

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75M721

School Name:

P.S. M721 - MANHATTAN OCCUPATIONAL TRAINING CENTER

Principal:

ANTOINETTE BELLO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: 721M School Number (DBN): 75M721
Grades Served: Grades 6 through 12
School Address: 250 West Houston Street, New York, NY 10014
Phone Number: (212) 675-7926 Fax: (212) 255-3227
School Contact Person: Antoinette Bello Email Address: abello2@schools.nyc.gov
Principal: Antoinette Bello
UFT Chapter Leader: Tracy Raymond
Parents' Association President: Artie Barreto
SLT Chairperson: Tracy Raymond
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): As needed

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: (212) 802-1503 Fax: (212) 802-1678

Borough Field Support Center (BFSC)

BFSC: 3 Director: Yuet Chu
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Antoinette Bello	*Principal or Designee	
Tracy Raymond	*UFT Chapter Leader or Designee	
Artie Barreto	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carol Hessler	Assistant Principal	
Joseph Stewart	Teacher	
Timothy Johnson	Parent	
Anthony Acosta	Counselor	
Maria Arzu	Parent	
Guadalupe Meza	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fanny Rodriguez	Parent	
Michelle Phillips	Parent	
Henry Gonzalez	Teacher	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

721M is a New York City Department of Education school program within District 75 that serves 183 students between 10.9 through 21 years of age. The majority of our students are classified as having intellectual disabilities. We also have a small number of students with autism, learning disabilities, multiple disabilities, and emotional disabilities. Approximately 159 students are mandated for services in 12:1:1 classes. Of these students, approximately 84 students currently participate in worksite instruction during a portion of the school day. Another 12 students are mandated for 12:1:4 classes along with another 12 students who receive instruction in Inclusion Programs. All students have Individualized Education Programs (IEP's) which includes academic, social-emotional, support service and related service mandates as needed.

Our student population consists of 113 males and 70 females. More than half of the students' ethnicity is identified as Hispanic (99 students) followed by African American (57 students), Asian (15 students) and Caucasian (9 students) and other (3 students). English Language Learners make up approximately 45% of our student population.

Students who participate in Alternate Assessment Programs have the option of remaining in school through the age of 21 years old and receive Commencement Credentials upon graduation. These students participate in a functional curriculum aligned with the Common Core Learning Standards and Career Development and Occupational Studies Standards. Students are assessed using the Student Assessment Needs Determination Inventory (SANDI) and participate in the New York State Alternate Assessment (NYSAA). They require specialized instruction which includes small group, differentiated hands-on instruction. Most students participate in a 12-month school to maintain skills and concepts learned during the school year.

Students in our Inclusion Programs have the opportunity to earn credits towards a High School Diploma. Their education programs follow that of their General Education peers. These students participate in New York State Regents or portfolio process.

Student attendance for the 2014 – 2015 school year was appropriately 83.53 %.

721M has many successful partnerships with community-based organizations that heighten student learning and the arts. Our worksites are housed at Housing Works, Caring Community, Goodwill, VA Hospital, Greenwich House, Riverside Rehab Residence, Mott Street Senior Center, New York Public Library, New York Eye and Ear Hospital, TJ Max, 7-Eleven, US Department of Labor, Office of People with Development Disabilities, and Community of Special Education (DOE). We also collaborate with Marquis Studios to enhance student learning (i.e., English Language Arts) through the arts.

Our vision/mission is to motivate all students to be as independent as possible and provide them with dynamic academic, social and vocational/career opportunities through a coordinated set of activities, identified skills and competencies necessary to support their transition into adult life.

In the elements of the Frameworks for Great Schools, 721M made the most progress in Collaborative Teachers as we implemented an Inquiry Team that was immersed in action research on the Structured Methods in Language Education (SMiLE) reading program and its impact on students in our 12:1:1 Program (students with intellectual disabilities).

Our key elements of focus for this coming school year (2015 – 2016) are rigorous instruction and strong family-community ties. We also will continue to focus on supportive environment to ensure that our school community remains safe, inviting and supportive for all students, parents/guardians, staff members and visitors.

75M721 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	188	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		82.6%
% Free Lunch	60.0%	% Reduced Lunch		1.0%
% Limited English Proficient	46.5%	% Students with Disabilities		99.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		31.5%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander		9.0%
% White	3.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014 -2015 school year, a 721M Inquiry Team focused on Structured Methods in Language Education (SMiLE) reading program. This program is a researched-based system that offers a multi-sensory approach to teaching reading and writing skills to students. Our SANDI data shows that our students have difficulty reading as they do not possess decoding skills. SMiLE targets decoding skills in a systematic method and data shows this program helps students of all ages succeed. Last school year, we piloted the SMiLE Reading Program with 18 of our students. Evidence showed that the majority of students moved steadily through the sound module, and some advanced to the nouns module. Our priority need is to increase students’ functional levels in SANDI assessment in reading foundational skills related to phonemic awareness and reading words and to target a higher number of students in the SMiLE Reading Program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students participating in the SMiLE Reading Program will increase by 20% and will progress at least one functional level in SANDI assessment in reading foundational targeted skills.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development in the SMiLE Reading Program will be provided for staff members (teachers and paraprofessionals) both present and new staff participants to the program. Speech teachers will be trained in the program and SMiLE techniques and strategies to support students' skill development. Parents of targeted students will participate in Parent Trainings and receive information regarding this program.</p>	<p>SMiLE Inquiry Team Members (Teachers, Paraprofessionals, and Administrators), Speech Teachers, Parents</p>	<p>September 2015 through June 2016</p>	<p>721M's SMiLE Trainer of the Trainer; District 75 Literacy Coaches</p>
<p>Review SANDI data to identify new targeted students, evaluate the entry levels of students from the previous year who participated in the SMiLE Reading Program, and develop individual student goals</p>	<p>Targeted students</p>	<p>September 2015 and ongoing throughout the school year for newly admitted students</p>	<p>SMiLE Inquiry Team Members (Teachers, Paraprofessionals, and Administrators)</p>
<p>Implement SMiLE Reading Program</p>	<p>Targeted students</p>	<p>September 2015 through June 2016</p>	<p>Teachers, Paraprofessionals, Speech Teachers</p>
<p>Bi-weekly Inquiry Team Meetings to review SMiLE data, SANDI data, student work and anecdotal information to analyze student progress, develop strategies and resources to support student progress towards their goals and communicate results to the school community</p>	<p>Targeted students</p>	<p>September 2015 through June 2016</p>	<p>SMiLE Inquiry Team Members (Teachers, Paraprofessionals, and Administrators)</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

District 75 Literacy Coaches

District 75 Director of Literacy

721M’s SMiLE Trainer of the Trainers

SMiLE Inquiry Team Members (teachers, paraprofessionals, administrators)

Speech Teachers

SMiLE Kits

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Increased number of students participating in the SMiLE Reading Program and making progress towards one functional level in SANDI assessment in reading foundational targeted skills as measured by mid-year SANDI results

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2015 – 2016 school year, we will continue implementing our 721M S.T.A.R.S. Positive Behavior Interventions Support Program as participation in this program has had a positive impact on our students’ display of appropriate social skills. Data from both the 2013—2014 and the 2014 – 2015 school years shows an increase of students displaying positive social behavior as a result of this program. From October 2013 to April 2015, there has been an increasing number of students attaining Levels 3 and 4 (highest level) in our S.T.A.R.S. Program and a 50.1% decrease in students attaining Level 1 (**percentage of students on Level 1: 58.9% October 2013; 8.8% April 2015; percentage of students on Level 4: 27.3% October 2013; 45.2% April 2015**). This data also shows positive trends in students’ display of appropriate behavior which has a positive impact on their learning, social/emotional skills, self-esteem levels and transition skills.

In addition during the 2012- 2013 school year, our Preliminary Index Score /VADIR Score was 2.08 at the conclusion of the school year. However, we had a significant decline in our VADIR Score for the past school year (2013-2014 school year) as our score was only 0.95 at the end of June 2014. This difference in our VADIR Score from one year to the next proves a 54% positive decline. Our VADIR Score for this school year (July 2014 through June 19, 2015) is currently 0.16 which indicates a further positive decline of 92% as compared to the 2013- 2014 school year (.95). Our current VADIR Score (0.16) shows a significant decrease in disruptive incidents displayed by students within the last two school years. Our school’s participation in the 721M S.T.A.R.S. Program demonstrates growing evidence of its positive impact on our school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in the number of students achieving Level 3 and 4 status in the school-wide positive behavior intervention support program (PBIS) as evidenced by S.T.A.R. Program data documented per period/day in the social-emotional areas of respect, following directions, and display of positive behavior.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development and Parent Training related to Positive Behavior Intervention Supports conducted by District 75 and at the school level will be conducted throughout the school year for staff members in areas such as Social Skills Training, Therapeutic Crisis Intervention (TCI), internet safety and cyber bullying, and Get Ready to Learn Program</p>	<p>All Staff Members; Parents/Guardians</p>	<p>September 2015 through June 2016</p>	<p>Positive Behavior Intervention Supports (PBIS)Team; Dean of Students; Counselors, Administrators; Parent Coordinator; District 75 Personnel; 721M Technology Liaison; Get Ready to Learn Facilitators/Physical Therapists;</p>
<p>Student Assemblies (two assemblies) to review the Positive Behavior Intervention Supports Plan, school expectations, school's PBIS incentive program (S.T.A.R.S.), and NYCDOE Discipline Code to the student body will be held (beginning September 2015). Additional Student Assemblies will be conducted throughout the school year focusing on social skills, positive behavior supports and students' needs.</p>	<p>Students in 12:1:1 Programs</p>	<p>September 2015 through June 2016</p>	<p>Positive Behavior Intervention Supports (PBIS)Team Members, Dean of Students, Counselors, Administrators, Teachers, Paraprofessionals</p>
<p>Implement our 721M S.T.A.R.S. Program (Positive Behavior Interventions Support Program)</p>	<p>Students in 12:1:1 Programs</p>	<p>September 2015 through June 2016</p>	<p>Positive Behavior Intervention Supports (PBIS)Team Members, Dean of Students, Counselors, Administrators, Teachers, Paraprofessionals</p>
<p>Monthly Positive Behavior Intervention Supports Committee Meetings to review S.T.A.R.S. data, OORS data, Dean's Student Referrals, student data including attendance data, VADIR data, FBA's/BIP's data, etc. to develop strategies and communicate results to the school community</p>	<p>Students in 12:1:1 Programs</p>	<p>September 2015 through June 2016</p>	<p>Positive Behavior Intervention Supports (PBIS)Team Members Administrators, Dean of Students Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PBIS Committee Team Members

Counselors

Dean of Students

Teachers

Paraprofessionals

Related Service Providers

Administrators

District 75 Borough Safety Officer

District 75 Coaches and District 75 PBIS Office Personnel

Parent Coordinator

C.H.A.M.P.S. Teachers

Teacher Teams/Professional Learning Communities

Pupil Accounting Secretary

Attendance Teacher

Social Skills Curriculum

Social Trivia Calendar (UNIQUE Curriculum ~Transition Band)

Get Ready to Learn Program

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Increased number of students attaining Levels 3 and 4 (highest level) in our S.T.A.R.S. Program as compared to number of students on these levels in September 2015

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Family participation in our students’ educational and transitional processes is an integral component of student success. At 721M, family involvement is a priority goal. Based on family participation attendance data from Parent Association Meetings and Parent/Guardian Workshops, we average approximately 17 parents per meeting/workshop (range from 9 attendees to 28 attendees). In addition, data from our Learning Environment Survey shows that parent/guardian participation in Parent Association Meetings and other conferences needs to increase.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent/guardian participation at Parent Association Meetings, workshops, conferences and other school-based events will increase by 20% as evidence attendance documentation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop and distribute a Parent/Guardians Needs Assessment Survey regarding parental trainings/workshops and school/community-based activities</p>	<p>Parents, Guardians, Family Members</p>	<p>September 2015</p>	<p>Parent Coordinator School Leadership Team</p>

			Unit Teacher Positive Behavior Interventions Support Team Administrators Attendance Teacher Teachers Paraprofessionals Related Service Providers
Develop and disseminate a Meeting/Workshop/Activities Calendar and schedule of family outreach	Parents, Guardians, Family Members	September 2015; January 2016	Parent Coordinator School Leadership Team Unit Teacher Positive Behavior Interventions Support Team Administrators Attendance Teacher Teachers Paraprofessionals Related Service Providers
Plan and implement meetings/workshops/family activities based on information from the Parent/Guardians Needs Assessment Survey and school and district initiatives and programs	Parents, Guardians, Family Members	October 2015 through June 2016	Parent Coordinator School Leadership Team Unit Teacher Positive Behavior Interventions Support Team Administrators Attendance Teacher Teachers Paraprofessionals Related Service Providers

Review participation data and qualitative information regarding the effectiveness of the program based on end-of-year parent/guardian survey	Parents, Guardians, Family Members	June 2016	Parent Coordinator School Leadership Team Unit Teacher Positive Behavior Interventions Support Team Administrators Attendance Teacher Teachers Paraprofessionals Related Service Providers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator School Leadership Team Unit Teacher Positive Behavior Interventions Support Team Administrators Attendance Teacher Teachers Paraprofessionals Related Service Providers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly review of parent/guardian attendance at meetings/workshops/activities and strategize methods of increasing participation throughout outreach

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>12:1:1/12:1:4</p> <p>Student Needs Assessment Determination Inventory (SANDI)</p> <p>New York State Alternate Assessment (NYSAA)</p> <p>Individual Education Program and other data collection</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Students with SETTS:</p> <p>Scantron, Performance Series</p> <p>721M@Harvest HS</p> <p>Students with SETTS</p> <p>Scantron Performance Series, SANDI</p>	<p>12:1:1 /12:1:4</p> <p>SMiLE (Structured Methods in Language Education) is a highly structured, research-based system of reading instruction for students with severe language delays. The SMiLE method differs from traditional phonics instruction in that students focus strictly on letter sounds, rather than letter identification, and in that the process addresses multiple learning styles, particularly visual and tactile. Once the student has mastered the appropriate number of sounds, through an intensive process involving sound imitation, tracing, writing and reading, he/she moves on to words. Words are taught by systematically building on phonemic awareness and through the use of visual and tactile</p>	<p>12:1:1 /12:1:4</p> <p>Small group and one-to-one instruction during English Language Arts instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>School:</p> <p>Small group, tutoring, SETSS service</p> <p>721M@Harvest HS</p> <p>Small group tutoring</p>	<p>12:1:1/12:1:4</p> <p>Daily ~ 5 x weekly during English Language Arts</p> <p>721M@Chelsea HS Inclusion Program</p> <p>During school 3 times per week, during lunch;</p> <p>after school;</p> <p>Saturday school</p> <p>721M@Harvest HS</p> <p>During the school day; after school</p>

		<p>reinforcement activities.</p> <p><u>Wilson Reading Program</u></p> <p>A teacher is being trained as a Wilson Level II Reading Specialist. Her target student has made strides.</p> <p><u>Visual Strategies :</u> PowerPoint, SmartBoard, graphic organizers, planners</p> <p><u>Manipulatives</u></p> <p><u>Attainment's Common Core Curriculum Solution: Secondary English language Arts</u> incorporates a blended approach to learning through print, manipulatives, interactive software and apps. It provides an age-appropriate consistent, engaging yet rigorous curriculum. The program includes the following two resources and materials:</p> <ul style="list-style-type: none"> • <u>Teaching to the Standards: English Language Arts:</u> Students are engaged in literature such as HOLES and THE OUTSIDERS which incorporates symbol-supported text. Students write opinions about what they have read. The overall objective is to 		
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		<p>engage students in fiction, non-fiction, poetry and research. Key objectives include: make a prediction, identify main idea, differentiate fact from non-fact and express an alternate ending.</p> <p>● <u>Read to Learn</u> is a blend of life skills and language arts instruction that immerses the students in such topics as Life and SAFETY Skills and Feelings. The overall objective is to have students generalize and use reading skills plus discuss and relate skills to everyday life. Key objectives include interpreting emotions, learning safety skills across a variety of environments, put vocabulary words in sentences and biography genre studies.</p> <p><u>UNIQUE Learning System: Transition Band</u> is being used by the worksite classes. The UNIQUE Curriculum is a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, such As Feelings and</p>		
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		<p>appropriate social skills, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p> <p><u>Collaborative Learning</u></p> <p>721M@Chelsea HS Inclusion Program</p> <p>Regents Prep, Regentsprep.org, Scantron Performance Series, Epic Theater, Curriculum planning (indirect service), Scratch (Career Exploration/ Technology), Clubs Instructional Rounds (indirect service), Interactive Science Subject Area Meetings, and Grade Level Team Meetings.</p> <p>721M@Harvest HS</p>		
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		Repeated readings, chunking, pre-teaching		
Mathematics	<p><u>12:1:1 /12:1:4</u></p> <p>Student needs Assessment Determination Inventory (SANDI)</p> <p>New York State Alternate Assessment (NYSAA)</p> <p>Individual Education Program and other data collection</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Students with SETTS</p> <p>Scantron, Performance Series</p> <p>721M@Harvest HS</p> <p>Students with SETTS</p> <p>Scantron Performance series, SANDI</p>	<p><u>12:1:1/12:1:4</u></p> <p><u>Visual Strategies</u> : PowerPoint, SmartBoard, graphic organizers, planners</p> <p><u>Manupulatives</u></p> <p><u>UNIQUE Learning System</u> :</p> <p>The UNIQUE Curriculum is a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: UNIQUE Learning System High School and UNIQUE Learning System Transition (for work-study students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners</p>	<p><u>12:1:1/12:1:4</u></p> <p>Small group and one-to-one instruction during Mathematics instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Small group, tutoring,</p> <p>SETTS</p> <p>721M@Harvest HS</p> <p>Small group tutoring, one –to-one tutoring</p>	<p><u>12:1:1/12:1:4</u></p> <p>Daily~~ 5 x weekly ~~ during Mathematics instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>After school, 2 times per week;</p> <p>during lunch;</p> <p>Saturdays school</p> <p>721M@Harvest HS</p> <p>During and after school</p>

		<p>with significant disabilities.</p> <p><u>Attainment's Common Core Curriculum Solution: Secondary Mathematics</u> incorporates a blended approach to learning through print, manipulatives, interactive software and apps. It provides an age-appropriate consistent, engaging yet rigorous curriculum. The program includes the following two resources and materials:</p> <p><u>AbleNet "Focus on STEM"</u></p> <p>Classroom library and activities provides the opportunity to learn non-fiction literacy skills while gaining background knowledge in science and math</p> <p><u>Collaborative Learning</u></p> <p>721M@Chelsea HS Inclusion Program</p> <p>Regentsprep.org, Scantron Performance Series, Curriculum planning (indirect service), Scratch (Career Exploration/ Technology), Clubs</p> <p>Inter visitation (indirect service)</p>		
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		<p>Interactive Math</p> <p>Subject Area</p> <p>Meetings, and Grade Level Team Meetings</p> <p>721M@Harvest HS</p> <p>Pre-teaching,</p> <p>Algebra skills practice</p>		
Science	<p><u>12:1:1/12:1:4</u></p> <p>Student needs Assessment Determination Inventory (SANDI)</p> <p>New York State Alternate Assessment (NYSAA)</p> <p>Individual Education Program and other data collection</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Students with SETTS</p> <p>Scantron Performance series</p> <p>721M@Harvest HS</p> <p>Benchmarks assessments</p>	<p><u>12:1:1/12:1:4</u></p> <p>Visual Strategies : PowerPoint, SmartBoard, graphic organizers, planners</p> <p>UNIQUE Learning System :</p> <p>The UNIQUE curriculum is a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: UNIQUE Learning System High School and UNIQUE Learning System Transition (for work-study</p>	<p><u>12:1:1/12:1:4</u></p> <p>Small group and one-to-one instruction during Science instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Small group, tutoring, SETSS service 1 extra period, 4 days per week for 10th grade</p> <p>721M@Harvest HS</p> <p>Small group tutoring</p>	<p><u>12:1:1/12:1:4</u></p> <p>Daily~~ 5 x weekly ~~ during Science instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>After school, 2 times per week;</p> <p>during lunch;</p> <p>Saturday school</p> <p>721M@Harvest HS</p> <p>During and after school</p>

		<p>students). The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.</p> <p><u>Attainment's Common Core Curriculum Solution: Secondary Science</u> incorporates a blended approach to learning through print, manipulatives, interactive software and apps</p> <p><u>AbleNet: Focus on STEM</u></p> <p>Classroom library and activities provides the opportunity to learn non-fiction literacy skills while gaining background knowledge in science and math</p> <p><u>Collaborative Learning</u></p> <p>721M@Chelsea HS Inclusion Program</p> <p>Regents Prep, Regentsprep.org, Scantron Performance Series, Curriculum planning (indirect service), Scratch (Career Exploration/ Technology), Clubs Instructional Rounds (indirect service),</p> <p>Interactive Science</p>		
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		<p>Subject Area Meetings, and Grade Level Team Meetings</p> <p>721M@Harvest HS</p> <p>Pre- teaching, chunking, interactive writing</p>		
Social Studies	<p>12:1:1 /12:1:4</p> <p>Student needs Assessment Determination Inventory (SANDI)</p> <p>New York State Alternate Assessment (NYSAA)</p> <p>Individual Education Program and other data collection</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Students with SETTS</p> <p>Scantron Performance series</p> <p>721M@Harvest HS</p> <p>Benchmark assessments</p>	<p><u>12:1:1 /12:1:4</u></p> <p>Visual Strategies : PowerPoint, SmartBoard, graphic organizers, planners</p> <p>UNIQUE Learning System :</p> <p>The UNIQUE Curriculum is a standards-based curriculum specifically designed for special learners. There are monthly instructional thematic units of study, which incorporate English Language Arts, mathematics, science, social studies and transition content areas. The lessons and activities include the use of technology and the arts. Based on the needs of their students, teachers include extension activities. We are using two curricula: UNIQUE Learning System High School and UNIQUE Learning System Transition (for work-study students). The unit lesson plans define three levels of</p>	<p><u>12:1:1/12:1:4</u></p> <p>Small group and one-to-one instruction during Social Studies instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>Small group, tutoring, SETSS service</p> <p>721M@Harvest HS</p> <p>Small group and one to one tutoring</p>	<p><u>12:1:1/12:1:4</u></p> <p>Daily~~ 5 x weekly ~~ during Social Studies instruction</p> <p>721M@Chelsea HS Inclusion Program</p> <p>During school, 3 times per week; during lunch</p> <p>721M@Harvest HS</p> <p>During and after school</p>

		<p>differentiated tasks to accommodate the diversity of learners with significant disabilities.</p> <p><u>District 75 Alternate Assessment: Curriculum</u></p> <p>This framework is in being developed by District 75 teachers for students with moderate to severe disabilities. It is connected to the Common Core Learning Standards. Our staff is exploring the suggested activities as extensions for the UNIQUE Curriculum.</p> <p><u>Collaborative Learning</u></p> <p>721M@Chelsea HS Inclusion Program</p> <p>Regents Prep, Regentsprep.org, Scantron Performance Series, Epic Theater, Curriculum planning (indirect service), Scratch (Career Exploration/ Technology), Clubs Instructional Rounds (indirect service),</p> <p>DBQ Exploration,</p> <p>Essay Writing</p> <p>Subject Area Meetings and Grade Level Team Meetings.</p> <p>721M@Harvest HS</p>		
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		Pre-teaching, chunking, interactive writing, Repeated readings		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>12:1:1/12:1:4</p> <p>PBIS data, attendance data, “Get Ready to Learn” data, Functional Behavior Assessments, Behavior Insertion Plans</p> <p>721M@Chelsea School Inclusion Program</p> <p>Students with Counseling mandates and “at risk”</p> <p>721M@Harvest HS</p> <p>Students with Counseling mandates and “at risk”</p>	<p>12:1:1/12:1:4</p> <p>Counseling : Individual and groups sessions, as mandated and as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives in the area of social/emotional skills.</p> <p>Positive Behavior Intervention Supports (PBIS Program) : Behavior intervention support program for students to motivate and reinforce pro-social skills to support achievement of academic goals.</p> <p>At Risk Health Services:</p> <p>Clubs : C.H.A.M.P.S.: Basketball, flag football, volleyball, floor hockey, cheerleading and fitness clubs</p> <p>“Get Ready to Learn” Sensory Program : A daily preparatory therapy program for the classroom designed for all populations including students with</p>	<p>12:1:1/12:1:4</p> <p>Guidance Counselor: One-to-one/small group</p> <p>After each period points are taken, bi-weekly Rewards Days Clubs</p> <p>Small group and whole group (teams) instruction</p> <p>Whole group participation, classroom</p> <p>Large and small groups</p> <p>721M@Chelsea School Inclusion Program</p> <p>Extra Individual or group counseling for students with crisis</p> <p>721M@Harvest HS</p> <p>One to one and small group therapy</p>	<p>12:1:1/12:1:4</p> <p>As mandated on I.E.P.’s and as needed</p> <p>Over the course of the school day</p> <p>Monday – Friday</p> <p>7:00 AM to 8:00 AM</p> <p>Monday and Thursday</p> <p>3:00 PM to 5:00 PM</p> <p>Daily ~ 5 x weekly</p> <p>On-going over the course of the year</p> <p>721M@Chelsea School Inclusion Program</p> <p>During the school day and as needed</p> <p>721M@Harvest HS</p> <p>During the school day and as needed</p>

		<p>multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students, increase their alertness, and assist them in being able to self-regulate prior to classroom learning.</p> <p>Student Assemblies and Classes:</p> <p>Including but not limited to Cyberbullying, PBIS Program, Code of Conduct</p> <p>721M@Chelsea School Inclusion Program</p> <p>Counseling</p> <p>Response to Intervention- Tier 2 and Tier 3</p> <p>721M@Harvest HS</p> <p>Counseling</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>721M</u>	DBN: <u>75M721</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description

here: _____ 721M serves

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

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

To strengthen our literacy program, we have introduced Attainment's Core Curriculum Solutions this year for ELLs in our in-house classes. This curriculum is specifically designed for students with moderate to severe intellectual disabilities mandated for alternate assessment programs. It is scientifically based and designed to provide systematic instruction that is rigorous and meets the Common Core Standards. The curriculum also includes on-going assessments that provide a vehicle to capture student achievement. Lessons in each of the core subjects engage students in functional and real-world situations. The literacy materials are leveled, have simplified text and have visual supports (i.e., symbol supports, graphic organizers, videos, etc.). The math and science components include hands-on materials and manipulatives to assist students in solving problems. On-site professional development has been provided for teachers as well. To enhance students' literacy skills, we are piloting the Structured Methods in Language Education (SMILE) phonics program with specific students. SMILE is a research-based literacy intervention program.

We have found that the use of multimedia enhances and supports the development of English and

Part B: Direct Instruction Supplemental Program Information

native language skills. Teachers further differentiate instruction by creating more interactive/hands-on age/grade appropriate materials/activities, facilitating the use of AAC (communication) devices, and utilizing technology equipment (i.e. Smartboard) and/or software. Our more emerging students have the opportunity to use the Rosetta Stone (English and/or Spanish) software program. Native language books and materials are available in our bilingual class. In order to better gauge yearly progress and create appropriate IEP goals, we continue to use the Student Annual Needs Determination Inventory (SANDI) and (Formative Assessment of Standards Tasks (FAST). Our students are assessed at the beginning (Fall) and the end of the year (Spring). Additionally, the UNIQUE and Attainment curricula enable teachers to monitor student progress towards their IEP goals. These on-going assessments ensure that students advance along our continuum (school to work) when they are ready. Our allotted Title III funds will be utilized for our 13-week, Title III Afterschool Drama/Dance/Movement Program (mid-January through April 2015) in which students will research and experience dance movements related to various cultures through ELA and the arts. This program will serve one group of 12 ELLs (12:1:1). The class will meet twice a week on Mondays and Thursdays from 3:00 PM to 5:00 PM. One licensed/certified bilingual teacher (Spanish speaking) or ESL teacher along with a bilingual (Spanish speaking) paraprofessional will work with students after school hours to focus on literacy activities using the arts. The program will be supervised by a 721M Supervisor. During eight weeks of this program (2 two-hour sessions per week), students will be instructed by the Bilingual Teacher or ESL Teacher and the paraprofessional. In addition during five weeks of this program, students will receive instruction provided by the Bilingual Teacher or ESL Teacher and the paraprofessional for one hour and then from another teacher and paraprofessional for one hour while the Bilingual Teacher or ESL Teacher and paraprofessional assigned to this program attend Professional Development provided by a consultant/teaching artist from Marquis Studios. This arrangement will take place on the Mondays of those five weeks. During this five-week period, while Professional Development is being provided for the Bilingual Teacher or ESL Teacher and the paraprofessional, students will partake in another afterschool activity at no cost to the Title III Program. The aim of the program is to increase the students' vocabulary skills, social skills such as the ability to follow directions and work in teams, creative writing skills, and drama/dance/movement skills as they research and experience dance movements related to various cultures. During this program, the language of instruction will be English. Students will also utilize an Audio Card Reader along with various word card sets that can be systematically integrated with reading, writing, speaking and listening lessons during this program. The lessons will be presented within the context of dance movements in various cultures. These materials will be age-appropriate and will support the differentiated needs of our students. A consultant/teaching artist will work with students and staff during the course of the program integrating drama, movement and dance to enhance their literacy skills. We believe our ELL students will benefit from this program (Title III Afterschool Program) because it facilitates the acquisition of English language skills through authentic activities. Our more proficient students who have participated in previous years will serve as "buddies" (peer coaching) to the newer students while deepening their own skills. Teachers will be asked to identify new ELLs who have moderate to profound language deficits and/or need to increase their vocabulary skills to participate in this program. A student performance and culminating video that will be produced by the staff and students during the program will reflect/highlight the skills our students have gained through their participation in this program.

The results from the NYSESLAT and SANDI/FAST Assessments indicate that the targeted ELL students fall within the beginning level of these assessments. These students will benefit from an enrichment program that focuses on the improvement of native and English language skills. The instructional program will encompass a student-centered theme which will incorporate hands-on and multisensory activities that will culminate in a multimedia/performance literacy-focused project (Cambourne, 1988, Orelove & Sobsy, 1993). The project(s) will reinforce the skills that are taught during the instructional day and will be aligned with the Common Core Learning Standards (CCLS) including Extensions and AGLI's. Focus questions and/or discovery activities incorporated into each session will require students to talk about expressive attributes (expressing a feeling/emotion or character traits) they are curious about and/or are important to them (Krashen, 2006). During the course of the program, the students

Part B: Direct Instruction Supplemental Program Information

will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial and experiential tasks for our more challenged students. Providing these instructional supports will expand each student's comprehension and acquisition of English and Spanish skills. Teacher-made assessments/rubrics/checklists will be used to gauge student progress. English will be the language of instruction.

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Part C: Professional Development

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

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

Begin description

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

The program will be introduced by a Supervisor during one of our Parent Association Meetings (October 2014). Once the students for this program are identified, official Title III invitation letters in English and the parents' home languages will be sent prior to the beginning of the program. Staff members who speak the preferred languages of parents of students identified for our Title III Program will contact parents via telephone to better explain the program to them. At the start of the program, parents of the participating students will be invited to an orientation meeting to discuss the purpose and aim of the program. In addition to three Parent Workshops that will be incorporated into this program, parents

Part D: Parental Engagement Activities

will be invited to participate alongside their children in all instructional sessions. The parent workshops (1.) January: Fourth Thursday, (2.) March: Second Thursday and (3.) April: First Thursday, (from 3:00 PM to 5:00 PM) will give parents opportunities to learn some of the same arts skills (i.e. How to tell a story, develop a character through dance/movement, enhancing literacy skills for students through the arts) that their children have been learning in the Title III Afterschool/Weekend Arts Program. There will also be a culminating celebration where students will perform their drama/dance/movement projects to the parents and guests. Students will also present their projects to the school community (peers, staff members, School Leadership Team Members, Parents' Association, and other parents).

Part E: Budget

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

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$7,015.57</u>	<p>1 Teacher: (Direct Instruction to Students) 8 weeks / two sessions a week / two hours each session at \$50.50 an hour (Total: 32 hours at \$50.50 an hour) \$1,616.00</p> <p>1 Teacher: (Direct Instruction to Students) 5 weeks / two sessions a week / two hours for one session and one hour for one session at \$50.50 an hour (Total: 15 hours at \$50.50 an hour) \$757.50</p> <p>1 Teacher: (Professional Development for Direct Instruction) 5 weeks / 1 session a week/ one hour each week for Professional Development at \$50.50 an hour (Total: 5 hours at \$50.50 an hour) \$252.50</p> <p>1 Teacher: (Conduct Professional Development / Workshops for Parents) 3 weeks / 1 session a week / two hours each session at \$50.50 an hour for Professional Development for Parents/Parent Workshops (Total: 6 hours at \$50.50 an hour) \$303.00</p> <p>1 Paraprofessional: (Direct Instruction to Students) 8 weeks / two sessions a week / two hours each session</p>

Part E: Budget

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

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>at \$29.05 an hour _____ (Total: 32 hours at \$29.05 an hour) <u>\$929.60</u></p> <p><u>1</u> Paraprofessional: _____ (Direct Instruction) _____ 5 weeks / two sessions a week / two hours for one session and one hour for one session at \$29.05 an hour (Total: 15 hours at \$29.05 an hour) <u>\$435.75</u></p> <p><u>1</u> Paraprofessional: _____ (Professional Development for Direct Instruction) _____ 5 weeks / 1 hour session per week at \$29.05 an hour _____ (Total: 5 hours at \$29.05 an hour) <u>\$145.25</u></p> <p><u>1</u> Supervisor: _____ 14 weeks / two sessions a week / 1 hour and 35 minutes each session at \$52.84 an hour _____ (Total: 44 hours and 20 minutes at \$52.84 an hour) _____ <u>\$2,342.57</u></p> <p><u>1</u> Payroll Secretary: _____ 7.5 hours @ \$31.12 an hour _____ <u>\$233.40</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p><u>\$2,440.00</u></p>	<p>Direct Instruction to Students _____ 5 sessions over 5 weeks at one hour each session from Marquis Studios _____ (<u>\$1,320.00</u>)</p> <p>Professional Development for Staff Members provided by Marquis Studios _____ 5 sessions over 5 weeks at one hour each session (<u>\$1,120.00</u>) _____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p><u>\$927.43</u></p>	<p>Art/office materials (paper, toner, glue, paint, brushes, etc), costumes (scarves, hats, tee shirts, etc) and props (posters, scene kit), instruments</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$250.00</u> <u>\$147.00</u> \$4 <u>20.00</u>	<u>Refreshments for parent sessions</u> <u>Books for parents for workshops</u> <u>Metrocards: 12 Parents x \$5.00 x 7</u>
TOTAL	<u>\$11,200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Manhattan	School Number 721
School Name Manhattan Occupational Training Center		

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

Principal Antoinette Bello	Assistant Principal Carol Hessler
Coach Melissa Erickson	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Anthony Acosta
Teacher/Subject Area Elizabeth Carpenzano/ESL	Parent Ginia Robinson
Teacher/Subject Area Robert Frost/ESL	Parent Coordinator Madeline Nieves
Related-Service Provider Gail Novick/Speech	Borough Field Support Center Staff Member
Superintendent Gary Hecht	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	179	Total number of ELLs	79	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	79
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	8	0	8	16	0	16	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	46	0	46	8	0	8	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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 SPANISH	0	0	0	0	0	0	0	0	1	4	2	1	16	0
SELECT ONE CHINESE	0	0	0	0	0	0	0	0	0	0	0	0	2	0
SELECT ONE ARABIC	0	0	0	0	0	0	0	0	0	0	0	1	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	1	0	1	3	2	5	34	0
Chinese	0	0	0	0	0	0	0	0	0	1	0	0	2	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	0	0	0	1	2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	2	4	4	9	41	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	1	1	0	2	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	6	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	6	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	2	0	1	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	11	0	11	0
NYSAA Mathematics	11	0	11	0
NYSAA Social Studies	11	0	11	0
NYSAA Science	11	0	11	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 All students are referred to 721M through the Committee on Special Education (CSE), a community-based special education program or another District 75 school organization. We receive our referrals electronically through the District 75 Placement Office. Our program serves 179 students in special education between the ages of 11 and 21. Approximately 163 students are mandated for a 12:1:1 program. Another 10 students are mandated for a 12:1:4 program along with 18 students who participate in our Inclusion Program. Our English Language Learners (ELLs) make up approximately 44.13% of our total population. Although we are an ungraded program in the traditional sense, we use age-grade equivalents.
 Every student is assessed with Student Assessment Needs Determination Inventory (SANDI) during the fall and spring of each school year. The fall administration of the SANDI provides a baseline, and the spring administration provides summative results. The Formative Assessment of Standards Tasks (FAST) is also administered as a formative assessment at two mid-year points. The SANDI results drive and inform the development of students' Individualized Educational Program (IEP) goals and objectives in the areas of reading, writing, math and communication. Each teacher who teaches the specific discipline takes data to determine the mastery of the goals/objectives.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 All ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. The IEP and various ATS reports (RLAT) are utilized to ensure that all eligible students participate in NYSESLAT testing. Due to their disabilities, students referred to 721M are exempt from standardized testing and participate in the New York State Alternate Assessment (NYSAA). The majority of our population is classified as being intellectually disabled (ID). We serves a smaller number of students classified as autistic (AU), multiply handicapped (MH) or learning disabled (LD). A number of our students have secondary and tertiary classifications.
 Since we are considered an Alternate Assessment program, we rarely have students scoring in the expanding or commanding levels of language proficiency. At this time, there are no ELLs participating in standardized assessment with the exception of the NYSESLAT. Given their cognitive abilities, the majority of our students fall in the beginning level of language proficiency. Sixty ELLs received full scores with results falling in the entering level. Of the seventy-nine students, five of our ELL students scored above the

entering level due to their higher cognitive/academic skills. Nine of our ELL students received invalid/no scores due to their cognitive/physical deficits. There were two students who were not attending school in the past year. One was not in attendance during the testing period, and the other was newly admitted to the NYC system and scored at the beginning level on the LAB-R. Therefore, we have no scores for these students. Current and past NYSESLAT results reflect a similar trend. The overall scores show strengths in the areas of listening and speaking, the modalities that are less cognitively demanding. The lower scores in reading and writing are also predictable and are indicative of the students' disabilities. This pattern has been consistent for the past seven years, and we anticipate seeing the same pattern next year. Most of our students can complete the listening and speaking portions of the NYSESLAT; but due to their cognitive disabilities, they are unable to read and/or write on the appropriate proficiency level (or not at all) in either language. This often results in invalid or no scores which is indicative of their disabilities. Should any of our students pass the NYSESLAT, we would have IEP conferences for them so that their IEP's would reflect their new statuses and then we would move the students to monolingual classes. However, we would still strive to provide some ESL support to ensure the students' success in monolingual placements.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school looks at students who have advanced at least one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years. Due to the cognitive disabilities of our children, we strive for these results by using a rigorous amount of ENL methodologies in our teaching practices. Our students' strong points during the test are in the Speaking and Listening portions, and the weaknesses of our students lie within the Reading and Writing portions.

As far as attaining English language proficiency which is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT), we scaffold the language of our ELL students, and incorporate a large amount of vocabulary into our classes. Collaborative learning allows our ELL students chances to practice the English language and learn through conversations.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

At this time since, we are an alternate assessment program; and we do not have students who participate in periodic or home language assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Currently, our school serves students in Grades 6-12.

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

Our ENL teachers attend bi-monthly cohort meetings along with special education teachers where they discuss the progress of their students. During these meetings, they also discuss which students should be given extra support. During the spring articulation meeting, all of the teachers make recommendations related to students' placements for the coming year. Teachers plan for new language instruction through Targets of Measurement/Bilingual Progressions. New language is increased through scaffolding with a student's native language, allowing comfort and ease in his/her transition to the English language. Performance levels are measured through data-driven monthly checklists which encourage students to increase performance levels when needed.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Currently, our school only features the ENL program.

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

ENL and bilingual teachers keep data records for students. These records indicate the students' language goals, as well as, their IEP goals. The success of each student is measured through monthly and yearly goals tailored for him/her. Our school assesses students through their performance in the classroom using checklists and NYSESLAT scores. The review of success for each student is completed through cohort meetings at which staff members review and discuss student work, mastery of IEP goals and objectives (both annuals and triennials), and SANDI scores.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The entire 721M student population is certified as special education; every aspect of the students’ instructional programs are IEP driven including their bilingual/ENL Only classifications and staffing ratios. Therefore, all ELL students who are referred to 721M are already classified as bilingual or ENL Only. On occasion, students from out of state/country are referred to our school. If the Home Language Information Survey indicates a home language other than English and NYSITELL was not administered by the CSE, the school’s Language Proficiency Team will review the student’s IEP/records to determine if the student is eligible for the NYSITELL within ten days of being admitted to the school. If the family requires support in a language other than Spanish/English, we have paraprofessionals who speak Cantonese, Fukinese, Arabic, and Bengali who can provide support during the screening process. If a student who is Spanish-speaking does not successfully pass the NYSITELL, the Spanish LAB-R will be administered. The description of the program choices are conveyed to the parent during the initial CSE evaluation. During our intake process, we provide the opportunity for the parent and student to see the student's mandated class placement. For new ELL students (new to the NYC school system), the program options and mandated NYSITELL testing are discussed with parents during the intake process; and parent interviews are completed. The paperwork is attached to the students' records that are placed in the locked files in the IEP room. The program is also reviewed during the Parent Orientation Meeting which occurs during the first month of school. Correspondence from the school is sent home in the students' native languages. Interpreters are available to parents on an on-going basis. The staff members who conduct these interviews and administer these tests are Mr. Robert Frost and Ms. Elizabeth Carpenzano, ENL teachers. Informal interviews are also conducted between the students, guardians, and members of the Language Proficiency Team.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Prior to the first date of attendance, an oral interview questionnaire is conducted by a member of the Language Proficiency Team. School attendance reviews for ELL students are completed through thorough school history reviews allowing for the school to determine if there are significant gaps in the students' attendance records.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
As previously mentioned, all of our students are classified as students in special education. Therefore, all of our students have IEP's or Comparable Service Plans. Students who are admitted with Comparable Service Plans are immediately referred to the School-Based Psychologist for evaluation and the completion of a NYC IEP.

All evaluations must go through the Language Acquisition Team which consists of these members/aspects:
Carol Hessler, Assistant Principal
Robert Frost and Elizabeth Carpenzano, ENL Teachers
Certified teacher or related service provider with TESOL/Bilingual Certification
Parent or guardian (provided with interpretation services as needed)
Timeline to accept or reject LPT recommendation - 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
In District 75, this process is completed at CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During the initial parent interview, the program options and the appeal process are explained to the parent in his/her preferred language. In concert with the Entitlement Notification which is written/provided in the parent's preferred language, Ms. Carpenzano or the Parent Coordinator will contact the parent by phone to reiterate (in the preferred language) the appeal process in which parents and students (who are 18+ years old) have 45 days to appeal the ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In District 75, this process is completed at the CSE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
In District 75, this process is completed at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In District 75, this process is completed at the CSE.

9. Describe how your school ensures that placement parent notification letters are distributed.

In District 75, this process is completed at the CSE.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All mandated documentation is filed in the student's cumulative record that is maintained in a locked file cabinet in Room 208. In addition, a copy of the HLIS is placed in student's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. The IEP and various ATS reports (RLAT, etc) are utilized to ensure that all eligible students participate in NYSESLAT testing. Robert Frost and Elizabeth Carpenzano, licensed/certified ENL teachers, choreograph the schedule for the administration of the NYSESLAT. All ELL students are listed on tracking sheets, and each teacher tracks the administration of the four parts for each of their assigned students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
This is accomplished at annual reviews and triennial meetings. Letters are also distributed to students and parents. Parents are then called by the Parent Coordinator, Madeline Nieves. Parents are also notified through written correspondence in their preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

All parents of students who are ELLs in our school have been in agreement with student program placements, as placement decisions are made at CSE in conjunction with parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

1a and b

The entire population of our self-contained school is classified as students with disabilities. Students are placed in least restrictive environments (LRE) that are conducive to their cognitive needs. At 721M, we believe it is imperative that all ELLs are exposed to a literacy-rich environment. Our students have been receiving an instructional program that follows CR Part 154 Regulations and incorporates established best practices in the field of literacy and second language acquisition. Two of our bilingual teachers retired last year, and we are actively seeking bilingual teachers to serve our students. In anticipation of securing these teachers and to facilitate the provision of ENL instruction, we ensure that students in our Bilingual classes remain grouped together in a stand alone model. Our school program has eight periods per day; each period is at least forty-eight minutes long. The Transitional Bilingual Program consisted of two high school bilingual special education (12:1:1) classes for ELLs in Alternate Assessment. Each class remained grouped together for the entire day. One class was a work study class, and the other was an in-house class. Until we replace our two bilingual teachers, the licensed/certified ENL teachers will continue to provide ENL instruction to these classes. As soon as our bilingual teachers are hired, we will revise the schedule so that the in-house class will be instructed by a licensed/certified bilingual teacher for five periods during the day. For the two remaining periods, the students will receive art, Physical Education/Adaptive Physical Education (PE/APE) and/or Social Skills with monolingual teachers using ENL methodologies. Students in our Bilingual worksite class will receive two periods of academic instruction, three to four periods of job coaching with embedded content and skills instruction, and one period of art, Physical Education/Adaptive Physical Education (PE/APE) or Social Skills.

At present, all bilingual classes are receiving ENL instruction provided by one of our two NYS certified/NYC ENL licensed teachers. Subject areas are taught in English utilizing ENL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ENL training. In accordance with CR Part 154 regulations, all students in alternate

placement receive ENL services via the pull-out model. These students receive additional support in their native languages (Cantonese/Arabic) and English from paraprofessionals who speak the students' native languages and English. All bilingual students who are mandated for counseling and/or speech are served by a bilingual counselor/speech provider. All of our students are placed according to the staffing ratio indicated on their IEP's. Since our classes are ungraded, we place students according to their ages/functional levels, and instruction is differentiated accordingly.

b. TBE program. *If applicable.*

See above

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Although we strive to provide the mandated services, we currently do not have Bilingual licensed teachers to serve our students who are mandated to receive Bilingual services. Additionally, since ENL must now be delivered by a licensed/certified ENL teacher, we do not have enough teachers to fully serve our bilingual and ENL Only students. ENL students must receive 540 minutes per week of ENL services, 360 to be co-taught with an ELA teacher, 90 to be taught with a content area teacher, and 90 minutes of stand alone ENL.

3. Describe how core content is delivered in each program model. 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.

The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet the student's linguistic and academic needs, we continue to expand our literacy program by aligning it with the Common Core Learning Standards (CCLS) and/or Alternate Grade Level Indicators (AGLI's) for science and social studies. HLA/ENL literacy activities are extended throughout the curriculum and subject areas by combining a theme-based approach with read alouds, reading/writing workshops, contextualization and multisensory approaches, small group instruction, infusion of the arts and the use of technology tools. We continue to use the UNIQUE Learning System Transition Program. UNIQUE is a dynamic, standards-based, research-based program, specifically designed for special learners. It contains monthly thematic units of study that include comprehensive activities for all five core competencies (reading, writing, mathematics, science and social studies). The UNIQUE materials have been designed with SymbolStix graphics (comprehensible input via visual supports), and each unit has three defined levels (from maximum support to modified content) of differentiated tasks to accommodate the learning styles of our students. Work-study teachers utilize the Transition Band of the program. The Transition Band focuses on skill learning that will be needed by students when exiting the school (graduating), entering the work setting and living with optimal independence. Additionally, the UNIQUE Program also has the option of tracking student progress on-line with monthly checkpoints. This past year, we piloted Attainment's Common Core Curriculum Solution: Secondary English Language Arts for departmentalized and self-contained classrooms which incorporates a blended approach to learning through print, manipulatives, interactive software and apps. It provides an age-appropriate, consistent, engaging and rigorous curriculum. In addition, we also implement AbleNet's STEM Curriculum (Science, Technology, Engineering, and Mathematics) which teachers adapt and which is accessible by our ELL students. We continue to use multimedia to enhance and support the development of English and native language skills. Teachers further differentiate instruction by creating more interactive, hands-on, and age/grade appropriate materials and activities facilitating the use of AAC devices and the utilization of computer equipment (ie. Smartboard) and/or software. Native language books and materials are available in classrooms. Sheltered Language instruction is also encouraged throughout our learning process.

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

Currently, our school only features the ENL Program.

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

As previously mentioned, the IEP goals and objectives are derived from the SANDI assessment which includes the four modalities of English acquisition: reading, writing, communication and listening/speaking. Classroom teachers and ENL teachers collect data on student mastery of the IEP goals on an on-going basis. During ENL instruction, ENL teachers are constantly monitoring the progress of ELL's through conversations, checklists, and rubrics.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

The curricula we utilize are specifically designed for students with special needs. Since our classes are ungraded, we place students according to their age/functional levels, and instruction is differentiated accordingly. When we admit SIFE's or newcomer

students, they are also placed according to their functional levels. Students are provided with visual supports, interactive/hands-on activities, and other ENL strategies. Paraprofessionals who are bilingual provide additional native language (NL) support to ELL's. Students are grouped and given differentiated work depending on their cognitive and language levels regardless if they are SIFE's, Newcomers, Developing, or Long Term. ELL students who test on the commanding level are graduated from ENL but will still receive services for 90 minutes per week for at least two years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or re-entry) may go through the ELL Re-Identification Process. The Re-Identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-Identification Process may be utilized for students who have a home language other than English and are ELLs and non-ELLs.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- ~~ A student's parent or guardian
- ~~ A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- ~~ A student of 18 years of age or older

The Re-Identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-Identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or re-entry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school Principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the Principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the Superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the Superintendent to the Principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the Principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the Superintendent's notification to the Principal, parent, guardian, and/or student), the Principal, must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The Principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the Principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the Principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the Principal's decision is to reverse the ELL status, he/she must consult with the Superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English Language Learners must take the NYSESLAT. The NYSESLAT is

Chart

designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters must be sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

8. 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?

The materials used are either teacher created or adapted from the UNIQUE Program (ELA, Mathematics, Science, Social Studies), Attainment Curriculum (ELA, Mathematics, Science, Social Studies), and STEM Curriculum (Science, Technology, Engineering, Mathematics) materials to better meet the needs of our ELLs. Worksheets are differentiated and books are adapted to appropriate grade/levels to also meet the needs of our students. Materials are content specific, then scaffolded to meet the needs of ELLs. The Common Core Learning Standards based lessons are technology enriched using SMART boards, computers, and iPads to support ELLs. Manipulatives/hands-on materials are used to enhance instruction and provide tactile learners with access to instruction. Auditory and visual supports are used throughout lessons. The school curricula provides content-specific materials that are designed to accelerate ELLs' learning. Presently the school provides stand alone ENL services.

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

All students are placed as per their IEP mandates. Students are scheduled in an attempt to meet all mandates according to their IEP's. The flexibility among staff creates an environment where make-ups are easily attainable.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Chart 154-2.1(b)(1)(ii)(B) (SUMM))	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

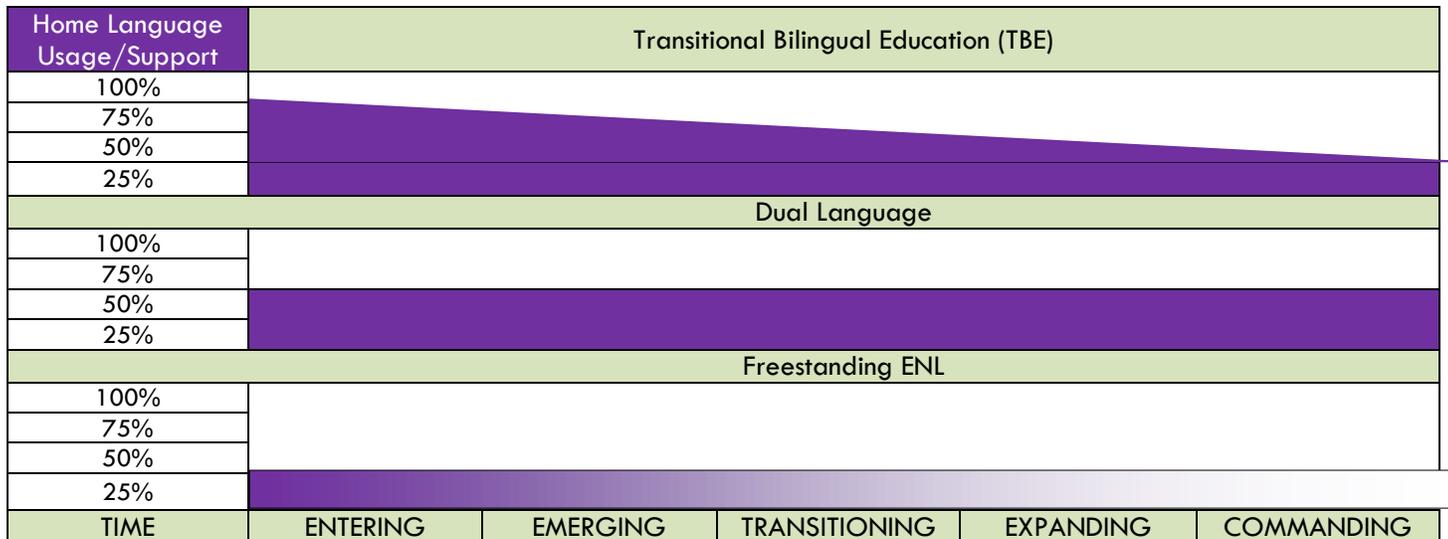


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Structured Methods in Literacy Education (SMiLE) is being piloted with targeted students. The program is a "language to literacy" phonics-based program designed to teach reading to students with autism, moderate to severe language delays, processing issues and/or physical delays. SMiLE has demonstrated success in teaching literacy to students who were unable to retain phonemic awareness using a traditional method of instruction. SMiLE is divided into five modules and begins with sound-symbol relationships. It then moves on to words including nouns, verbs, colors, and numbers and then further along by introducing sentences and ultimately stories. In content areas, lessons are scaffolded by ENL teachers. Vocabulary is pre-taught before the lessons are conducted. The use of native language is also used to help students grasp concepts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The students have demonstrated gains in the spring SANDI administration, as well as, mastery of their IEP goals/objectives. Additionally, targeted students have progressed with the SMiLE program. The annual parent surveys also reflect satisfaction with their children's education. We have also seen gains through the NYSAA in content areas in math, science, ELA, and social studies. All staff members are made aware that they are teachers of ELL students and are given workshops pertaining to the teaching of ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
We intend to expand the SMiLE program by training more staff members and increasing the student groups who participate in this program. We will also be implementing the Wilson Reading Program.
13. What programs/services for ELLs will be discontinued and why?
We will not discontinue any program for the coming year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our programs ~ before, during and after school programs (C.H.A.M.P.S. Athletic program, Chapter 683-summer program) ~ are available to ELL students. We will continue to offer the Title III Program that integrates language and the arts. ELLs are represented in all of these programs and are given the same opportunities to flourish as students who are not ELLs. Teachers of these programs are also aware that they are teaching ELLs and are given the proper training.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All ELLs participate in curriculum designed and adapted in all content areas (UNIQUE, Attainment, AbleNet's STEM). Smart boards are used extensively in all classes. Our curriculum implements manipulatives, software and apps to support instruction. Each classroom has at least one computer for student use, and teachers also have iPads to utilize with students individually. Teachers have differentiated materials and differentiated apps, such as NEWSLA. These programs allow for the teaching of different levels of ELLs. All instructional materials are relevant for ELL subgroups (Newcomers, Developing, Long Term, Former).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school only contains ENL classes. For bilingual students, we pair our bilingual paraprofessionals with the ELLs to help shelter their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services for students are IEP driven and carefully monitored through multiple sources. Our school ensures this by placing each student in appropriate age-leveled classes. We currently have a middle school aged class to help along with the process of accepting younger students in to our program. All curricula are adapted and modified for all ELL populations and subgroups. Teaching strategies include best practices, graphic organizers, and collaborative learning.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Incoming ELL students are able to start school in the summer (Chapter 683). New ELL students are not segregated. They are included in all school functions. Madeline Nieves, Parent Coordinator, and Anthony Acosta, Guidance Counselor, are bilingual and are part of the 721M Intake Team. In addition, we also have a bilingual speech teacher on staff. These professionals are easily accessible to the students throughout the year including during students' new transition into our school. Parents are invited to participate on our committees and are given workshops throughout the school year. Through our Title III Program and other activities and events such as District 75 Borough-Based Family Days, ELL students and their families are fully embraced by the school community.
19. What language electives are offered to ELLs?
As an alternate assessment program, at the current time, we do not offer language electives.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, our school only features an ENL program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teachers are trained in the all the NYS and Federal laws pertaining to ELL and District 75 students. ENL teachers are sent to numerous professional development provided by the NYC DOE and District 75. ENL teachers turnkey the information learned through numerous school-based professional development sessions. These workshops include administration, special education teachers, attendance teacher, physical education teachers, paraprofessionals, guidance counselors, psychologists, occupational therapists, physical therapists, secretaries, and the parent coordinator. Staff members are trained in Jose P, ELL scaffolding, mandated ENL service minutes, co-teaching content areas by using ESL methodologies, and incorporating Common Core Learning Standards and the arts.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ENL teachers are trained in Common Core Learning Standards aligned with instruction through workshops provided by the NYCDOE and District 75. They are also trained alongside special education teachers and coverage teachers through bi-weekly cohorts that encompass all areas of 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?
We provide opportunities to staff to attend all ELL workshops provided by the NYCDOE and District 75. Guidance Counselors train staff members on dealing with the transitions between school grades. ELL students in the middle school are then introduced to the high school teachers and students through a new pilot program that we are implementing this year. Different high school students, teachers, and paraprofessionals will meet weekly with the middle school class to help ease with transition into High School.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
ENL teachers participate in professional development that encompasses the teaching of ELL students. The ENL teachers turnkey the information to staff members through cohorts and by presenting professional development seminars during staff development days. The focus is on strategies and integrating language and content into instruction. During Professional Learning Communities (PLC's) and informal meetings, the ENL teachers share their best practices for co-teaching. Attendance records are maintained.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Each year, an IEP calendar is created and posted in our General Office. All staff members ~ teachers, related service providers, support service providers and 1:1 paraprofessionals ~ who serve each student are invited to the student's IEP conference. During conferences, staff members discuss academic and linguistic progress with all in attendance. If an interpreter is needed for a parent, this service is arranged before the conference. Our school individually meets with the parents or guardians of English Language Learners at least once a year, in addition to Parent-Teacher Conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians to discuss the goals of the program, their children's language development progress, their children's English language proficiency assessment results, and language development needs in all content areas.

In reference to Question 2 below: Formal records of a parents' preferences for their children's ELL programs are retained in the students' permanent record. Parent outreach phone logs, meeting anecdotes/minutes, and attendance sheets are maintained. Copies of letters to parents are kept on file.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are always welcome and encouraged to inquire about our program before their children attend our school. As part of our intake protocol, we encourage parents to visit the school before they make any decisions regarding their children's placements at 721M. During these visits, the parents and children meet staff members who will work with them. When parents make their final decisions, we request that they go through an orientation where the program is reviewed; and they meet other key staff members (i.e., Bilingual Parent Coordinator, Administrators, teachers, Dean, counselors, nurse, and office personnel). Bilingual staff members are always available to meet with parents to answer questions or discuss any concerns they may have about our program. All parents are encouraged to attend the 721M Parent Association (PA). Through a yearly parent election, several parents are elected to the 721M School Leadership Team (SLT). Our Parent Coordinator makes systemic and consistent outreach to families for all school events and activities. During the year, the PA conducts an interest inventory/survey in order to address the interests and needs of our parents. The PA collaborates with the Parent Coordinator to plan and implement workshops and/or secure speakers based on parental interest. Workshops include, but are not limited to, the following topics: the transition process, curriculum and assessment, Medicaid Service Coordination, Annual Reviews, Travel Training, securing guardianship for children, Front Door, supporting skills at home, sex education, positive behavior strategies and crisis management. The Young Adult Institute (YAI), Office of People with Developmental Disabilities (OPWDD), Sinergia, The Lower East Side Union and Lawyers for the Public Interest are all community-based organizations that present workshops at our school. Our relationship with these organizations have facilitated other workshop venues for parents. Workshops will be added based on parent suggestions and/or consensus. Interpretation services are available for parents at all meetings including IEP meetings and other school events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Workshops address the following areas: the transition process, Medicaid Service Coordination, securing guardianship for their children, supporting skills at home, sex education, positive behavior strategies and crisis management. The Young Adult Institute (YAI), Office of People with Developmental Disabilities (OPWDD), Sinergia, The Lower East Side Union and Lawyers for the Public Interest are all community-based organizations that present workshops at our school. The relationship with these organizations have facilitated other workshop venues for parents. Workshops will be added based on parent suggestions and/or consensus. Interpretation services are available for parents at all meetings.

5. How do you evaluate the needs of the parents?

In the spring, our Parent Coordinator creates an activities calendar for the coming year. In order to ensure that the parents are able to request specific topics, she also distributes an interest inventory/survey to them. During the year, additional workshops are available through District 75 and/or other agencies. Phone calls are made to parents to update their children's progress by the teachers. This communication is recorded on our Positive Comments to Parents/Guardian Logs. Parents are also able to call the school at anytime and request information that is available. Translation services are available as needed for all parents. Family members are invited to District 75's Borough-Based Family Events.

6. How do your parental involvement activities address the needs of the parents?

Over the years, it has been determined that there are specific topics our parents find beneficial. As a High School program, we offer workshops on topics such as guardianship, transition services, medicaid services, providing language support at home, etc. Our Parent Coordinator is in continuous contact with our parents.

D. Additional Information

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

School Name: **721M**

School DBN: **75M721**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Bello	Principal		10/30/15
Carol Hessler	Assistant Principal		10/30/15
Madeline Nieves	Parent Coordinator		10/30/15
Robert Frost	ENL/Bilingual Teacher		10/30/15
Ginia Robinson	Parent		10/30/15
Elizabeth Carpenzano/ENL	Teacher/Subject Area		
	Teacher/Subject Area		
Melissa Erickson	Coach		10/30/15
	Coach		
Anthony Acosta	School Counselor		10/30/15
Gary Hecht	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75N721** School Name: **721M**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

For the purpose of clear communication with families, we establish each parent's language preference during the intake process. At the beginning of the year, 721M conducts an ATS/SEIS survey in order to ascertain the home languages of all students. As the Parent Coordinator places calls to each student's home, she also informally surveys parents to ensure that they are receiving correspondence in their native languages. In addition, parents must be contacted for their children's I.E.P. Conferences. Each invitation letter asks the parent to indicate if he/she needs an interpreter for the conference. Upon receipt of that request, the teacher must make the appropriate arrangements to have an interpreter available on the date of the conference. The HLIS is used to determine family preferences for written and oral communications from the school. Blue Emergency Contact cards are provided in English and Spanish. For families who need translation in other languages, a staff member who speaks their home language translates the content. This provides further information on family language needs.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, Chinese, Tagalog, and Bambara

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

721M Parent Handbook (September 2015), Parent Newsletters (four times a year), Parent-Teacher Conference Announcements (November and March), IEP Conference Invitations (ongoing throughout the year), New York State Testing/NYSAA Announcements (September), Title III Afterschool Information/Permission Slips (as determined by dates of program), student curriculum letter (September), special school events/activities notices (as scheduled dependent on dates of events/activities), Parent Association Meetings Invitations (September and monthly), Parent Workshop Invitations (as scheduled dependent on dates of workshops), Parent Coordinator Borough Family Events (as scheduled dependent upon the dates of events) and other parent communication/letters/notices (as needed)
 Staff members provide translation of written communications, as needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent- Teacher Conferences	November and March
Parent Association Meetings	Monthly ~~ September through June
Parent Workshops	As scheduled dependent upon dates of workshops
Title III Parent Workshops	As scheduled dependent upon dates of workshops
Project ARTS Celebrations	As scheduled dependent upon dates of celebrations
School Leadership Committee Meetings	Monthly
Annual Reviews, Triennials and Re-evals	Ongoing throughout the year
Student Celebration Events	As scheduled dependent upon dates of events
Attendance Teacher Calls	As needed
Parent Coordinator Calls	As needed
Guidance Counselor Calls	As needed
Daily Attendance Calls	Daily

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

721M parent contacts are sent home in English, Spanish and/or Chinese. School forms are also available in these languages, as well as, other languages. The 721M Parent Coordinator in collaboration with the Parent Association facilitates parent workshops that address the needs of the parents and their children (i.e.; Starting the Guardianship Process; Front Door, Communication Workshop, Positive Behavior Supports, Transition Services, Travel Training, Sexual Education, Medicaid Service Coordination, etc). These workshops are designed to empower our parents so they may participate in their children's education. Whenever possible, our Parent Coordinator obtains presenters who are bilingual. If this is not possible, interpreters are available at the school level. Bilingual staff members are always available to meet with parents to answer questions or discuss concerns they may have (i.e.; Open School Week, I.E.P. Meetings, community-based organization information, etc.). We also have signs posted throughout our school community that alert parents of the availability of interpreting services.

As needed, we contact Big Word for written translation for documents including IEP's. We also use the services of Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided by both over-the-phone interpreters via the Translation and Interpretation Unit and by school staff members. The office staff in the General Office will always call a staff member and/or notify an administrator when the need for an interpreter arises unexpectedly. If a parent is attending a planned meeting (i.e., I.E.P. Conference, meeting with staff), the necessary arrangements for the provision of an interpreter are made beforehand.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all staff members are aware of translation services and over-the-phone interpretation services, we distribute the brochure from the Translation and Interpretation Unit. Our Parent Coordinator

also has copies of this brochure. We also place information regarding interpretation services in our 721M Weekly Memo for staff members.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We, at 721M, fulfill the requirements of Chancellor's Regulation A-663. At present, we do not have any parents who speak a primary language that is neither English nor a covered language. If a parent requires a document in a language that is not readily available, we will contact the Department of Education's Translation Unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Information regarding the quality and availability of interpretation services is conducted by our Parent Coordinator through a parent survey.