provide support. Prepare for Spring MOSL assessments.	Teachers	January-April 2015	Administration
4. May 2015 through June 2015- Administrative cabinet evaluates teacher observations and artifacts submitted, reflect on the Advance process, and plan for the upcoming school year.	Teachers	May 2015-June 2015	Administration

## Part 4 – Resources Needed

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

- ADVANCE Training for all teachers.
- IPC's
- Summative end of year conference
- Observation cycles coupled with administrative feedback and next steps

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
1.	SANDI assessment funded by Central.								
2.	Attainment and Unique Curriculums, funded with NYS ALT ASSES CURR CW money								
3.	Achieve 3000 - INST MONEY (STATE OPERATING STANDARDS)								
4.	Get Ready to Learn funded with Tax Levy Money								
5.	Parent Involvement – Remuneration and Instructional (parent coordinator funds)								
6.	PBIS funded with Instructional Program Money								
7.	Two Legislative Grants in process one for adaptive equipment, one for hardware updates.								
8.	RESO A.								
9.	Parents as Arts Partners Grant, Center for Arts Education.								
10.	Staten Island Foundation Grant for Literacy Improvement.								
11.	Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.								
12.	Teacher per session/per diem ARRA RTT Data Specialists Funds.								
13.	Teacher prep period coverage’s from Instructional Program Funds.								
14.	NYSTL funds for books, hardware, software and text books.								
15.	MoSL funding used for supplies.								
16.	TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.								
17.	VATEA Supply Money								
18.	VATEA Stipend Money								

**Part 6 – Progress Monitoring**

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

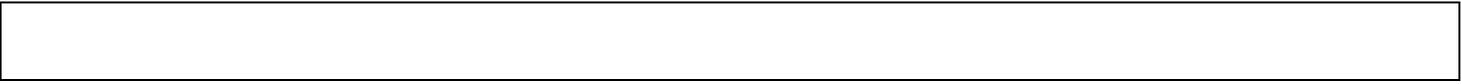
- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

- Administration will discuss teacher MOSL assessments and upcoming MOSL-related activities during the IPC’s during September 2014.
- Promote school-wide incentives for teacher and Para-professionals to attend more Professional Developments in order to enhance effective learning strategies. Administration will assess staff IPC to determine their upcoming PD Plan (September 2014).
- Lead teachers designated by the Principal and UFT Chapter Leader select Local Measures for teacher and submit recommendations to the principal by October 2014.
- Administration will facilitate measures of teacher practice (MOTP) through the course of feedback and development of clear and next measurable steps together prior to the first observation (October 2014).
- Administration will ensure that teachers are implementing strategies and plans effectively within their classroom by conducting a combination of both informal and formal classroom visits coupled with debrief and feedback (Ongoing).
- Administration will gather and rate evidence of teacher practice in order to conduct a Summative end of Year Conference (April-June 2015).

Discuss the teacher’s MOSL assessments and upcoming MOSL-related activities (if available).

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

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



## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Understanding the dynamics of a family unit helps gauge the needs of a student and often relates directly to behavioral or school issues that may arise throughout the course of their educational career. Establishing a copious and constructive relationship with parents is the foundation of understanding the inner dynamics of our students, especially those who may be non-verbal. Parents or caregivers are the best source for understanding how the student may generalize academic work to their home atmosphere, utilize coping mechanisms, or bridge the gap between school and home life which is often a separate entity for our students.

P721R is the proud recipients of our 12th years: The Center for Arts Education’s Parents As Arts Partners Grant. This program is a unique school-based arts education program that engages parents and families in hands-on, interactive arts education activities with their children. The program seeks to increase parent engagement and involvement in city public schools and in their child’s education, creating shared, high quality arts experiences that align with classroom curriculum.

P721R focuses on empowering parents and families, which involves increasing knowledge and skills and boosting motivation to achieve a desirable outcome, and it refers to a continuum of experiences that offer the individual opportunities to utilize his or her own competencies to learn new information and skills. Much of the research on parent involvement asserts that in order for the process of empowerment to be effective, it must allow the individual time to practice new skills in a supportive environment to work towards new goals. A parent’s role in the education of a child with a disability is a unique one. The role of parents of a child with a disability shows a level of complexity and intensity not generally found in the typical population.

The overall goal of our school is outlined by positive trends in research to increase parent involvement and relationships between students include be them: playing an active role in education and the decision-making process, receiving greater access to resources, effecting change in each other’s lives and community, feeling a part of a group and sense of belonging, experiencing hope and change perceptions by learning to think critically. The school seeks to establish ongoing training and support groups with interested parent parties and work towards increasing connections between families and their students. The Parent and Transition coordinator work collaboratively to facilitate school-based workshops to meet the parent’s needs. Our Parent Coordinator participates in District 75 Borough based workshops to increase our awareness of creating long-lasting and effective parents partnerships. The DO offers 4 PC meetings per year and the Office of Family & Community Engagement (FACE) also offers workshops for PCs. D75 topics include Creating a Welcoming Environment, transition, IEPs, SESIS, Health Care Options, and Bicultural Parent Engagement. From these partnerships, parents have expresses an interest in increased opportunities for their children to gain vocation and pre-vocational experiences from through work-study and work readiness programs. Our job developer and transition coordinator have reached out to the community to cultivate programs where our students are ensured these experiences. During the 2013-2014 school-year, our developers had secured a total of 26 work-site programs which involved 61 students participating in at least one activity per week. Currently, we have 107 students participating in 32 work-sites.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority

need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, P721R will improve family and community engagement in all aspects of school life by increasing workshop presentations and work-study programs, 10% as compared to the numbers presented in school year 2013-14.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Parents are encouraged to actively participate on the School Leadership Team and/or Parent Association.</p>	<p>PTA, Administration, Teachers</p>	<p>Ongoing</p>	<p>Administration, Parents</p>
<p>2. Host frequent parent workshops and conferences to inform families about their child’s education.</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>	<p>Ongoing, monthly</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>
<p>3. Increase parent’s access to experts within the field.</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>	<p>Ongoing</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>
<p>4. Expand English as a second language, computer and financial literacy classes for parents in order to better support their child’s education.</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents, ELL Teachers</p>	<p>Ongoing</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>
<p>5. Increase the use of social media to expand outreach and help parents understand and participate in their child’s education and policy making decisions.</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>	<p>Ongoing</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>
<p>6. Increase the use of written publications to inform parents as well as include them in their child’s education and policy making decisions.</p>	<p>Parent Coordinator, Transition Coach,</p>	<p>Ongoing</p>	<p>Parent Coordinator, Transition Coach, Administration,</p>

	Administration, Parents		Parents
7. Expand outreach to various community businesses in order to provide our students with vocational experience.	Administration, Teachers, Parents, Students	Ongoing	Administration, Teachers, Parents
8. Increase training opportunities for the Parent Coordinator to develop stronger relationships with parents.	Parent Coordinator, Transition Coach, Administration, Parents	Ongoing	Administration, Teachers, Parents
9. Increase partnerships with community businesses so that all students can find pathways to develop rewarding post-secondary experiences.	Administration, Teachers, Parents, Students	Ongoing	Administration, Teachers, Parents,

#### **Part 4 – Resources Needed**

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

- PA is formulated with the School Leadership Team.
- Parent Workshops
- Written communication
- Parent and Transition Coordinator

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

1. SANDI assessment funded by Central.
2. Attainment and Unique Curriculums, funded with NYS ALT ASSES CURR CW money
3. Achieve 3000 - INST MONEY (STATE OPERATING STANDARDS)
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Staten Island Foundation Grant for Literacy Improvement.
11. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
12. Teacher per session/per diem ARRA RTT Data Specialists Funds.
13. Teacher prep period coverage’s from Instructional Program Funds.
14. NYSTL funds for books, hardware, software and text books.
15. MoSL funding used for supplies.
16. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.

#### **Part 6 – Progress Monitoring**

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

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

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

-Job developer will seek out new work-study opportunities for our students by August 2014.  
Initial PA and SLT Meeting by September to determine composition of the team and outline school parents and parent and community goals.  
-Administration will review agenda and minutes for PA and SLT Meetings ongoing monthly in which next steps our determined by October 2014.  
-By November 2014, the Transition Coach and Parent Coordinator will develop an outline for yearly availability of upcoming workshops.  
-The school website will be reviewed for updated parent information by our Technology Specialist by November 2014.

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

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>-District 75 placement</li> <li>-Alternate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Attainment</li> <li>-Unique</li> <li>-Achieve3000</li> <li>-Get Ready to Learn</li> <li>-BrainPOP</li> <li>-Remedial Comprehension Skill Cards</li> <li>-Flocabulary</li> <li>-Structured Teaching</li> <li>- Project-Based Learning</li> <li>-UDL</li> <li>-Picture exchange systems</li> <li>-Assistive Adaptive technology</li> <li>-ADL program</li> <li>-SMILES</li> <li>-JARS</li> </ul>	One to one, small group, whole group	-During the school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-District 75 placement</li> <li>-Alternate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Attainment</li> <li>-Unique</li> <li>- Get Ready to Learn</li> <li>-BrainPop</li> <li>-Equals</li> <li>-Structured Teaching</li> <li>-UDL</li> <li>-Picture exchange systems</li> <li>-Assistive Adaptive technology</li> <li>-ADL program</li> <li>-JARS</li> </ul>	One to one, small group, whole group	-During the school day
<b>Science</b>	<ul style="list-style-type: none"> <li>-District 75 placement</li> <li>-Alternate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Attainment</li> <li>-Unique</li> <li>-HAP</li> <li>-E-Discovery learning</li> <li>-Structured Teaching</li> <li>-UDL</li> <li>-Picture exchange</li> </ul>	One to one, small group, whole group	-During the school day

		<ul style="list-style-type: none"> <li>systems</li> <li>-Assistive Adaptive technology</li> <li>-JARS</li> <li>-Activity Works</li> </ul>		
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>-District 75 placement</li> <li>-Alternate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Attainment</li> <li>-Unique</li> <li>-Structured Teaching</li> <li>-UDL</li> <li>-Picture exchange systems</li> <li>-Assistive Adaptive technology</li> <li>-JARS</li> </ul>	One to one, small group, whole group	-During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by ORS reports, Guidance Counselor, School Psychologist, IEP's	<ul style="list-style-type: none"> <li>PBIS</li> <li>TCI</li> <li>BIP</li> </ul>	One to one	-During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		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.

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#### 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).

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### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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#### 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).

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### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

## 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.

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### 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Create an environment of respect and rapport (Danielson 2a).
- Manage student behavior effectively (Danielson 2d).
- Utilize a positive behavior reinforcement system and teach students to manage feelings appropriately.
- Instill confidence and respect.
- Provide opportunities to teach/develop problem-solving skills.
- Are aware of students' IEPs and teach specific behaviors.
- Know ELL students' language proficiency levels and plan accordingly.

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.
- Facilitate self-regulation.
- Provide opportunities for student voice.
- Value professional conduct among students.
- Demonstrate self-control when dealing with others.
- Develop self-reflection skills.

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>399</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>9.02%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
Dual Language										0
ESL	6	0	0	9			21			36

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		
<b>Total</b>	6	0	0	9	0	0	21	0	0	36
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	2	2	2	5	2	7	21
Chinese										2	1		1	4
Russian														0
Bengali														0
Urdu								1						1
Arabic													1	1
Haitian														0
French													2	2
Korean														0
Punjabi														0
Polish												1		1
Albanian													3	3
Other										1		2		3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>14</b>	<b>36</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	3	2	5	6	5	14	36
Intermediate(I)														0
Advanced (A)														0
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>14</b>	<b>36</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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
4					0
5					0
6					0
7					0
8			1	18	19
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8							11		11

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

721R has 36 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in

ELA, mathematics, science and social studies. LAB-R and/or NYSESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., Brigance, ELA NYSAA, ABLLS-R, teacher-generated assessments and observations).

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

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

Students did not take native language tests or periodic ELL assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher meets with the classroom teachers once a week during preps, every other week, to plan instruction, create materials, and discuss strategies. Through collaboration, we explore options and find solutions for meeting the needs of ELLs by addressing the wide range of cognitive and communication delays, emotional needs, and behavioral challenges with the proper adaptations and

modifications.

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

**Does not apply**

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

**We evaluate the success of our ESL program based upon student progress and achievement.**

## Part IV: ELL Identification Process

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

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

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

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

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

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

Parents are informed about the ESL Program and the three program choices in the following manner. The Entitlement Letter in the child's home language is provided. The parent is informed of the service to which their child is entitled. This is done in a timely manner, no later than ten school days from the child's date of admission. Within the Entitlement Letter, parents are invited to attend

a Parent Orientation session. The session affords parents the opportunity to receive an explanation about the ESL program as well as ask questions. Consideration is provided to parents by scheduling the orientation in the early afternoon and evening. Working parents are provided alternatives in participating in these sessions.

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

At P721R parents are asked about their comfort level with English. When we determine that the parent prefers notices in home language we make plans accordingly. Entitlement letters in the native language are sent home with newly eligible students describing the Freestanding ESL program at P721R. The letters are sent within a week of LAB-R administration. Copies of these letters are secured in the record room at each of our school sites. We use DOE Office of Translation Services to provide translation in the home language. We also have available an interpreter for oral language for deaf parents. We contact the Office of Translation to translate all school notices, newsletters, and interview forms, when we have no one in our school building that can provide translations. The Entitlement Letter, Parent Survey and Program Selection Forms are mailed to the student's home accompanied with a cover letter from the ESL Teacher Rosaria Cangelosi and Nancy Morales. The cover letter requires parents to sign and return the specific forms in a timely manner (ten days). In the event that the Parent Survey and Program Selection Forms are not returned to the school, follow up is conducted with the parents.

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

The informal interview gives a preliminary assessment of a student's understanding of and ability to speak the English language. The LAB-R is administered to determine eligibility. We offer parents an invitation to participate in one-on-one conferences if they are unable to attend the scheduled orientation. Parents are afforded an opportunity to revisit the parent option. These parent sessions, both formal and informal, are always conducted by the ESL Teacher and Parent Coordinator, with on site translators, if needed.

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

Every spring our ELLs take the New York State English as a Second Achievement Test (NYSESLAT) and the school make sure that all four tests (Listening, speaking, reading and writing) are administered to the all ELLs (i.e., to ELLs in ESL classes, ELLs with alternate placement paraprofessionals and to those ELLs that are served as per their IEP). To ensure all ELLs receive the New York State English as a Second Language Achievement Test (NYSESLAT) the school utilizes various ATS reports (i.e., RLER, RLAT, RPEX, REXH, RMNR). Our ESL teachers Nancy Morales and Rosaria Cangelosi administer the New York State English as a Second Language Assessment Test (NYSESLAT) to all of our ELLs.

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

At P721R the trend in past years has been the selection of monolingual classroom instruction with freestanding ESL support services.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

For ELLs at P721R content area is provided as follows: Our ESL teachers are continuing to infuse ESL instruction with content area materials. The language of instruction is English. ESL strategies include: The Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers). Content area instruction follows the NYS standards and Core Curricula for Content Area teaching in mathematics, science, and social studies and is aligned to Alternate Grade Level Indicators (AGLIs) in each content area. Particular focus is given to preparing students for competitive, supported, and sheltered employment and this is addressed through the NYS Career Development and Occupational Studies (CDOS) learning standards and alternate performance indicators (APIs). Job-skills, functional and literacy skills development are infused throughout all aspects of instruction, as are technology, multisensory and multicultural materials, all of which support the instruction of ELLs.

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

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

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

The English as a Second Language (ESL) program of the Hungerford School provides students with the language skills they need to participate successfully in their regular classes. To meet this goal, ESL instruction addresses the ESL and New York State Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her academic setting. In response to state citation P721R provides ESL services to all ELLs students as per their IEP.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

completed periodically.

Students who no longer require Bilingual or ESL services according to IEP will be supported for one year with ESL services. At this time, we have no SIFE students. If and when we do, we will provide the same type of program that is being offered to our ELLs. In addition, we will add small group instruction and assign each student a buddy to assist during the day.

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

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

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

\*Mayer Johnson Symbols

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

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

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

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

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

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

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

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

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

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

Multi-sensory/Multicultural ESL materials are infused throughout all aspects of instructions. These materials may include texts such as Visions, Thompson Corporation, which help students develop their English skills. The Content Connection is also used in classroom

instruction along with Harcourt Brace's Picture Dictionary. In addition, academic language skills are supported through instruction that is presented via thematic units (e.g., Units of Study, Learning Experiences), using age-appropriate realia, manipulatives, photographs, symbols, and other visual aides, Smart Board, multimedia and other technologies integrated into lessons and instruction, and hands-on activities. Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 36 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.

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

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

### Courses Taught in Languages Other than English

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

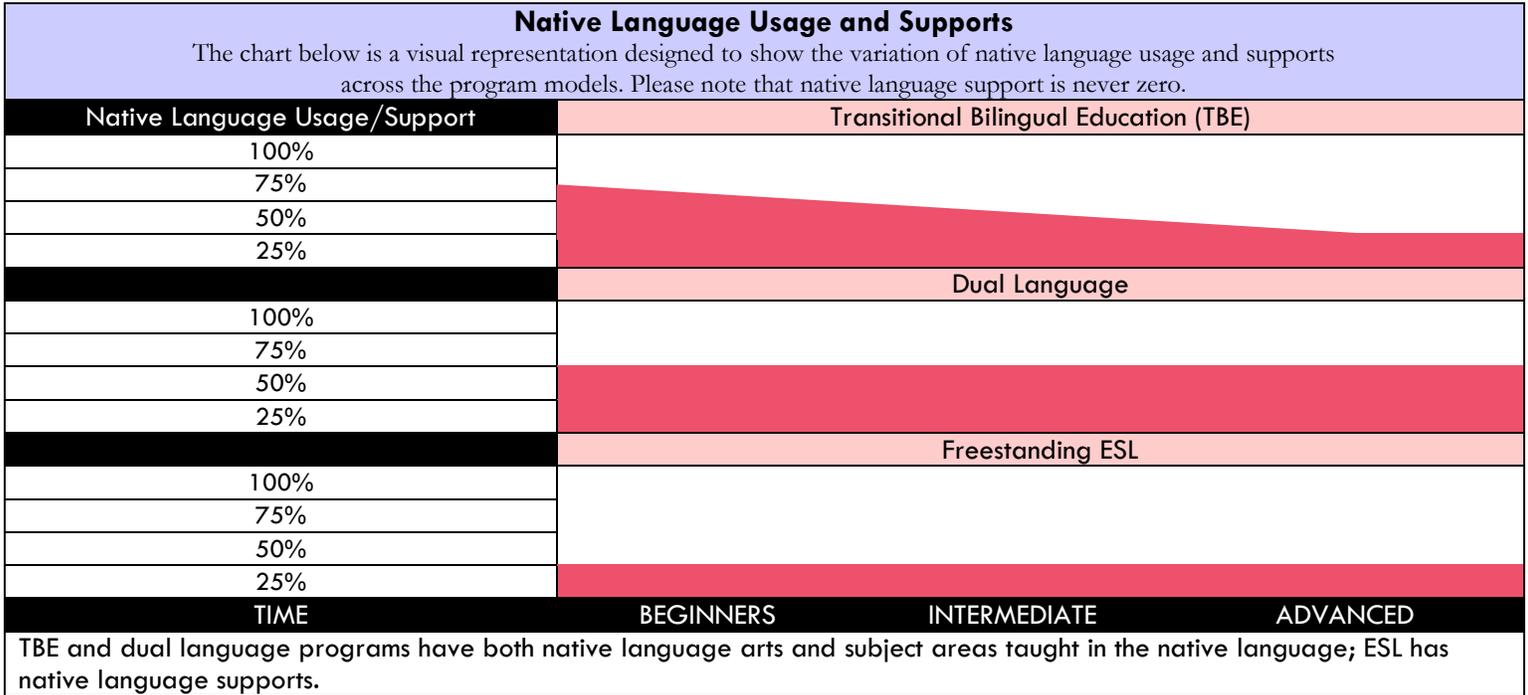
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

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

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

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

\* AIS is provided during the school day, and is seamlessly integrated into the TEACCH and Workshop models, wherever applicable.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

Does not apply.

19. For schools with dual language programs:

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

Does not apply.

### **C. Professional Development and Support for School Staff**

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

Paste response to questions here:

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>P721R</u>		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary McInerney	Principal		8/12/13
Mike Pepe	Assistant Principal		8/12/13
Janet Manolakos	Parent Coordinator		8/12/13
Nancy Morales	ESL Teacher		8/12/13
Fred Surrey	Parent		8/12/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Mary Conolly	Guidance Counselor		8/12/13
	Network Leader		1/1/01
Rosaria Cangelosi	Other <u>ESL Teacher</u>		8/12/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 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:	DBN: <u>75R721</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 checked="" type="checkbox"/> Other: <u>Sunday Workshop</u>
Total # of ELLs to be served: <u>24</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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</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:

The Hungerford School has a total population of 389 students. Forty one (41) of our students are English Language Learners served in the P721R ESL Program. All of our (41) ELLs participate in alternate assessment and have severe cognitive impairments that preclude them from performing well on the NYSESLAT. None of our students participate in standardized assessment. The 41 students participated in the 2014 NYSESLAT. Out of the 41 students, 35 performed on the beginning level, and 6 performed on the intermediate level. This is approximately 9.5 % of the student population. The breakdown of ELL students by grade and their staffing ratio are as follows:

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Total	6	1	3	5	4	6	16

Ratio:

	6th	7th	8th	9th	10th	11th	12th	Total
Ratio 6:1:1	3			5	3			11
Ratio 8:1			1			1		2
Ratio 12:1:1	3		2			4	7	16
Ratio 12:1:4		1			1	1	9	12

The breakdown of our ELL students' languages spoken in their households by grades is as follows:

Languages by grade:

Grades:	6th	7th	8th	9th	10th	11th	12th	Totals
Spanish	5	1	2	6	3	5	6	28
Albanian							3	3
French							2	2
Arabic							1	1
Polish						1		1

**Part B: Direct Instruction Supplemental Program Information**

Chinese	1	1	1	3
Hindu			1	1
Fulani		1		1
Urdu	1			1

Students receive CR Part 154 mandated units of weekly ESL instruction. Our middle school students, grades 6, 7 and 8 receive the following units of instruction- Beginners and Intermediates receive 2 units (360 minutes) of ESL instruction, and Advanced students receive 1 unit each (180 minutes) of ESL and (180 minutes) of ELA. At the HS level (grades 9-12) - Beginners receive 3 units of ESL (540 minutes), Intermediates receive 2 units of ESL (360 minutes), and Advanced HS students receive 1 unit of ESL (180 minutes) and 1 unit of ELA (180 minutes). Currently, all ELLs at 721R are at the beginning level of English.

The ESL program at the Hungerford School delivers English instruction to qualifying students using two different models: Push-in and Pull-Out. The ESL teacher provides supports and assists the ESL students in the content areas and with specific needs. Specifically, the ESL teacher helps students by facilitating small groups in guided reading which is a component of the balanced literacy program. In the pull-out model, the students function in a homogeneous setting that facilitates development of language acquisition skills. During the classes, each student is able to engage in listening, speaking, reading and writing as facilitated by the ESL teacher. Reading and Writing is also used during pull-out ESL to support and reinforce what the students are learning in their classrooms. Instruction is based on the New Language Art Progression and Common Core Learning Standards, grade level extensions in ELA and Math and alternate grade level indicators (AGLIs) in Science and Social Studies. ESL methodologies are integrated into lessons and are used to address math, science and social studies standards and AGLIs.

A variety of methodologies is used to facilitate content areas and topics for oral discussion. Strategies for both pull-out and push-in models include various reading response activities that consist of using pictures, flash cards and sentence strips to heighten oral language development. Boardmaker software is also used to develop materials that are individualized to student needs. This facilitates identification and conceptualization of vocabulary.

P721R will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III funded program. The Lakeshore SANDI Assessment, NYSAA, pre-post tests, rubrics, student portfolios and teacher-created tests will be used. We will use photo-documentation to examine positive, active parent and student involvement. We will measure attendance rates based on the sign-in sheets. We will display the art activities as well as creative writing and photo-documentation on our bulletin boards to share the success of this program with the entire school community. We will have participants fill out evaluation forms at the completion of each workshop to help facilitate future refinement of our program.

Forty-one students participated in the 2014 NYSESLAT administration and no students acquired a passing score. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science and social studies. LAB-R,

## Part B: Direct Instruction Supplemental Program Information

NYSITELL and/or NYSESLAT scores for these students are unreliable, as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721R were determined based on a variety of informal and formal assessments (e.g., SANDI (Student Annual Needs Determination Inventory), ELA NYSAA, teacher-generated assessments and observations), as well as via the NYSESLAT.

Weaknesses are extremely apparent in the Reading and Writing skill areas. CSE evaluations have determined that many of our students have moderate to severe language difficulties. Functional reading and writing levels can range from pre-k to 2nd grade level. To address these deficits, individualized mini lessons are prepared to focus on each student's specific educational needs. However, school data for 8 years reflects ELL students who have improved, as per NYSESLAT and ELA NYSAA, and no longer require an Alternate Placement Para, and receive ESL only.

Based on the NYSAA data collected in each of the content area, ELLs scored the following:

On the Intermediate Level – ELA, MATH, SCIENCE, SOCIAL STUDIES

Level 4 - ELA - 0    MATH - 0    SCIENCE - 0    SOCIAL STUDIES - 0

Level 3 - ELA - 0    MATH - 0    SCIENCE - 2    SOCIAL STUDIES - 0

Level 2 - ELA - 6    MATH - 5    SCIENCE - 4    SOCIAL STUDIES - 2

Level 1 - ELA - 1    MATH - 3    SCIENCE - 0    SOCIAL STUDIES - 0

On the High School Level:

ELA – Four participated in ELA. No students scored at level 4, two students scored level 1, and one (1) student scored level 2.

MATH - Seven students participated in Math. One student scored level 4, three students scored at level 3, one student scored at level 2, and one student scored at level 1.

SCIENCE - Six students participated in Science. No students scored at level 4 and level 1. Two students scored at level 2, and two students scores at level 3.

SOCIAL STUDIES - Three students participated in Social Studies. Two scored at level 2, and one scored at level 4.

After examining the results, we noted that no students scored a level 4 in Science. In grades, 6, 7, 8 and high school, the predominant score was level 2.

In order to ensure that New Language Arts Progressions are met, teachers employ ESL methodologies such as Total Physical Response (TPR), Language Experience Approach, and strategies such as Graphic Organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Some of these include The Rosetta Stone Language Program, Cornerstone Curriculum (ELL Curriculum and practice books), Words and Concepts software program and English as a

## Part B: Direct Instruction Supplemental Program Information

Second Language (Standards Deviants School ESL Videos).

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

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

The proposed Title III program will address the Common Core Learning Standards and New York State ESL Standards.

The proposed Title III weekend school program, "Tasty Tidbits of Poetry", involves performance poetry, visual arts, playwriting, culinary dishes and infuses technology to increase communication, socialization and language skills. The rationale for using such a program with our students who have language delays is succinctly expressed in *Champions of Change: The Impact of the Arts on Learning* (1999). Seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

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

## Part B: Direct Instruction Supplemental Program Information

One certified ESL teacher and one certified Spanish teacher along with two paraprofessionals and one administrator, who will supervise the program, will participate in the Title III program. The language of instruction will be English. The Spanish teacher will shelter the language for Spanish students and parents by providing key terminology in their native language. Both teachers will teach the five 4-hour Sunday Direct Instruction Days. Family members will be invited to stay and participate on Sundays. The ESL teacher will teach the four 4-hour Saturday Direct instruction. Saturday programming will be provided for our students only.

Our Title III instructional program will take place from 8:00 a.m. – 12:00 p.m. on four selected Saturdays and 9 a.m. - 1 p.m. on five selected Sundays from early January through March for a total of nine (9) four-hour sessions. Each Sunday instruction session will be provided to two (2) groups of 12:1:1 students as well as their parents. One teacher will teach students in grades 7-9 and one teacher will teach students in grades 10-12. Our ELL parents and children will be invited to direct instruction workshops including: journaling/free writing, hands-on craft lessons, playwriting/performance-based writing, culinary expression and poetry. During each workshop, students alongside their parents/guardians, will learn different aspects of writing to help craft their own work. In this collaboration, using group and dictated poems, poetry will become accessible to everyone involved. Parents will experience the “conversation” that writing and cooking creates, not only with their children, but also with the world around them. Poems, culinary dishes and hand crafts from an array of cultures will be represented. Our ESL teacher will conduct activities engaging our students through a variety of writing processes. Our ESL teacher and paraprofessionals will help make the activities more comprehensible by integrating technology, such as Ipads, Smartboards and laptop computers for parents and their children.

At the end of each workshop, staff members and parents will discuss ideas and instructions on how to reinforce these activities with their children at home. Using methodologies included in the writing process, parents, alongside their children, will gain first hand knowledge of the writing processes that their children are experiencing. Parents will be exposed to a variety of writing styles serving as models for their own writing. After the five 4-hour Sunday workshops, we will have a final celebration and exhibition of work. Families will come together to share their newly created writings and art works. It is our goal that students, teachers, paraprofessionals and parents will become more collaborative team members. Furthermore, such communication and professional dialogue between teachers, paraprofessionals and parents will increase the positive impact of instruction on student achievement.

There will also be 4 Saturdays of 4 hours of direct instruction. The first two-hour group 8:00 am-10:00am will consist of 12 students in 7-9 grades, and the second two-hour group will consist of 12 students in grades 10-12 from 10:00 a.m.-12:00 p.m. Students will make collages, paintings, drawings and sculptures based on age- and grade-appropriate literary works. The direct instruction Saturdays will be developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts. Students’ work will be displayed in the school, creating their very own art museum. Emphasis will be placed on differentiating instruction in, and through the arts, while learning activities will emphasize the use of academic language. Many of our students have severe language delays. Hence, both our teachers and paraprofessionals will use language-based instruction to help develop students’ vocabulary and expressive language skills as the art projects are planned, taught and executed. The subject matter will be age- and grade-appropriate. The paraprofessionals will assist the teacher in differentiating instruction

### Part B: Direct Instruction Supplemental Program Information

according to students' needs. In summary, the ESL teacher will teach the Saturday sessions (16 hours) and both ESL and Spanish teachers will teach the Sunday (20 hours) sessions for a total of 36 hours of Title III instruction.

The Title III program will take place in the ESL classroom. The smartboard will be used to facilitate the lessons and students will use laptops to work independently.

### 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:

Using Title III funding, our Title III team (which includes 1 ESL teacher and 1 Spanish teacher, 2 paraprofessionals and 1 administrator) will create our own Book Study Club. Professional Development will consist of five sessions on Sunday mornings from 7am-9am, and one additional session from 8am to 9:00am commencing in early January, prior to the instructional program, and going through March. The Title III team members, each in turn, will present a chapter to their colleagues from ESL/ELL Teacher's Survival Guide (Pub Date: 08/2012) by Larry Ferlazzo and will prepare discussion questions for the group, which will enable group members to brainstorm ways to execute the tenets of the book in the Title III instructional program. We will discuss the ESL methodologies and strategies taken from the text that will be utilized throughout our Title III program by the ESL teacher, Spanish teacher and paraprofessionals in their delivery of instruction.

Content area model lessons will be presented as referenced to the Second Language Text-Strategies to Support English Language Learners. Integrated into instruction will be the use of graphic organizers, concept maps and concrete materials.

The Title III Team will discuss and share innovative ideas and effective strategies and techniques in content area lessons related to our theme of "Tasty Tidbits of Poetry". The result of this sharing and collaboration will be more effective teaching tools, as the ESL teacher takes this learning experience into the classrooms in which she provides ESL services. Discussions prompted by the book study will assist Title III staff in crafting instruction, which will make the poetry studied during the Title III program vivid to ELL students, and will assist students as they take part in visualizations of the poetry and plays introduced during the sessions. A written self-evaluation will be completed by each teacher after each lesson, and will be discussed at the following book club meeting. This will prompt further brainstorming to improve subsequent instruction using the concepts from the book presented at each PD session.

### 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:

All Title III related information will be translated for parents into their native languages by our bilingual staff members. To ensure and increase parental involvement, once translated, information will be both mailed and sent home in students' book bags. In addition, our parent coordinator will use DOE Translators to make follow up phone calls to all parents whose children are invited to the Title III program.

Our parent coordinator will host a two-hour formal meeting for ELL parents in early January along with the Assistant Principal responsible for ESL, who will present all aspects of our Title III program. The meeting will occur during the school day at no cost to the Title III program.

In addition to the parent orientation, parents will be invited to attend the 5 four-hour Sunday Title III sessions along with their children. The elements which will be worked on with both parents and students are: journaling/free writing, hands-on craft lessons, playwriting/performance-based writing, creating culinary dishes and poetry. During each workshop, students alongside their parents/guardians will learn different aspects of writing to help craft their own work. In this collaboration, parents and students, along with the Title III teachers will read poetry aloud, dictate their own poetic composition to the teacher, who will scribe students' and parents' poems, further validating their work and making poetry comprehensible to everyone involved. Parents will experience the “conversation” that writing and cooking creates, not only with their children, but also with the world around them. Poems, culinary delights and crafts from an array of cultures will be represented. The teachers and paraprofessionals will help make the activities more comprehensible by integrating technology, such as iPads and smartboards.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8687.38	<u>Direct Instruction:</u> 1 ESL Teacher @ 4 sessions x 4 hours (SATURDAYS) x \$50.50/hr = \$808  1 ESL Teachers @ 5 sessions x 4

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>hours x 50.50 (SUNDAYS) = \$1010.00</p> <p>1 Spanish teacher @ 5 sessions x 4 hours x 50.50 (SUNDAYS) = \$1010.00</p> <p>1 Paraprofessional @ 4 sessions x 4 hours (SATURDAYS) x \$29.05/hr= \$464.80</p> <p>2 Paraprofessional x 5 sessions x 4 hours (SUNDAYS) x \$29.05/hr = \$1162.00</p> <p>1 Administrator X 9 sessions x 4 hours (SATURDAYS &amp; SUNDAYS) x \$52.84/hr= \$1902.24</p> <p>PROFESSIONAL DEVELOPMENT: (BOOK STUDY CLUB)</p> <p>1 ESL Teacher @ 11hrs ea. x \$50.50/hr= \$555.00</p> <p>1 Spanish Teacher @ 11 hrs ea. = \$50.50/hr= \$555.00</p> <p>2 Paraprofessionals @ 11 hrs ea= 22 hrs x \$29.05/hr= \$639.10</p> <p>1 Administrator @ 11 hrs x \$52.84= \$581.24</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>	<p>\$2,262.62</p>	<p>2 Laptop computers@ 832.00 x 2=1664.00</p> <p>2 books for Book Club for PD for title</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		III staff 2 X \$50.00=\$100.00 (1) Rosetta Stone classroom subscription -\$434.60 \$64.02 - Arts supplies
Educational Software (Object Code 199)	_____	
Travel	_____	_____
Other	\$250.00	refreshments for parents
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	_____

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

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

DBN: 75R721 School Name: The Richard Hungerford School

Cluster: Gary Hecht Network: Ketler Louissant

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

### **Part A: Needs Assessment Findings**

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

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

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

The school uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings, etc. We use the DOE Office of Translation Services to provide us with the needed written translations. We have 22 Spanish families, 2 Chinese families, 3 Arabic families, 2 French family, 2 Albanian families, 1 Polish, 1 Fulani family, 1 Hindu family and 1 Urdu family. Other families mentioned above are all English speaking. All fliers and newsletters are posted in required languages at the main site.

## Part B: Strategies and Activities

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

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

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

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

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

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