

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>75Q721</b>
<b>School Name:</b>	<b>JOHN F. KENNEDY JR. SCHOOL</b>
<b>Principal:</b>	<b>HENRY RENELUS</b>

## 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: The John F. Kennedy Jr. School School Number (DBN): 75Q721  
Grades Served: 9,10,11,12  
School Address: 57-12 94th St, Elmhurst, Queens, 11373  
Phone Number: 718-760-1083 Fax: \_\_\_\_\_  
School Contact Person: Henry Renelus, Sr. Email Address: hrenelu@schools.nyc.gov  
Principal: Henry Renelus, Sr.  
UFT Chapter Leader: Shane Lopes  
Parents' Association President: Claudia Danies  
SLT Chairperson: Henry Renelus, Sr.  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 1<sup>st</sup> Ave, New York, NY  
Superintendent's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212-802-1501 Fax: 2128021678

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Adrienne Edelstein  
Director's Office Address: 30-48 Linden Pl, Flushing, NY, 11354  
Director's Email Address: Aedelstein2@schools.nyc.gov  
Phone Number: (212) 802-1604 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)
Henry Renelus, Sr.	*Principal or Designee	
Shane Lopes	*UFT Chapter Leader or Designee	
Claudia Danies	*PA/PTA President or Designated Co-President	
Felicia Brunetti	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Isaiah Reid	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>	
Shari Distefano	Parent Member	
Sandra Rentas	Parent Member/	
Maureen Dennigan	Parent Member/	
Margarita Mendoza	Parent Member/	
Andre Babliuc	Parent Member/	
Jeffrey Bugajski	Assistant Principal	
Maureen Dennigan	Parent Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Luciana Romanini	UFT Member/	
Niveen Abadir	UFT Member/	
	Member/	
	Member/	
	Member/	
	Member/	

### 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

721Q is located in Elmhurst, Queens. We are a District 75 High School whose mission is to help students with special needs achieve the maximum independence possible.

Our school currently serves 490 high school age students (14-21 years), who have a board range of abilities and challenges, which may include but not limited to students on the autism spectrum, students with severe to profound cognitive challenges and students with multiple disabilities.

The school is comprised of a self-contained main site, which houses thirty-two (32) classes inclusive of Bilingual, English as a Second Language (ESL) and in school and community based work-study classes. There are three (3) co-located satellite sites at Info Tech High School, Maspeth High School, and Queen's College. Info Tech serves five (5) classes including two community based work study classes and one inclusion class; The Maspeth Campus serves eight (8) classes and the Queens College Campus has two (2) classes of students fully participating in inclusive education and work study both on and off campus.

Students attending the John F. Kennedy Jr. School/P 721Q receive have the opportunity to participate in all content areas. Students are also offered opportunities to participate in vocational and Computer and Occupational Standards (CDOS) courses both in and outside of the school, where students learn work related skills in the areas of carpentry and the food service industry.

The variety of academic courses and vocational experiences offered at the John F. Kennedy Jr. HS/P721Q prepare students for the transition from school to post-secondary life outcomes as mandated through their Individual Education Transition Plan. It should be noted that post-21 placement and services have become exponentially more difficult for parents to obtain since the enactment of the new "front door" protocol. Agencies are now more likely to pick students with work-study experience as candidates over those students without previous exposure to work environments. To address this need, JFK Jr. students from 18-21 are involved in community based instruction and work-study outside of the school.

Our area of greatest progress within the Framework is Strong **Family-Community Ties** – We have expanded our work study opportunities through building strong relationships with community organizations such as CVS, 7-11, various senior centers, Modell's, etc.

Our key area of focus is Rigorous Instruction. Specifically, creating and implementing an Attainment pacing calendar to bring 721Q's instructional practices into alignment with District 75's focus on academic rigor for students with special needs.

## 75Q721 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	486	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	N/A	% Attendance Rate			85.3%
% Free Lunch	57.4%	% Reduced Lunch			0.8%
% Limited English Proficient	48.4%	% Students with Disabilities			99.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			24.9%
% Hispanic or Latino	38.2%	% Asian or Native Hawaiian/Pacific Islander			20.3%
% White	15.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.31	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	4	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			9.25
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				
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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.

Strengths:

- Established annual curriculum review and update cycle facilitated by a team of 721Q teachers and administrators

Needs:

- An Attainment based pacing calendar that will provide greater alignment to Attainment as well as increased academic rigor.

Data sources: Curriculum survey, District feedback

### **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, the John F. Kennedy Jr. School will improve in the area of rigorous instruction through a 3% increase in the number of students achieving level 3 and 4 on the ELA and Math New York State Alternate Assessments (NYSAA) assessments by creating and implementing an Attainment pacing calendar and piloting Academic Intervention Services (AIS) for our advanced readers.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research-based Instructional Programs: SANDI (Student Annual Needs Determination Inventory) will be used to identify advanced readers. Advanced readers' needs will be met through Academic Intervention Services (AIS).</p>	<p>Students</p>	<p>September to June</p>	<p>Librarian/reading teacher</p>
<p>The needs of ELL's will be met through NYSESLAT resource materials, Native Language Arts instruction and through our new dual language program.</p>	<p>ELL teachers and students</p>	<p>Sept to June</p>	<p>Assistant Principal and ELL Dept</p>
<p>Family involvement will be facilitated through parent workshops, the School Leadership Team and Parent Association (PA) meetings.</p>	<p>Families</p>	<p>Sept to June</p>	<p>SLT, teachers, PA</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session hours for curriculum committee, survey to gather teacher suggestions for improvement, Attainment materials and support</p>										
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>Mid-point benchmark: 100% of class teachers will have implemented at least one Attainment unit as per the Attainment pacing calendar. Data will be gathered using the Annual Curriculum survey format.</p>

**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.

Strengths:

- Existing PBIS program that includes an individualized point system and regular anti-bullying assemblies
- Active student council

Needs:

- Learning activities that target bullying behaviors specifically gossiping, cyber gossip, and discriminatory comments

Data Sources: Occurrence summary reports, SWIS Data, PBIS Data

### **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, the John F. Kennedy Jr. School will improve the supportiveness of the school environment as measured by a 3% decrease in the number of level 4 and 5 OORS reports through implementing intensive anti-bullying support, such as the FBA/BIP process, PFLAG/Ligaly workshops and a girl’s group, for our neediest students.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs/systems and structures: Positive Behavioral Intervention System (PBIS) , student assemblies and the Digital Citizenship curriculum will be used to decrease bullying behavior.</p>	<p>Students</p>	<p>Sept to June</p>	<p>Assistant principal, technology coordinator, PBIS Team</p>
<p>The needs of ELLS will be addressed through Title III and a Dual Language program pilot</p>	<p>ELL Students</p>	<p>Sept to June</p>	<p>Assistant Principal, ELL Coordinator</p>
<p>Families will be engaged through Title III and parent workshops</p>	<p>Families</p>	<p>Sept to June</p>	<p>Parent coordinator, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>PFLAG/Ligaly community partners, District PBIS support staff, Title III budget</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>Monthly PBIS boosters and two anti-bullying assemblies will occur by February 2016 resulting in a 2% decrease in level 4 and 5 OORS compared to the same time period in 2014-15.</p>

**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.

Strengths:

- Existing informal cycles of learning during scheduled independent teacher team meetings where teachers co-planned lessons, gave each other lesson feedback or analyzed student work
- Strong record of teacher team inter-visitation and teamwork

Needs:

- Formal inquiry teams trained in the Cycles of Learning steps: Plan, Implement, Reflect and Adjust, and Share Lessons Learned

Data and sources: Advance data, Chancellor’s Research Brief Learning to Improve: How America’s Schools Can Get Better at Getting Better

### 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.

By June 2016, the John F. Kennedy Jr. School will improve collaboration amongst all instructional professionals (paraprofessionals and teachers) as measured by a 5 % increase of Effective teacher ratings in Danielson Domain 1e (Designing Coherent Instruction) by creating inquiry teams to implement cycles of learning focused on SANDI, FLEX, and Attainment student data analysis and improvement.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Research-based programs: Cycles of learning from Learning to Improve: How America’s Schools Can Get Better at Getting Better  System and Structures: 721Q will create an Academic Intervention Services (AIS) Inquiry Team to track and improve the efficacy of the AIS programs.	Teachers	Sept to June	ELL Coordinator, Data specialist, Testing Coordinator
The needs of ELL’s will be addressed through a dual language inquiry team focused on improving ELL’s scores	Teachers	Sept to June	ELL Coordinator, Data specialist
Teacher-parent collaboration will be improved through parent workshops focused on improving academic support at home	Parents	Sept to June	Parent coordinator, Assistant principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Scheduled common preps for inquiry team members, per session budget for workshops and inquiry teams										
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Mid-point benchmark: 2% increase in Effective teacher ratings in Danielson Domain 1e by the second round of observations

**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**

- 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.

Strengths:

- School has a collaboratively developed overall instructional focus already in place

Needs:

- Given the differing instructional methodology used to address the needs of the our diverse student population, each teacher team should develop a population specific instructional focus to guide their inquiry work and student data analysis.

Sources: 2014-15 school survey

### **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–Effective School Leadership. 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, 721Q will improve in the area of effective school leadership as measured by a 2% increase in positive responses in the Effective School Leadership category on the 2015-16 school survey by developing student population specific instructional foci within each Professional Learning Network (or teacher team) which align to the school's overall instructional focus.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Systems and stuctures: Teacher team meetings will be utilized to develop population specific instructional foci, Instructional Focus Development Tool will be used to create each focus.</p>	<p>Teachers</p>	<p>Sept to June</p>	<p>Technology Team</p>
<p>Strategies to address the needs of ELL’s: The ELL teacher team will develop an instructional focus</p>	<p>Teachers</p>	<p>Sept to June</p>	<p>Technology Team</p>
<p>Strategies to promote parent leadership and engagement: The SLT will provide feedback to the teacher teams regarding their instructional foci.</p>	<p>Parents</p>	<p>Sept to June</p>	<p>Technology Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session (to cover after school parent workshops), regularly scheduled technology team planning meetings</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>50% of foci should be complete by February 2016.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## 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.

Strengths:

- Strong turnout for most school events and workshops

Needs:

- More parents who actively volunteer or participate in the school (according to the 2014-15 school survey only 33% of parents volunteered time to support the school)

Data sources – Workshop attendance sheets, 2014-15 school survey

### 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, the John F. Kennedy Jr. School will improve in the area of Strong Family and Community Ties as evidenced by a 3% increase in the number of parents who volunteer their time to support the school by implementing parent outreach in multiple languages such as Spanish, Bengali and Chinese.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Needed systems and structures: Translation team consisting of teachers and paras who speak languages other than English will be used to make parent outreach calls in multiple languages.</p>	<p>Families</p>	<p>Sept to June</p>	<p>Family-in-Crisis team (counselors, Dean)</p>
<p>The needs of ELL's will be addressed by the translation team during workshops and during parent outreach calls.</p>	<p>Parents of ELL students</p>	<p>Sept to June</p>	<p>Translation team</p>
<p>Strategies to promote stronger family and community ties: Personalized outreach to the families who speak languages other than English.</p>	<p>Parents</p>	<p>Sept to June</p>	<p>Parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session for translation team</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>By February 2016, parent participation in school wide events such as parent workshops will increase by 2%</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	SANDI Assessment	FLEX reading program administered on a pull out basis	Small group	During the school day
<b>Mathematics</b>	NYSAA Baseline Assessment	Attainment curriculum. Monthly instructional thematic units of study. Mathematics lesson plans define three levels of differentiated tasks to accommodate diversity of learners.	Small group	During the school day
<b>Science</b>	NYSAA Baseline Assessment	Monthly instructional thematic units of study. Science lesson plans define three levels of differentiated tasks to accommodate diversity of learners	Small group	During the school day
<b>Social Studies</b>	NYSAA Baseline Assessment	Monthly instructional Thematic units of study. Social Studies	Small Group	During the school day

		<p>lesson plans define three levels of differentiated tasks to accommodate Diversity of learners.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	Behavioral needs	<p>FBA/BIP process along with intensive counseling sessions used to address at Risk students' needs.</p>	Small group	During the school day

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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		

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

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

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

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

- 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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>John F. Kennedy Jr</u>	DBN: <u>75Q721</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>5</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

The John F. Kennedy Jr. school, P721Q is part of the District 75 citywide programs for students with significant disabilities. 721Q is a school for students ages 14.5 to 21 with moderate to severe disabilities in grades 8 through 12. These disabilities include intellectual disability, autism, multiple disabilities, speech impaired, and other health impaired. There are 488 students in our school organization. Of these, 250 (51.2%) are English language learner/limited English proficient (ELL/LEP) students. Of the 250 students, 172 ELLs are fully served as follows: 134 ELLs are in the ENL-only (English as a new language) program and 38 ELLs receive bilingual instructional services (BIS) (26 BIS-mandated ELLs are in TBE Spanish programs and 12 BIS-mandated ELLs are in our new Dual Language Spanish program.) The 26 ELLs in our TBE programs are instructed as follows: 12 attend a 12:1:1 TBE Spanish class for students with intelceltual disabilities, 8 attend an 8:1:1 TBE Spanish class for students with autism, and six attend a 6:1:1 TBE Spanish class for students with significant communication and socialization challenges and intellectual disabilities. We also provide Dual Language (Spanish) instruction to 12 English proficient (EP) students. Therefore, a total of 50 students are served in our bilingual programs (i.e., 26 ELLs in TBE, 12 ELLs in DL, and 12 EPs in DL). In addition, 78 of the 250 ELLs are partially served by our librarian who holds an English to speakers of other Languages and a special education certification. Our TBE Chinese class closed, since our only certified bilingual Chinese special education teacher retired in August of 2015. Students who attended our TBE Chinese program now receive English as a new language (ENL) services from a certified English to Speakers of Other Languages teacher, and they also have two alternate placement (Chinese) paraprofessionals to assist them. We will re-open our TBE Chinese class as soon as we secure another certified bilingual Chinese special education teacher.

We now have twelve teachers who hold an English to Speakers of Other Languages (ESOL) teaching certificate and four teachers who hold a bilingual special education certificate. As of September 2015, 721Q has eight semi-self contained ENL classes, four semi-self contained TBE Spanish classes and one self-contained Dual Language class that is instructed by a teacher who holds a bilingual special education (Grades 7 - 12) certificate and by a teacher who holds an English to Speakers of Other languages certificate. "Semi-self-contained" means that ELLs who are mandated for ENL-Only services are provided ENL services as part of a departmental program model. Our eleven ENL teachers provide the mandated ENL services per class For example, 12 periods/540 minutes of ENL for students at the Entering level of English proficiency -180 minutes of which are soley taught by the ENL teacher and whose focus is soley on the New language Arts Progressions (NLAPs), 360 minutes of ENL instruction through a core content area is taught by the certified ESOL teacher co-teaching with a teacher who is certified in a core content area, such as math, science, and/or social studies. ELLs in these classes also have the opportunity to participate in supportive instructional, enrichment and pre-vocational activities during the instructional day, taught by, for example, our librarian who holds an ESOL certification, our certified dance teacher, certified music teacher, and/or certified culinary arts teacher. Our ENL classes also participate in our departmental model, and information is shared by teachers through our weekly cohort meetings and through class-specific distribution lists. ELL students are instructed in pre-vocational skills as well as in specialties such as APE, computer, culinary arts, ELL library and shop classes. Programmatically, all ELL teachers have a common prep, are part of the ELL cohort, and are assigned to work with an administrator (administrator also holds a bilingual certification - Spanish). The organizational model used in our Spanish (4) TBE classrooms and in our Dual Language class is an

## Part B: Direct Instruction Supplemental Program Information

ungraded, modified departmental model, which provides instruction in both the native language and English, as per CR Part 154 mandates (540 minutes of ESL for Entering, 360 minutes for Emerging and Transitioning, and 180 minutes expanding students, as well as 180 minutes of home language arts for these students). We also have 2 certified ESOL Teachers that are Deans/Coordinators at off-sites. Thirteen (13) BIS-mandated ELLs have alternate placement paraprofessionals. The languages of the alternate placement paraprofessionals are: Bengali, Chinese, Haitian-Creole, Polish, Punjabi, and Spanish.

All ELLs who were on our register last Spring participated in the Spring 2015 NYSESLAT. It is important to note that all ELLs at 721Q have significant cognitive disabilities and have an alternative assessment mandate in their IEPs. The NYSESLAT is not an appropriate tool for measuring language profress for ELLs with an alternate assessment mandate.

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

### DESCRIPTION OF THE DIRECT SUPPLEMENTAL INSTRUCTIONAL PROGRAM:

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

For school year 2015 - 2016, P721Q will provide Saturday supplemental Title III language instruction to 46 ELLs as follows: Sixteen (16) ELLs will receive instruction in two 8:1:1 class ratios. Two bilingual paraprofessionals will provide support to the program. Twenty four ELLs will receive instruction in two 12:1:1 class ratios. Two bilingual paraprofessionals will provide support to those students. Six (6) ELLs will receive instruction in a 6:1:1 class ratio. One bilingual paraprofessional will provide support to those students. In addition to the representation of Spanish-speaking parents in all class ratios, we enjoyed increased participation by Chinese-speaking parents in our Title III program. Therefore, as we did last year, this year we will continue this year two additional bilingual paraprofessionals wilo employ two paraprofessionals (Spanish and Chinese) as a "floaters" to interpret for Chinese-speaking or Spanish-speaking parents in the mixed language classes. These floaters will also assist students who need toileting or behavioral support.

P721Q's 2015-2016 Title III Saturday supplemental language instruction program for English language learners with an alternative assessment IEP mandate will be titled "Music Makes Me Happy: Music Around the World: Building English Language Skills through Multicultural Music and Dance."

The program will focus on supporting students' acquisition of listening, speaking, reading, and writing skills in English, integrating technology and in reinforcing students' language skills through: 1) participation in music activities from cultures around the world, 2) research of musical cultures, and 3) application of safe practices and choices in their daily lives. Parents work and learn along-side their

## Part B: Direct Instruction Supplemental Program Information

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

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

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

Teacher-generated assessments (rubrics, checklists), Spanish ABLLS-R (for some students), NYSAA ELA scores, and NYSESLAT scores will be used to gauge their progress along the language-learning continuum. A bilingual school social worker will work with parents modeling ways for parents to help their youngsters improve their communication, socialization, and functional skills while they are

## Part B: Direct Instruction Supplemental Program Information

engaged in music, dance, and technology-based activities. A school administrator is needed to ensure that all compliance and instructional components are met. Three paraprofessionals (Bengali, Chinese, and Spanish) will translate instructional materials and materials for parents.

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

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

Two classes of 12 students per class will be instructed as follows: The first class will be comprised of 12 ELL students and their parents. A Spanish-speaking paraprofessional will accompany that group to serve as interpreter for parents and to provide native language instructional support, as needed, to students. Class two will be comprised of 12 ELL students and their parents, the majority of whom speak Chinese. A bilingual Chinese-speaking paraprofessional will provide interpretation for Chinese-speaking parents in the group and will also provide supplemental native language support, as needed to bilingual Chinese ELLs. Two other bilingual (e.g., Bengali/English) paraprofessional "floaters" will provide additional language and other support and rotate among the two classes of students and parents, along with the bilingual school social worker. It should be noted that some ELLs are instructed in a 12:1:4 ratio during the school day. The additional bilingual paraprofessionals will facilitate instruction in group with these students, should such students attend the program this year. Moreover, most students at 721Q are not independent travelers and require bussing. The District does not provide funds for bussing students at 721Q after school or on the weekend. Participation of parents alongside their youngsters in the program not only provides a way for our students to access the Title III supplemental instructional program, since parents take their children to the program, but also provides an opportunity for parents to be directly involved in and support the instruction of their youngsters (Arias, M.B. and Murillo-Campbell, M., 2008). Therefore, we will provide Metrocards for parents and students.

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

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

Parents and students from the 6:1:1 and each of the two 12:1:1 and the two 8:1:1 classes will reunite for

## Part B: Direct Instruction Supplemental Program Information

the last 40 minutes of the program for the “Music Makes Me Happy!” reflections and evaluation activities. Students, parents, and staff will use the gym, multipurpose room, and/or yard for their “What Music Do We Listen To?” and “Music Makes Me Happy!” activities. The bilingual school social worker will also facilitate parent involvement during the “Music Makes Me Happy!” activity.

The chart below depicts the flow of the day:

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

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

- Saturday program rather than after school program: District cannot fund transportation for students for “new” after school program (and there is no existing after school program at the school of which Title III program could “piggyback”).
- Instruction in English using ENL methodologies: P721Q serves ELLs from several different native language backgrounds (e.g., Albanian, Arabic, Bengali, Chinese, Haitian-Creole, Korean, Polish, Punjabi, Romanian, Russian, Spanish, Urdu, etc.). The vast majority of students from these language groups receive ENL instruction during the school day. Some are mandated for bilingual instructional services (BIS) and all are mandated for ESL instruction. Providing an ENL-based supplemental instructional program will allow for the inclusion of ELLs, regardless of the limited or lack of availability of certified BIS teachers in esoteric languages. Therefore, supplemental instruction during the Title III supplemental Saturday program will be carried out in English through ENL methodologies. In addition, bilingual paraprofessionals will be available to provide native language support to some students who require it (e.g., Bengali, Chinese, and Spanish). Finally, we opened our first Dual Language program in September 2015. Offering a supplemental program for students and parents with an ENL focus afford an opportunity for participation of English proficient parents and their English proficient (EP) youngsters who attend our DL program. The Language Experience Approach, TPR, the Natural Approach, scaffolding, and the use of realia and manipulatives are approaches that will be employed to assist teachers in accommodating the needs of students in both ENL and bilingual programs by promoting English language acquisition and assisting students in the Title III Saturday supplemental program, in moving along the language continuum. The effectiveness of these approaches is supported by scientifically-based research (Krashen & Terrel, 1983; Rigg, P. (1987); Hoffner, H. (2004); Schutz, R. (2007); In addition, all ELLs in the school are on a high school level and have significant cognitive disabilities and would benefit from instructional supports that afford them opportunities that they will need to succeed after they graduate (Clark, G., Field, S., Patton, J., Brolin, D. & Sitlington, P., 1996 ) and that is provided through collaborative, transdisciplinary teaming/instruction (Orelove & Sobsey, 1996, 2004) (esp. w/ELLs Honigsfeld, Doce, & DelliCarpini, 2010).
- Communication and Socialization are the greatest areas of deficit for students with severe disabilities: (Reichle, J. & Wacker, D.P., 1993) (Jackson, R.M., 2011) The “Makes Me Happy: Music Around the World: Building English Language Skills through Music and Dance” program will provide learning experiences for our ELLs and EP students in our DL program to practice and generalize communication and socialization skills in a natural, motivating, functionally/culturally-relevant, and practical manner. Research supports the use of technology to help improve student achievement (J. Cummins, 2003), (D. Tater and M. Robinson, 2003), (EducationWorld, 2011).
- Parents participate with their youngsters: a) All ELLs in the school have significant disabilities, are not independent travelers, and cannot attend program without parent attendance/transport. b) Research underscores the positive association of parent participation on ELL students’ language acquisition and students with disabilities’ academic performance (Thoen, A.L., 2010) (Fan & Chen, 2001; Feinstein & Symons, 1999). The program will provide an opportunity for parents of ELLs to gain the “cultural capital – the knowledge valued in school and an understanding of how the school system works: to be able to help their youngsters succeed.” (Walqui, A., 2000). c) Effective ways to involve

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

Students in this Saturday instructional program for ELLs are provided with additional, enriched instruction that integrates practical, functional, real-life applications of standards-based language concepts into lessons that are aligned with the New Language Arts Progressions (NLAP) (replaced the ESL standards), and with the ELA, Math CCLS, and Science learning standards and their corresponding Extensions and Alternate Grade Level Indicators (AGLIs). a) The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their publication entitled "The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers." b) Researchers from a variety of fields (e.g., in the area of music, learning theory, dance, cultures, physical education, ELL education) have found: 1) a positive association between student participation in extracurricular physical activity and academic performance (Center for Disease Control, 2012), 2) Music helps enhance language Medina, S. (2002, January 1). Using Music to Enhance Second Language Acquisition: From Theory to Practice. Language, Literacy, and Academic Development for English Language Learners. Pearson Educational Publishing., 3) boosts student performance (Hellmich, N., 2010), 4) ELL's learn best from cultural diverse environments Vega, C. (1992, January 1). Considerations in Teaching Culturally Diverse Children. ERIC Digest. ERIC Clearinghouse on Teacher Education Washington DC. 5) that The Relationship Between English Language Learner Status

## Part B: Direct Instruction Supplemental Program Information

and Music Ensemble Participation By: Lorah, J. A., E. A. Sanders, and S. J. Morrison. Journal of Research in Music Education 2014-12-12, 6) that participation of ELLs in physical education activities gives ELLs an opportunity to improve social skills (AHK, Michigan, 2005), 7) the importance of transdisciplinary teaming (Orlove & Sobsey, 2004) and of inclusion of family members in a multidisciplinary effort by educators, therapists, and others to help make physical activities enjoyable and accessible to students with disabilities (JRRD, VOL. 36 No.2, April, 1999), and 8) a need to involve and educate parents concerning the importance of physical activity for their children and of parent participation with their children in physical activities (Center for Disease Control, May 2003). Therefore, our Saturday Title III supplemental instructional program will provide opportunities for students and parents to engage in musical and dance activities together, providing a venue for ELLs to practice and improve their socialization and listening, speaking, reading, and writing skills in English. The program will also focus on helping students and parents gain information, knowledge, and skills in the areas of safety, music, dance and socialization to maximize their learning potential. Students will learn to use musical instruments, to use all technology machine objects appropriately, to take turns, work as a team, know and follow rules, and develop multicultural songs.

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

### SUBGROUP AND GRADE LEVELS OF STUDENTS TO BE SERVED:

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

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

LANGUAGE OF INSTRUCTION: English using ENL methodologies

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

TYPES OF MATERIALS: lamination machines, lamination paper, iPad mini devices that students will use to record music and dance, to take photographs, and to research music and dance. Last year we purchased a variety of musical instruments from diverse cultures, laminators, and other materials that we used in our supplemental Saturday program. This year we will purchase iPad minis for students to use, since they are hand-held devices and afford students the ability and opportunity to move around with them, while recording, photographing, and researching music and dance. We will also purchase multisensory materials and food-stuff (e.g., materials that students can touch, smell, taste, hear, and see) to help students connect to and engage in multicultural music and dance activities.

## Part C: Professional Development

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

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

Begin description here: \_

### RATIONALE PROFESSIONAL DEVELOPMENT:

Research supports:

- the use of transdisciplinary teaming for working with students with significant disabilities (Pugach, M. C. & Johnson, L. J. (1995), Orlove and Sobsey, 1996);

## Part C: Professional Development

- lessons for ELLs and students with disabilities that incorporate hands-on, functional activities (Bredderman, 1982).
- peer-facilitated professional development (Galbraith and Anstrom, 1995), and
- the importance of parent participation in the education of ELLs (R. Waterman & B. Harry, 2008).

These features form the basis of our Title III program.

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

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

PD FOR ALL NEW OR RELATIVELY NEW TEACHERS: Our pool of certified ENL or certified bilingual candidates to provide instruction to our ELLs during the Title III Saturday supplemental program is limited to new or relatively new teachers as all of our experienced bilingual and ESL teachers have retired (except for one experienced ENSL teacher who does not work Title III due to her other commitments). The most experienced bilingual/ENL teacher at our school has only 3 years teaching experience, the next experienced bilingual teacher has only two year experience, the remaining two bilingual teachers just began teaching in September of 2014. Our school increased the number of ENL teachers from 2 to three years ago, 9 last year to 12 this year. 75% of our sixteen ELL teachers are in their first 3 years. It is imperative that our PD focus on supporting the needs of our new or relatively new ELL teachers. All paraprofessionals in our program have extensive experience working in our Title III program, on teams, and working with ELLs with significant cognitive disabilities. Therefore, teachers will participate in an additional hour of PD (PD for teachers will be for 2 hours per session, PD for paras will be 1 hour per session). More likely than not, these new and/or relatively new teachers will be the ones who provide instruction to our ELLs during the Title III supplemental Saturday instructional program.

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

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

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

### Part C: Professional Development

- The importance of bridging the disconnect between home and school culture and promoting parent involvement that empowers (Elksnin, L.K. & Elksnin, N., 2000) (Baca, L. M. & Cervantes, H.T. (2004).

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

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

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

1) to explore strategies for working with parents (e.g., the translation and interpretation process, on reinforcing functional language through activities that they and their youngsters will engage in during school and in the Saturday "Music Makes Me Happy: Music Around the World: Building Language Skills through Multicultural Music."

2) to explore strategies for teaching ELLs with significant cognitive disabilities, using "music and culture" as a theme,

3) to explore issues that impact on teaching and learning as they relate to ELLs with disabilities, and

4) to create materials to be used with students and parents (e.g., written materials, multisensory materials and symbols and pictures to use in communication).

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

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

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

## Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: \_

RATIONALE FOR JOINT PARENT/STUDENT TITLE III SATURDAY PROGRAM:

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

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

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

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

Parents will participate in the morning "What Music Do I Listen To?" with their youngsters (from 8:00

## Part D: Parental Engagement Activities

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

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

NAME OF PROVIDER: Gila Rivera

### RATIONALE FOR PROVIDING METROCARDS AND REFRESHMENTS:

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

### HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES:

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

**Part E: Budget**

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

Allocation Amount: \$27556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$21,522.30</u>	<p>Per session for teachers and paraprofessionals who will teach students during Saturday instructional program, bilingual school social worker who will facilitate parents' work with their youngsters, parent network, and conduct PD &amp; parent workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows:</p> <p><u>Staff for Supplemental Instructional Component:</u>  <u>5 teachers x 4 hours x 7 Saturdays x \$53.28 = \$7,459.20</u>                      (Teachers sub total for instruction: <u>\$7,459.20</u>)  <u>7 paraprofessionals x 4 hours x 7 Saturdays x \$30.69 = \$6,015.24</u>                      (Para subtotal for instruction: <u>\$6,015.24</u>)  <u>1 supervisor x 4 hours x 7 Saturdays x \$54.69 = \$1,531.32</u>                      (Supervisor subtotal for instruction: <u>\$1,531.32</u>)                      (Subtotal Instructional Component: <u>\$15,005.76</u>) (56.1% of entire budget)                      -----  <u>Staff for Parental Involvement Component:</u>  <u>1 bilingual school social worker x 4 hours x 7 Saturdays x \$57.28 = \$1,603.84</u>                      (Subtotal for Parental Involvement: <u>\$1,603.84</u>) (5.9% of total budget)                      -----  <u>Staff for Professional Development Component:</u>  <u>5 teachers x 1 day per week x 5 weeks x 2 hours x \$53.28 = \$2,664.</u>  <u>7 bilingual paraprofessionals x 5 weeks x 1 hour x \$30.69 = \$1,074.15</u>  <u>1 bilingual school social worker x 1 day per week x 5 weeks x 2 hours x \$57.28 = \$572.80</u></p>

**Part E: Budget**

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

Allocation Amount: \$27556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>1 supervisor x 1 day per week x 5 weeks x 1 hour x \$54.69 = \$273.45</u>  <u>(Subtotal Professional Development: \$4,584.40) (17% of total budget)</u>            -----  <u>(Subtotal Instruction, Parents, &amp; PD: \$21,194.)</u>            -----  <u>1 secretary for timekeeping and purchases (purchase &amp; acknowledge receipt) x 10 hours x \$32.83 = \$328.30</u>  <u>(Subtotal Secretary = \$328.30)</u>  <u>Total PS (Instruction, PD, Parents, Secretary): \$21,522.30</u></p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$4,273.70</u>	<p><u>Supplemental Instructional Program: Supplies for Saturday instructional, PD and parent programs (to research, video-tape, photograph, and store images, sounds, and data related to cultures, music and dance from around the world:</u>  <u>13 iPad mini @ \$234. each = : \$3042.</u>  <u>Pack of 10 USB Multimedia Headsets with Volume Control = \$230.</u>  <u>Multisensory materials for student/parent activities = \$352.20.</u>  <u>Assessment of Basic Language and Learning Skills - Spanish Version. Combo Set (Guide &amp; Protocol): \$649.50.</u></p>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$1,610.</u>	<p><u>Metro cards for students: 46 cards @ \$5.00 per round trip card x 7 Saturdays = \$ 1,610.00</u>  <u>Parental Involvement</u>  <u>Total: \$1,610.</u></p>
Other	<u>\$ 250</u>	<p><u>Refreshments for 46 families (parent/child) @ \$35.71 per day x 7 days x \$250.</u></p>

**Part E: Budget**

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

Allocation Amount: \$27556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	<b><u>\$27,556.00</u></b>	_____

**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 <b>75</b>	Borough <b>Queens</b>	School Number <b>721</b>
School Name <b>John F. Kennedy Jr. School</b>		

### 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 <b>Henry Renelus</b>	Assistant Principal <b>Christopher Duffy</b>
Coach <b>Lourdes Gonzalez/ ELL coordntr</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sahira Nunez (bil-spec ed)</b>	School Counselor <b>Gila Rivera (bil Span SSW)</b>
Teacher/Subject Area <b>Laurel Noble/bil spec ed</b>	Parent <b>Margarita Mendoza/Francy Upegu</b>
Teacher/Subject Area <b>Margaret Moowad (1st coordnt)</b>	Parent Coordinator <b>Latasha Hayward</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent	Other (Name and Title) <b>Livia Gjoza (Paraprofessional)</b>

### 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	<b>10</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>5</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>3</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>5</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>490</b>	Total number of ELLs	<b>248</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <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): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>										16	11	8	7	0
<b>Dual Language</b>										17	7			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	86	<b>ELL Students with Disabilities</b>	248
<b>SIFE</b>	19	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	61	<b>Long-Term</b> (ELLs receiving service 7 or more years)	101

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	
<b>TBE</b>	38	4	34	13	2	11	20	5	15	0
<b>DL</b>	4	3	4	2	0	11	5	0	5	0
<b>ENL</b>	55	1	54	38	2	36	81	2	79	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

## 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
Chinese										3	3	3	2	0
SELECT ONE										13	8	5	5	0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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	10	7	4	3					0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
0

Number of students who speak three or more languages: 0

### 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	40	22	19	16	0
Chinese									0	7	1	1	3	0
Russian									0	0	2	1	0	0
Bengali									0	8	7	5	2	0
Urdu									0	1	0	1	0	0
Arabic									0	2	1	0	1	0
Haitian									0	0	1	1	2	0
French									0	0	0	0	0	0
Korean									0	1	2	1	3	0
Punjabi									0	1	1	0	0	0
Polish									0	0	1	1	1	0
Albanian									0	0	1	0	0	0
Other									0	3	4	3	5	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)									4	14	43	42	42	0
<b>Emerging</b> (Low Intermediate)									0	1	2	4	0	0
<b>Transitioning</b> (High Intermediate)									0	0	1	0	0	0
<b>Expanding</b> (Advanced)									0	0	0	0	2	0
<b>Commanding</b> (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7								0
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	5	2	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	7			
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	27	0	27	0
NYSAA Mathematics	16	11	16	11
NYSAA Social Studies	16	11	16	11
NYSAA Science	16	11	16	11

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 English language learners (ELLs) in our school organization are between the ages of 14.9 and 21, have severe cognitive disabilities, and are mandated to participate in alternate assessments. New York State has not yet created an alternate assessment to its English Language Proficiency (ELP) tests (i.e., NYSITELL, NYSESLAT), as mandated by the U.S. Department of Education, for our students. Assessment tools that 721Q uses to assess early literacy skills are developed for students with severe cognitive, sensory, and other disabilities (e.g., deaf/hard of hearing, speech impairment, visual impairment, physical disability, etc.) who are also ELLs. These assessment tools include teacher-made assessments, a State assessment, and commercial assessments as follows:

  - Teacher-created rubric-based assessments that include a look at whether or not: a) a student communicates with intent and purpose, b) a student is able to generalize skills across settings, in a variety of social interactions, and with a variety of conversation partners (e.g., in re-telling a story, in sharing information about author's purpose of different texts) and print, and whether or not c) a student requires cues, prompts, and/or scaffolds (and what is the duration of these supports and how they are faded).
  - Our students access the Common Core Learning Standards, including the literacy standards via the New York State Alternate Assessment (NYSAA) in ELA. The NYSAA assesses mastery of all four modalities (speaking, listening, reading and writing). Currently, the NYSAA is a datafolio-type assessment that includes student work, videos, photographs, and/or data collection sheets that document the student's accuracy in performing tasks that are aligned to content standards, via Extensions to the Common Core Learning Standards (CCLS) in the following areas: Reading Standards for Literature (RL.11.2), Reading Standards for Informational Text (RI.11.1), Writing (Text Types and Purposes) (W.11.1), Speaking and Listening (Presentation of Knowledge and Ideas) (SL.11.4), and Language (Conventions of Standard English) (L.11.2). Based on the 2014 – 2015 New York State Alternate Assessment (NYSAA) scores in ELA, our students are exceeding the standards in literacy, informational texts, writing, and language.
  - Mastery of annual IEP goals related to language and literacy is assessed via the Student Annual Needs Determination Inventory (SANDI).
    - The BRIGANCE (Brigance Diagnostic of Basic Skills – Spanish) ("Evaluación de Habilidades de Lenguaje y Aprendizaje Basico" is used to assess language and math skills of ELLs in the Spanish TBE program.
    - The English and Spanish versions of the Assessment of Basic Language and Learning Skills – Revised (ABLLS-R) (Assessment

of Basic Language and Learning Skills – Revised/Evaluación de habilidades de lenguaje y aprendizaje básico ) are administered in Spanish and English.

Assessments such as EL SOL, Estrellita, Fountas and Pinnell, etc. are neither age-appropriate nor cognitively appropriate for our high-school-aged ELLs who have severe disabilities.

Students who have a dual classification of ELL and disability classification of intellectual disability face significant challenges in acquiring and building their language/communication skills. At 721Q, Informal assessments, and rubric-based assessments are conducted in English and the native language(s). The data from these assessments reflects the findings in research that state that students with disabilities require additional time and multiple and varied opportunities to practice using skills across environments, in order to master these skills. Our students do better when literacy-based materials contain culturally-relevant and functionally applicable content (materials that provide them with natural connections to new content). Assessments must be modified for these students. Assessments for students in our new Dual Language program will also be conducted in Spanish and English.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

All of the ELLs (224 students) who were on our register in the Spring of 2015 were administered the Spring 2015 NYSESLAT. However, only 155 students received a reportable score as follows: 145 Entering (beginners), 07 Emerging (low intermediate), 01 Transitioning (intermediate), and 02 Expanding (advanced). Fifty seven (57) students did not receive a score presumably because "A student must receive a valid score on all four modalities in order to receive a proficiency level" (NYSED August 2015 memorandum from Steven E. Katz). Twelve students (12) graduated or were discharged for other reasons.

Moreover, and more importantly, the results of the Spring 2015 New York State English as a Second Language Achievement Test (NYSESLAT) scores for our students are inconclusive and invalid. Our ELLs all have disabilities and are instructed according to their IEP mandates. None of our ELLs are supposed to take standardized assessments as they are all mandated for alternate assessments. However, because New York State has not complied with the federal mandate to create an alternate assessment to the English Language Proficiency exams (i.e., NYSITELL and the NYSESLAT), our students are mandated to take these standardized exams that are invalid instruments for assessing language proficiency for students with significant cognitive disabilities. An analysis of data patterns across performance levels under these circumstances would be inappropriate and purposeless.

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

Whereas all of our ELLs have a significant cognitive impairment and are mandated to be assessed via alternate assessment, and whereas NYS has not yet created an alternate assessment to its ELP test, we do not use results of the standardized NYSESLAT to measure our students' progress in language proficiency. Our school calculates where we stand on making Annual Yearly Progress (AYP) based on calculations of our students' performance on Title III Annual Measurable Achievement Objectives (AMAOs) Metric #3, to wit, how our students perform in ELA and mathematics. Since NYSAA scores have not yet been released by NYS, we cannot conduct this analysis, at this time. However, in general, we analyze students' performance in ELA and mathematics on the NYSAA to inform instruction. In particular, we set a goal for our students of performing tasks at the highest complexity on the NYSAA. (These tasks are directly aligned to the CCLS in those content areas.) Instruction is designed to help students move from mastery of the less complex CCLS-aligned tasks to the most complex CCLS-aligned tasks in ELA and mathematics. ELA instruction is aligned to: Extensions to the Common Core Learning Standards (CCLS) in: HS ELA Extension 1: Reading Standards for Literature (RL.11.2); HS ELA Extension 2: Reading Standards for Informational Text (RI.11.1); HS ELA Extension 3: Writing (Text Types and Purposes) (W.11.1); HS ELA Extension 4: Speaking and Listening (Presentation of Knowledge and Ideas) (SL.11.4); and HS ELA Extension 5: Language (Conventions of Standard English) (L.11.2). Mathematics instruction is aligned to Extensions to the Common Core Learning Standards (CCLS) in: HS Mathematics Extension 1: Quantities N.Q. (Reason quantitatively and use units to solve problems); HS Mathematics Extension 2: Creating Equations A-CED (Create equations that describe numbers or relationships); HS Mathematics Extension 3: Interpreting Functions F-IF (Interpret functions that arise in applications in terms of the context); HS Mathematics Extension 4: Expressing Geometric Properties with Equations G-GPE (Use coordinates to prove simple geometric theorems algebraically); and HS Mathematics Extension 5: Interpreting Categorical and Quantitative Data S-ID (Summarize, represent, and interpret data on a single count or measurement variable). The NYSED is in the process of revising the New York State Alternate Assessment (NYSAA). Beginning in school year 2015 – 2016, NYSED will transition the ELA and mathematics NYSAA from the current portfolio-style assessment to an adaptive performance-style assessment (e.g., similar to the Dynamic Learning Maps alternate assessment). ELL staff at 721Q will receive PD on differentiating instruction to align with these new assessments.

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?

a. TBE Spanish & TBE Chinese classes: All students in these classes met the CCLS standards via NYSAA extensions to the ELA and Math CCLS and via alternate grade level indicators (AGLIS) to the science and social studies NYS learning standards. Please note that beginning in September 2015, we no longer have a certified bilingual Chinese teacher. Therefore, we had to close our TBE Chinese class. Our Chinese bilingual-mandated students remain clustered and receive the minimum number of ENL units required by CR part 154. We will reopen our TBE Chinese class when we secure the services of a certified bilingual Chinese teacher.

ELL students in our ENL Only ("Free-Standing/Stand-Alone") classes who met the participation criteria for NYSAA 2014-2015 also exceeded the standards in all content areas. not yet been released by the State.

b. & c.:

As no periodic assessments have been created for ELLs with alternate assessment mandates, our school does not use any of the assessment options provided by the NYCDOE (i.e., Acuity Instructionally Targetted Assessments – ITAs, Performance Series Computer Adaptive Assessments, Teacher College Reading and Writing Project Assessments – TCRWP, K-2 Literacy Assessments – ECLAS-2, TCRWP, Fountas & Pinnell, and DRA, English language Learner Periodic Assessments, The Preliminary SAT - PSAT, and the \*Design Your Own – DY0 option). (\*We would be interested in exploring the "Design Your Own (DY0)" option and would like to apply for it, if appropriate.)

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](#).]

N/A We are a high school for students with severe disabilities. All of our students are ages 14.9 to 21, have disabilities and are instructed according to their IEP mandates and their progress towards meeting content-area standards (CCLS) is assessed via the NYSAA.

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

Lessons include opportunities for student to learn strategies for increasing listening, speaking, reading, and writing skills in English. Instruction in English is scaffolded and includes visual aides, cues and prompts that are faded as student's English language skills increase. Effective ENL methodologies are employed to help student move up the stages of second language acquisition. Grade-level texts that have been adapted for SWD and appropriate supports (e.g., NYSAA ELA Extentions and assessment tasks) are used to help students master the grade-level academic demands tied to the New language arts progressions (NLAP) standards.

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?

All students in our school, including students in the DI program, have significant disabilities and alternate assessment mandates in their IEPs. EP students' English language skills are assessed via the ELA New York State Alternate Assessment (NYSAA), the Student Annual Needs Determination Inventory (SANDI), and via informal teacher assessments aligned to the literacy and informational text components of the ATTAINMENT curriculum. Most ELLs in the DL program are at the Entering level of English language proficiency (ELP). A few are at the Emerging level of ELP. All EPs in our DL program who met the age-range criteria for taking the NYSAA are at level 3 (meeting the standards) in ELA, mathematics, science, and social studies, as measured by their NYSAA scores.

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

We use the results of their performance on the ELA NYSAA, on the SANDI, and on mastery of their annual IEP goals related to language and mathematics.

## 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 John F. Kennedy, Jr. School, P721Q, is a District 75 (Citywide Special Education Programs) high school for students between the ages of 14.9 and 21 who have severe disabilities (e.g., moderate to profound intellectual disability, autism, multiple disabilities). The initial identification process of potential ELLs begins at the CSE (Committee on Special Education), where students are evaluated and placed into ENL or Bilingual programs, in collaboration with parents, to whom these programs are explained. To commence the identification process, the parent or guardian of every newly admitted student into the New York City Public School system is provided with a Home Language Identification Survey (HLIS) in his/her native language, whenever possible, at the CSE. If the HLIS does not exist in the language of the parent/guardian, an interpreter (e.g., from the NYCDOE Translation and Interpretation Unit) is found to administer the survey to ensure that each question is understood, and will be responded to accurately. Based on the analysis and interpretation of the HLIS (one or more questions in #1 - #4 and two or more questions in #5 - #8 demonstrating that a student

speaks/understands a language other than English, even if English is one of the languages spoken/understood), it is determined whether the student is eligible to take the New York State Identification Test for English Language Learners (NYSITELL). The NYS cut scores are applied to determine the level achieved on the NYSITELL (Entering, Emerging, Transitioning, Expanding, or Commanding ([Tested Out, not an ELL]). Students are administered the NYSITELL within twenty days of being identified as potential ELLs. Should the HLIS and NYSITELL not be administered at CSE, these are then administered at the school level. The NYSITELL is administered by Ms. Margaret Moowad, testing coordinator, Ms. Lourdes Gonzalez, or by one of the bilingual or ESOL (English to Speakers of other Languages) certified teachers (e.g., Ms. Sahira Nuñez, Ms. Lourdes Gonzalez) and in conjunction with a bilingual paraprofessional if need be. The bilingual pedagogue responsible for the administration of the Spanish LAB is Ms. Sahira Nuñez, Ms. Laurel Nobel, Ms. Maria Cecilia Patriitti, or Ms. Lourdes Gonzalez. ATS reports are checked continuously by our data specialist, Ron Markovitz, who maintains a current list of all ELLs to be tested. ATS reports (e.g., RLAT, REXH, RPOB, etc) are run and reviewed monthly by our data specialist. Additionally, CAP is checked and IEPs are reviewed for qualification and compliance.

2. 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).

All students at 721Q come to us through placement by the Committee on Special Education. It is assumed that the Literacy Evaluation for Newcome SIFE (LENS) is administered at the CSE level, since students are placed at our school by CSE and they arrive with their SIFE status already indicated.

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).

All students at 721Q, including students from other-than-English-language (OTEL) households, have severe disabilities and are mandated to take alternate assessments. However, since the NYSED has not yet created an alternate assessment to the NYSITELL (which is the only means of determining eligibility for ELL services in NYS), our students from OTEL households will now have to go through this new “Language Proficiency Team” (LPT) created as per the newly amended C.R. Part 154. We want to go on record as being vehemently opposed to this new, added hurdle that students from OTEL household must clear in order to receive ELL services to which they would otherwise be entitled. Students who would qualify to take the ELP exam (i.e., the NYSITELL) based on the results of the home language questionnaire (HLQ)/HLIS but for their disability, are entitled to access to ENL and home language services, per federal law. The primary purpose of providing language services to ELLs is not for them to become proficient in English, but rather it is to provide them access to learning and to the curriculum. Becoming proficient in English is neither the sole nor the primary purpose for their entitlement to ELL services. Our students come to us from CSE, with their language entitlement already indicated. Because of the addition of this inequitable obstacle to ELL services, we at 721Q will be vigilant in looking closely at all of our students from OTEL households as soon as they arrive at our school and during annual review to ensure that they are receiving ELL services, even if an LPT at the CSE level or elsewhere has determined that their disability will prevent them from becoming proficient in English.

We will form a Language Proficiency Team (LPT) that consists of bilingual and ESOL (English to Speakers of other Languages) certified teachers and special educators, bilingual related service providers (e.g., bilingual speech, bilingual counselors), and at least one administrator. We will base the language needs of our students on their HLIS/HLQ and parent interview. If an OTEL is evident in the student’s household and the student would be eligible for ELL services, but for his/her disability and the student requires instruction in the home language and/or ENL in order to learn/access learning/access the curriculum, then we will recommend ELL services for the student, regardless of whether or not student can become proficient in English (e.g., blind, hard of hearing/deaf, non-verbal, etc. students from OTEL who need ELL language services to access learning and the curriculum will be recommended for such services). We will refer any and all denials of ELL services that we come across to the District 75 OELL director.

If we are mandated to form an LPT, the LPT members will include any of the following staff: Bilingual Teachers: Laurel Noble, Sahira Nuñez, Maria Cecilia Patriitti. Bilingual Speech Teachers: Monica Londono, Alex Martinez. ESOL (English to Speakers of other Languages) Teachers: Javier Avila, Aziz Benmimoun, Lourdes Gonzalez (ELL Coordinator), Lisa Rotterdam, Fortunato Surace, Asher Tabak, Phyllis Tubbs, Crystal Valentin, Natalie Villanueva, Qi Kang Wang, and Wen Ren Zhuang. Bilingual School Social Worker: Gila Rivera. Bilingual School Psychologists: Nazli Rodriguez, Ph.D. (Spanish) and Sophia Yuen (Chinese), Bilingual Guidance Counselor: Daisy Arocho. Special Education Teacher/Testing Coordinator: Margaret Moowad. Assistant Principal: Christopher Duffy. District 75 OELL Coach: Lucy Rodriguez. District 75 OELL Director: Maryann Polesinelli.

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.

All students at 721Q have disabilities, are evaluated at the CSE level prior to coming to the school, and have an alternate assessment mandate in their IEPs. In cases where the NYSITELL was not administered by CSE but was administered by our school, the testing coordinator will scan the score sheet after the NYSITELL is administered and will send a letter to the parent in the parent’s preferred language notifying him or her of his/her child’s entitlement or non-entitlement to ELL services. This letter will be sent to parents within 5 days of the scanning and determination of score, as mandated. The testing coordinator will maintain a record of all students who were administered the NYSITELL at our school.

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).
- Parents are members of the IEP team that makes decisions during educational planning conferences (EPCs) (e.g., annual review, triennial, requested evaluations) regarding instructional needs for ELLs who receive special education services. ELL language options are discussed with parents and as a team-member, they help determine appropriate placement for their ELL youngsters. Parents are sent written notification (in their native language, when necessary) in advance of the administration of the NYSESLAT. Annually, all parents participate in the Annual Review of their youngster's IEP. Annual review dates for individual ELLs differ according to the expiration date of their IEPs. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Because of the severity and nature of their disabilities, no ELL students at P721Q participate in standardized assessments, except NYSESLAT and NYSITELL; all have an alternative assessment mandate in their IEPs. Students are given their ELL status by the CSE. Parents do not receive 'parent choice letters', however parent choice is embedded in the IEP process, as parents of ELL/LEP students with disabilities are part of the (bilingual) IEP team that determines, inter alia, the language of instruction for their child. ELL students are identified during initial CSE evaluations. Moreover, parents of ELLs with disabilities always have the right to appeal any decision made regarding services for their youngsters, including ELL services (in this case, placement services), through Mediation or through an Impartial Hearing. An Impartial Hearing is a Due Process right afforded to parents by federal law (IDEIA).
- Outreach is done at the school level through our bilingual school social worker, Gila Rivera, who communicates with parents in regard to both the ESL and Bilingual programs.
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.
- Every fall, we hold a "Parent Welcome Orientation Event" to inform parents of our ELL programs (and of our vibrant Title III supplemental instructional program that begins each spring). CSE and District 75 Placement notify parents of TBE and ENL program options at 721Q. Moreover, this Spring (2015), we received a Dual Language Planning Grant. Beginning in September 2015, we opened two Dual Language (Spanish) 12:1:1 classes. We held parent orientation meetings (in the Spring and fall) to inform parents of the TBE, ENL, and new Dual Language program. We informed parents of our two Spanish TBE classes, of our two DL (Spanish) classes, and of our several ENL classes during our parent orientation meetings. This is in addition to our two 12:1:1 TBE Spanish classes, our 12:1:1 TBE Chinese class, and our 8:1:1 TBE Spanish class. We held several meetings and events with parents to inform them of the availability of these new DL classes. (e.g., October 5, 2015 during the morning and again during evening hours). Parents are given a tour of our school and introduced to our ELL programs (e.g., TBE, ENL-Only, DL, bilingual related services, etc.). Most parents of ELLs who visit the John F. Kennedy Jr. school, 721Q, opt to have their youngsters receive ELL services at our school. We provide information and flyers in a variety of languages and have bilingual staff work as interpreters during parent meetings, using the TALK System interpretation equipment that we purchased for parent conferences and meetings. Parents of our ELLs are also informed of our ELL program choices during annual review and other educational planning conferences.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- N/A. Parent Surveys and Program selection are made at the CSE level. All students in our school have IEPs and are assigned to our school by the placement office (CSE). Bilingual teams at the CSE level determine placement of all students, including ELLs. CSE/Placement sends parents of ELLs to our school, as well as to a few others, to decide placement for their youngsters. We give parents a tour, explain the program options, and encourage them to enroll their youngsters at 721Q.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- N/A CSE process
9. Describe how your school ensures that placement parent notification letters are distributed.
- The CSE Placement Office distributes and notifies parents in a timely fashion, in compliance with Jose P.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documents are retained in the student's cumulative records. Moreover, assessment results and related documents are scanned into SESIS. Student performance is recorded in student's IEP (i.e., in the Present Level of performance (PLOP) section) and retained in SESIS.
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.
- Our testing coordinator attends District OELL NYSESLAT Administration training and turn-keys it to ELL staff. Testing coordinator arranges schedules so that all ELLs take each modality, within the time-frame and testing period specified by NYSED..
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parents are members of the IEP team. they meet annually with teacher and other team members (service providers) and with their youngster. Progress in ELL programs and continued entitlement, etc. is discussed during educational planning conferences (EPCs) (e.g., during annual review, triennial, and requested reviews).

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).

N/A. However, during annual reviews, Title III activities, and other parent meetings, parents have expressed an interest in having their youngsters participate in bilingual and ENL programs. For this reason, under the current administration our ELL programs increased from only offering 2 Spanish 12:1:1 TBE classes and 2 ESL pull out classes (with a total of 2 certified ESL teachers and two certified bilingual teachers) to 3 TBE 12:1:1 classes (2 Spanish, 1 Chinese, one 8:1:1 TBE Spanish class), and thirteen certified ESL teachers who provide ENL instruction to ELLs in our ENL- only program. We are aggressively looking for another bilingual Chinese teacher, as parents have expressed an interest in a TBE and DL Chinese program. We also are looking for 3 more bilingual Spanish teachers to address the needs of our ELLs from Spanish-speaking households who are in 12:1:4 and 6:1:1 programs.

## 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.

All classes at 721Q are ungraded. Students are grouped according to the student-to-staff ratio mandated in their IEPs and they are never grouped in greater than a three year age span (in accordance with the Regulations of the Commissioner of education section 200). ENL and TBE classes are homogeneous, since most students are at the Entering level of second language acquisition. Semi-self-contained means students remain with their ENL teacher for their mandated minutes of ENL services (i.e., 540 minutes/12 periods per week). All ENL classes (classes following a block schedule) are grouped heterogeneously. Instruction is centered on teaching students the skills needed to master the New Language Arts Progressions (NLAP) standards, content area standards, CDOS standards, and IEP goals. This is accomplished, in part, by providing students with opportunities to demonstrate accurate and independent performance of tasks linked to the CCLS via Extensions to the ELA NYSAA at the high school level.

721Q has nine (9) "semi-self-contained" ENL-only classes (up from 4 during the 2013-2014 LAP period) in three different service categories (student-to-staff ratios of 12:1:1, 8:1:1, and 6:1:1). These classes follow a block schedule and receive ENL instruction via an integrated model. Each certified ESOL teacher provides the 540 minutes of ENL instruction (360 minutes of free-standing ENL and 180 minutes of integrated ENL in the content areas) as follows:

- 360 minutes (8 periods) of free-standing ENL
- 90 minutes (2 periods) of ENL through mathematics
- 45 minutes (1 period) of ENL through science
- 45 minutes (1 period) of ENL through social studies

In this manner, each certified ESOL teacher in the "V" bridge provides 24 ELLs in 12:1:1 student-to-staff ratio with 540 minutes of ENL instruction per week. Each certified ESOL teacher in the "X" bridge provides 16 ELLs in 8:1:1 student-to-staff ratio with 540 minutes of ENL per week. Each certified ESOL teacher in the "Y" bridge provides 12 ELLs in 6:1:1 student-to-staff ratio with 540 minutes of ENL per week.

There is also a stand-alone ENL work-study class with a 12:1:1 ratio. In addition, English instruction for students in all service categories (12:1:1, 12:1:4, 6:1:1, 8:1:1, 12:1:1, and work-study) who do not attend a semi-self contained freestanding ENL class, is delivered via a stand-alone model. All classes are at the high school level. The number of students who participate in

the pull-out model varies (e.g., depending on when they enter our school after September and according to their physical placement –e.g., at our Queens College site). The pull-out model also provides ENL services for those ENL-Only mandated students who return to the main site from their worksite jobs, as well as for students with alternate placement paraprofessionals who are not in a semi-self-contained ENL class. Students in our free standing semi-self-contained ENL classes travel together as a group.

For the remaining periods, students in semi-self-contained ENL classes participate in other classes such as culinary arts, music, dance, industrial arts, crafts, physical education/APE, and computers, which are conducted in English by certified special education teachers, all of whom have received 10 hours Jose P. training provided by the District 75 OELL, and some of whom also have TESOL masters degrees (but do not hold ESOL (English to Speakers of other Languages) certification. In the stand-alone model, the certified ESOL teachers help students by facilitating small groups in guided reading which is a component of the balanced literacy program.

Students mandated for free-standing ENL services attend one of the following class ratios:

5 semi-self-contained free standing ENL 12:1:1 classes

3 semi-self-contained free standing ENL 6:1:1 classes

3 semi-self-contained free standing ENL 8:1:1 classes

1 Pull-Out Free-Standing ENL library and literacy instruction provided by our teacher certified in special education, ESOL, and library services

2 certified ESOL Teacher are the deans at two of our off-sites.

\*\*\*Two of our 8:1:1 ENL teachers and 6 of our 12:1:1 ENL also provide ENL services via pull-out to two ELLs with 8:1:1 mandates.

All ENL classes also offer home language support such as access to bilingual dictionaries, bilingual glossaries, bilingual illustrated texts, bilingual literary texts, bilingual informational text, bilingual e-books, bilingual software programs/APPs, bilingual alternate placement paraprofessionals, scaffolding and prompting.

b. TBE program. *If applicable.*

Currently, there are two Transitional Bilingual Education (TBE) classes at 721Q. Certified bilingual special education teachers in one 12:1:1 TBE Spanish class and one 8:1:1 TBE class for students with autism provide home language instruction and ENL instruction to our ELL students with intellectual disabilities (SWD) at the high school level. Most students (98%) in all of our TBE classes are at the Entering level (beginner level) of second language acquisition and receive a minimum of 12 periods/540 minutes of ENL instruction per week. Language is allocated at a 60/40 percent split (60% in English, 40% in L1). Grouping is heterogeneous, students are instructed together in a no-greater-than 3 year age span. Teachers are certified bilingual with an ESL Extension or with an ESOL certification. Should a bilingual teacher not possess an ESL extension or ESOL certification, one of the ESOL certified teachers will teach that bilingual teacher's students during the 12 periods (540 minutes of ENL instruction). Paraprofessionals in our TBE programs are bilingual in the languages of the students. Instruction in the TBE program is aligned to the CCLS via NYSAA Extensions in ELA and mathematics. Home Language Arts Progressions (HLAP) standards and New Language Arts Progressions (NLAP) standards are addressed using NYSAA Extensions and assessment tasks. Science and social studies instruction is aligned to the NYS learning standards in those areas and to their corresponding alternate grade level indicators (AGLIs). Bilingual students who participate in work study programs or in service categories where no bilingual class is available (Chinese 8:1:1, Chinese and Spanish 6:1:1, 12:1:4), are partially served. These students are provided with an alternate placement paraprofessional fluent in their native language and they receive 540 minutes of ENL pull out services from a certified ESOL teacher. Students also receive bilingual related services such as bilingual speech services and bilingual counseling, if mandated in their IEPs.

721Q ELL staff recognize the importance of the student's native language in teaching and learning. Therefore, we ensure that materials are prepared and available for our ELL students with disabilities (ELL SWD) in the student's native language. Augmentative and Alternative Communication (AAC) devices, computer software, and other materials are available for students in the TBE program in their L1 and in L2.

c. DL program. *If applicable.*

We were awarded a Dual Language Planning Grant in May, 2015 and we just opened two Dual Language (Spanish) 12:1:1 classes this month (September, 2015). Our DL program is aligned to the CCLS and address HLAPs, NLAPs, content area, and CDOS standards, using Extensions and AGLIs from the NYSAA at the high school level. The 24 students in our DL program follow a block schedule (12 students are in first class (V50) with an ENL teacher and the second group of 12 students is with the bilingual special education teacher V51). Each of these 2 groups of students travel together: 6 EP and 6 ELL students from the first class (V50) spend part of the day with the ENL teacher and then travel to receive instruction from the bilingual special education teacher. Each group of 6 EP and 6 ELL students from the second class (V51) travel together and receive

HLA/Spanish instruction from the bilingual special education teacher. All classes are ungraded and students are grouped heterogeneously but most ELLs are at the Entering level of English language proficiency, according to their NYSESLAT scores.

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)?

721Q ensures that the mandated minutes of ENL and home language instruction are provided for our English language learner (ELL) students with disabilities (SWD) in each program model as follows:

1. Our Testing Coordinator, SBST school psychologist, and our Data Coordinator collaborate periodically to review the language mandates of our ELLs and for new students entering our school. If changes need to be made in SESIS to reflect student's ELL language needs, this is done via the IEP process (e.g., Requested Review, Annual Review, or Triennial). Our new ELL Coordinator will also participate in this process beginning in this school year.

2. The Data Coordinator uses information from the RLAT to generate a list of ELLs that includes their proficiency levels, based on the latest available NYSESLAT scores. At the end of the school year or during an Educational Planning Conference (EPC) (e.g., during annual review, triennial, requested review), ELL teachers make recommendations for future placement based on their students' performance.

3. Administrator assigns ELLs to Transitional Bilingual Education (TBE), Dual Language (DL), or Stand-alone ENL (ENL-Only/Free-Standing) classes based on information received from the Data Coordinator regarding student's ELL-status mandate recorded on ATS, NYSESLAT scores, and based on information received from the certified ESOL (English to Speakers of other Languages) teacher or certified bilingual teacher regarding student's present level of performance, strengths and needs, student-to-staff ratio mandate, language needs, annual goals, and other mandated services agreed upon by parent, teacher, and other service providers during EPCs, as recorded in student's IEP.

4. In Our TBE and DL Classes: Each teacher reviews his/her ELL SWD's IEP and uses the District 75 OELL compliance documents to list, organize, and create a schedule that reflects the minimum units of ENL and home language usage and supports mandated by C.R. Part 154.

5. Each certified ESOL and certified bilingual teacher dedicates twelve (12) periods per week (540 minutes) to delivery of direct, explicit ENL instruction that is aligned to the New Language Arts Progressions (NLAP) standards and to the Common Core Learning Standards (CCLS) via the ELA NYSAA Extensions to the CCLS. This instruction is conducted via a stand-alone model. Certified bilingual teachers in our TBE program (and our certified bilingual and certified ESOL teachers who teach in the Dual Language program that we just opened (September of 2015) also dedicate a minimum of 4 periods per week (180 minutes) to delivery of direct, explicit home language instruction that is aligned to the Home Language Arts Progressions (HLAP) standards and to the Common Core Learning Standards (CCLS) via the ELA NYSAA Extensions to the CCLS. Tasks are taken from the ELA NYSAA but students perform them in the native language for L1 (first language) instructional purposes but not for NYSAA ELA instruction and assessment. In addition, students in the TBE program receive 4 periods (180 minutes) of content area instruction delivered in the home language (e.g., 1 period of science delivered in the first language, 1 period of mathematics delivered in the L1, 1 period of social studies delivered in the first language, and 1 period of language arts delivered in the first language). For the remainder of the day, students are instructed with non-ELLs by certified special education teachers in classes such as physical education/adaptive physical education (APE), music, art, dance, culinary arts, computer lab, and industrial arts. The chart below is a sample schedule of how this 60/40 model (60% in English/40% in L1) is delivered at 721Q:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENL	ENL	ENL	ENL	ENL
ENL	ENL	ENL	ENL	ENL
NLA	ENL	NLA	ENL	NLA
Native Language Literacy	NLA (via NL)	Social Studies (via NL)	Math (via NL)	Science (via NL)

In our ENL-Only classes: All three models of ENL service delivery are employed; namely, 1) 180 minutes provided via a Stand-Alone Model (in which certified ESOL teachers teach), 2) 180 minutes minimum provided via an Integrated Model (in which certified ESOL and content-area special education teachers co-teach core-content), and 3) 180 minutes provided via stand-alone or integrated under the Flexibility Model.

The chart below is a sample of ENL instruction provided to ELLs, in grades 8-12 at the Entering Level of English language acquisition, via an INTEGRATED Model with Co-Teachers (1 ESOL certified and 1 special ed certified):

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENL (stand-alone)	ENL/Math (Integrated)	ENL (stand-alone)	ENL/Math (Integrated)	ENL (stand-alone)
ENL/SS	ENL/Sci	ENL/SS	ENL/Sci	ENL/SS

(Integrated)	(Integrated)	(Integrated)	(Integrated)	(Integrated)
DANCE	ENL (stand-alone)	CULINARY ARTS	ENL/ELA (Integrated )	COMPUTER LAB

The chart below is a sample of ENL instruction provided to ELLs, in grades 8-12 at the Entering Level of English language acquisition, via a FLEXIBLE Model with Co-Teachers (1 ESOL certified teacher provides 360 minutes stand-alone ENL instruction, and provides 180 minutes core-content areas with a certified special education teacher:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENL (stand-alone)	ENL/Sci (co-teaching)	ENL (stand-alone)	ENL/Sci (co-teaching)	ENL (stand-alone)
ENL (stand-alone)	ENL/SS (co-teaching)	ENL (stand-alone)	ENL/SS (co-teaching)	ENL (stand-alone)
FLEXIBLE		FLEXIBLE		FLEXIBLE
MUSIC	ENL (stand-alone)	APE (co-teaching)	ENL (stand-alone)	LIBRARY ELA/ENL
	FLEXIBLE		FLEXIBLE	

- 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.

Teachers in all ELL programs at 721Q (i.e., TBE, Free-Standing ENL, DL beginning September 2015) follow our school's curriculum which is aligned to the CCLS and addresses students' second language acquisition needs, IEP goals, and Career Development/Occupational Studies (CDOS) standards. To make content comprehensible and to foster language development, instruction is delivered in both English and in the home language in bilingual programs and home language supports (e.g., bilingual books, illustrations, audio, bilingual support staff) are provided for students in free-standing ENL programs, who need these supports. Curriculum and instruction for ELLs in all of our programs follow Universal Design for Learning (UDL) guidelines (e.g., provide multiple means of engagement, provide multiple means of representation, provide multiple means of action and expression) and principles of backwards design (e.g., We begin with the standards: What must our students know and be able to do ; We include overarching goals such as developing purposeful, motivated learners, resourceful, knowledgeable learners, and strategic, goal-directed learners linked to UDL principles [Wiggins and McTighe, 1997] [Rose, D.H. & Gravel, J.W., 210]). Technology is infused into instruction. Students read and attend to/listen to web-based and hard-copy books in the home language and in English. Instruction in all ELL programs is differentiated.

Technology is integrated throughout our programs for our ELL SWD and instructional materials include high/low tech augmentative/alternative communication (AAC) systems, multi-sensory, multi-cultural universally designed and age-appropriate materials (e.g. single loop speech output devices, pre-programmed in Spanish/ English, Chinese/English, and gender appropriate with pictures symbols and words). Objects and materials that support second language acquisition are made available to our ELL SWD. Opportunities for developing and increasing work skills in our in-house work program with native language supports, and in our publication room work site are also present. These programs and materials reinforce students' acquisition and improvement of language skills.

Methodologies, such as Total Physical Response (TPR), the Language Experience Approach (LEA), socratic seminar, and the Natural Approach (NA) are employed to foster language development and to make content comprehensible to our ELL SWD. To help students meet the demands of the grade-specific CCLS and their ELA NYSAA Extensions, for example, strategies such as cooperative learning and socratic seminar are used to provide an opportunity for students to help one another understand the concepts, ideas, issues, and values in a particular text (e.g., while working on a task involving: identifying the central idea of a literary text; creating an objective summary of a literary text; recognizing an explicit or an inferred claim in an informational text; or citing a fact or an inference in an informational text to determine an area for further exploration). QTEL Scaffolding techniques such as modeling, bridging, schema building, contextualizing, text re-presentation, and meta cognitive development, are also used to support instruction.

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

Throughout the school year, teachers evaluate student's listening, speaking, reading and writing skills in their home language, using tasks at the high school level from the NYSAA ELA Frameworks.

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

Students' listening, speaking, reading, and writing skills are evaluated throughout the year as follows: Students' oral communication skills are assessed via high school ELA Extension 4. Skills in reading informational texts and reading literary texts are assessed using HS NYSAA ELA Extensions 1 and 2. Writing skills are assessed using HS NYSAA ELA Extension 3. Skills are also assessed and prioritized using the Student Assessment Needs Determination Inventory (SANDI). In addition, mastery of L, S, R, and W skills that have been targeted as goals in their IEPs are assessed regularly via teacher observations, rubrics, checklists, and student work products.

Our teachers assess our ELLs' needs, including their second language acquisition needs minimally during annual review, and on an on-going basis during team consultations (e.g., with ENL, bilingual, and other teachers, speech providers, counselors, therapists, etc.) and during meetings (e.g., weekly ELL Professional Learning Network –PLN meetings). Students are provided with opportunities to develop their second language skills through participation, not only in their ENL and bilingual classrooms, but also in integrated activities such as dance, music, cooking, wood-working, art, gym, and sewing, with their English proficient peers. They are also provided with additional opportunities to learn and practice their listening, speaking, reading, and writing skills in English through participation in the Title III Saturday supplemental instructional program taught by our certified ESOL and bilingual teachers. Their second language development is supported through multisensory, multicultural, age-appropriate materials (e.g., eBooks).

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

SIFE, Newcomers, Developing ELLs, Long Term ELLs, and former ELLs are provided with additional supports including AIS, Title III, CHAMPS, and the English departmental model (authentic learning in pre-vocational activities with language supports).

Students in our 6:1:1, 8:1:1, and 12:1:4 classes also participate in the Get Ready to Learn (GRTL) yoga program, "which provides a daily therapeutic classroom routine designed to address problems with self regulation, attention, motor planning, auditory processing and motor performance" (Anne Buckley-Reen, creator of the GRTL program).

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.

CSE issue

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 following are some of the strategies used in our ELL programs for ELL SWD that provide access to learning and support for ELL SWD at varying levels of language acquisition:

- Total Physical Response,
- the Language Experience Approach,
- CALLA,
- QTEL scaffolding techniques,
- socratic seminar,
- the Natural Approach

The aforementioned strategies are used in conjunction with programs that provide structured learning environments for students with developmental disabilities. These programs include:

- the TEACCH method
- Get Ready to Learn
- Discrete Trial

Supports are given through the use of SmartBoards, the internet, and music. In addition, communication strategies such as Aided Language Stimulation (ALS) and the Picture Exchange Communication System (PECS) are also employed with our students to build their receptive and expressive skills. Communication devices, as mandated by the IEP which foster students' academic and language performance, are also used. Teachers and support staff adapt materials using visuals, realia, tablets, and computer devices to ensure that ELL SWD are able to engage in listening, speaking, reading, and writing. Teachers use SmartBoards and software programs such as Boardmaker to modify and adapt materials, to create multisensory,

age-appropriate, and culturally diverse materials for students.

In addition to our school library that is headed by our certified ESOL teacher who teaches library and literacy skills to our ELLs, all ELL classrooms contain libraries with multi-language books and computers. Each teacher was provided with an iPad to use with students (e.g., for audio recording, filming, photographing, engaging students in motivating turn-taking activities, etc.). ELL SWD utilize technology centers that are equipped with computers and software that include Boardmaker and Writing with Symbols in Spanish and English. Teachers use laminators and color printers to create age-appropriate, ethnically diverse posters and supplemental materials in languages other-than-English (e.g., Chinese, Spanish) and textbooks that are bilingual. Web-based books and related materials are used from Capstone and Attainment Company.

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 at 721Q have disabilities, are mandated for participation in alternate assessments, and are instructed in accordance with their IEP mandates. Scheduling flexibility is employed, for example, in our semi-self-contained ENL model in which an ENL teacher in a 12:1;1 program provides 12 periods of ENL per week to group A during the AM (e.g., periods 2 & 2 M-F and period 4 on Tuesday and Thursday), and provides 12 periods of ENL per week to Group B during the PM (e.g., periods 5 and 6 M-F and period 7 on Mondays and Wednesdays). Instructional and curricular flexibility is seen in the variety of strategies, approaches, materials, and deployment of support staff (paraprofessionals, occupational therapists, physical therapists, speech teachers, counselors). Our five (5) certified bilingual and thirteen (13) certified ESOL teachers provide our ELLs with the minimum number of minutes of ENL and HLA mandated by CR Part 154. Teachers follow a curriculum developed by our school that addresses the CCLS, ELL SWD' language acquisition needs, their IEP goals, and the Career Development Occupational Studies (CDOS) standards. The needs of our ELL SWD were taken into consideration when the curriculum was developed and ELL staff were part of the curriculum committee (certified ESOL, certified bilingual). In addition, our ELL teachers meet weekly during a common prep (ELL Professional learning Network - PLN meeting) to collaborate, consult, and plan instruction for their ELL SWD.

**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 Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

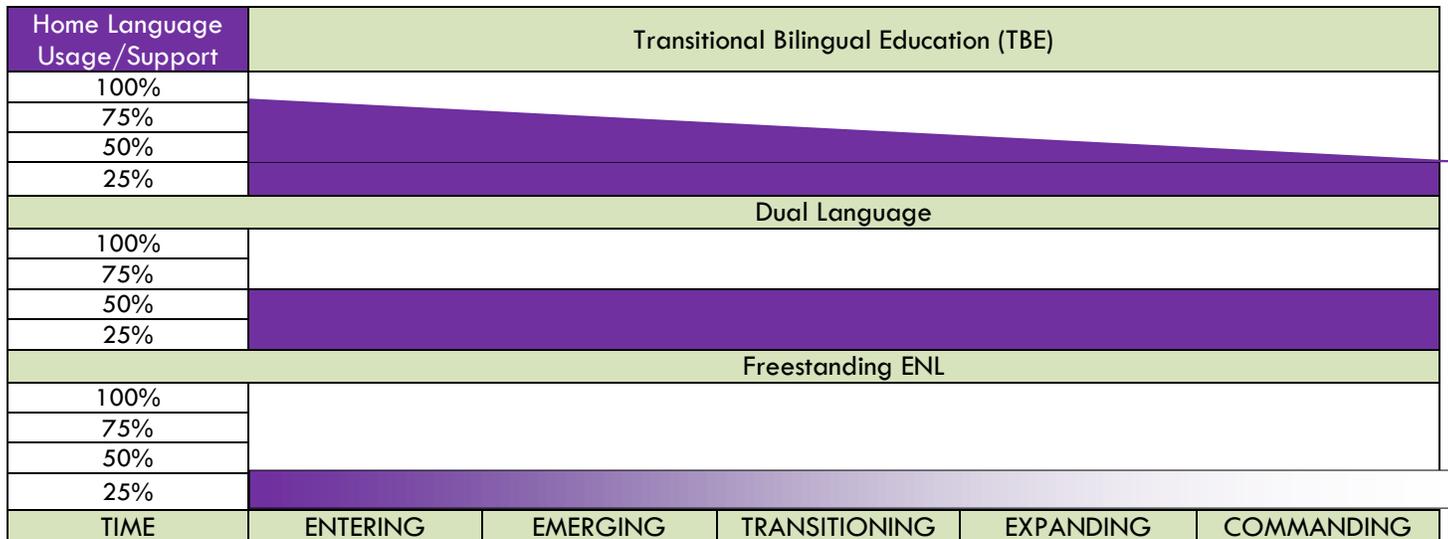


\*Note: “other approved services” does not apply to New York City at this time.

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. All students at 721Q have intellectual disabilities and are mandated for alternate assessment. Disability-related issues impact on student's language learning. There are no commercially available intervention programs in ELA and/or math for ELL students with severe cognitive disabilities (Find What Works Clearinghouse [findwhatworks.aspx](http://findwhatworks.aspx)). Behavior and communication ability is impaired by disabilities (e.g., many of our students must learn to communicate with intent and purpose. Other students who have limited verbal ability need to learn socially acceptable ways to express their needs and wants). These issues are tied to an ELL student with disabilities' (SWD) ability to demonstrate skills and knowledge in ELA, HLA, mathematics, and other content areas. Therefore, at 721Q, we use a variety of approaches and interventions (e.g., social stories, teacher-created worksheets, materials, and rubrics tied to the NYSAA ELA and mathematics Extensions, behavior plans based on results of the Motivation Assessment Scale, targeting prioritized skill-based language objectives, etc.) to address the language and content-area learning needs of our ELL SWD.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All of our ELL students with disabilities have mastered their IEP goals and all have met the CCLS in all content areas.
12. What new programs or improvements will be considered for the upcoming school year?  
We received a Dual Language Planning grant in the spring of 2015 and we opened a Dual Language program in September 2015. We also received a College Ready and Strengthening Bilingual Education grant. In addition, we anticipate piloting a program during the 2016 - 2017 school year for our SIFE students with intensive, rigorous instruction focused on building students' literacy skills.
13. What programs/services for ELLs will be discontinued and why?  
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs participate in one or more of our school's programs such as: computer lab, culinary arts, music, dance, APE, woodworking shop, CHAMPS, Row New York, Friday Clubs, Drama, and sewing, library class, work-study program, Summer Youth Employment, Student talent show, school holiday show, school Fair, 12-month school year.
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.  
Content-area books in Chinese, Spanish and English (lined to the CCLS and to the science and social studies standards), ebooks, iPads, Chrome Books, laptops, computer lab, web-based multilingual libraries (e.g., Capstone, Attainment), AAC devices, software programs (e.g., Lexia Reading, Boardmaker).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Students participate in listening, speaking, reading, and writing activities in the home language (e.g., through skits, songs, debates, writing campaigns, etc.) Students have access to reference materials (web-based and hard copies) in the home language and in English. TBE classrooms have bilingual informational texts and bilingual literary texts. TBE, Freestanding, and DL program (coming in September 2015) have access to the school's bilingual library. Students access native materials and information in the native language via the computer.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The school's curriculum committee and the Strengthening Bilingual Education grant participants (which included the certified ESOL librarian, certified bilingual and ESOL teachers, and certified special education teachers and certified bilingual school social worker), selected books and other resources that are aligned to the curriculum, to the CCLS, to the HLAP, the NLAP, and to the CDOS standards. This group of educators also translated books into Chinese and Spanish. These books are aligned to the CCLS and will be used with the curriculum.
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).  
N/A 721Q is a District 75 school. Students attend a 12 month school year program.
19. What language electives are offered to ELLs?  
none
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)?

a. Our Dual Language (DL) program began in September 2015. We employ a side-by-side model. Below is our program schedule:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NLAP	NLAP	NLAP	NLAP	NLAP
Science in English				
Math in Spanish				
NLAP	NLAP	NLAP	NLAP	NLAP
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Social Studies in Span.				
HLAP	HLAP	HLAP	HLAP	HLAP
CDOS/Computers in Spanish				

Twenty four (24) students participate in our DL program. 12 are English proficient (EP) and 12 are English language learners (ELLs). Specifically, our DL program consists of two 12:1:1 classes as follows: 6 EP students and 6 ELLs are in the first class, which is instructed by a certified ESOL teacher. The second class consists of an additional 6 EP students and an additional 6 ELLs. This class is instructed by a certified bilingual special education teacher. The two teachers swap their 12 students every day, so that each group of students receive a minimum of 180 minutes of instruction in English by the ESOL-certified teacher and an additional minimum of 180 minutes of instruction in Spanish by the bilingual (Spanish) special education-certified teacher.

b./c. Science, English language arts, and new language arts progressions (NLAP) are instructed in English and aligned to the CCLS. Social Studies, mathematics, career development/occupational studies (CDOS), computers, and mathematics are instructed in Spanish. 50% of the students in our (Spanish)/English) DL program are English proficient (EP) and 50% of our students are English language learners (ELLs). Our EP and ELLs are instructed together 100% of the time, five days a week.

d. Emergent literacy is taught sequentially. EP students are taught in English (literacy instruction) first and Spanish-speaking ELLs are taught (literacy) in Spanish first.

## 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.)  
Annually, 15% of all PD at 721Q will be provided to all teachers and administrators that specifically address the needs of ELLs. PD topics will include: language acquisition, best practices for integrated instruction strategies for ELL SWD, Best practices in integrating language and content instruction for ELL SWD. (ELL Policy and Reference Guide, May 2015, page 48).
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?  
50% of the required PD hours for all bilingual and ENL teachers at 721Q will be devoted to "language acquisition in alignment with core content area instruction" (ELL Policy and Reference Guide, May 2015, page 48).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
721Q is a high school. All of our ELLs are on the high school level.
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.

All new teachers receive 10 hours of Jose P. training. In addition, our new ELL teachers receive 4 days training conducted by the District 75 OELL. Some of our ELL teachers attend the District 75 OELL ELL Teacher PD series, the ELL Compliance PD series, and the "Nuts and Bolts" PD series for bilingual ELL teachers.

For all teachers: In the future, if 721Q conducts 20 hours of PD annually, then 3 hours will be on ELL issues. If 25 hours of PD is conducted, then 3.75 hours will be devoted to ELL issue. If 10 hours, then 1.5 hours ELL issues will be provided for ELL teachers.

For Bilingual and ENL teachers: In the future, if 721Q conducts 20 hours of PD annually, then 10 hours will be on ELL issues. If 25 hours of PD is conducted, then 12.5 hours will be devoted to ELL issue. If 10 hours, then 5 hours ELL issues will be provided for ELL teachers. Paraprofessionals and related service providers will also receive PD on issues that pertain to ELL SWD.

### 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?

Goals of the particular ELL programs, progress in language development, results of language proficiency assessments, and language development needs are discussed during educational planning conferences (EPCs) (e.g., annual review, triennial, requested evaluations) and during open school meetings. Parents are also informed of these issues during special events and cultural celebrations.

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. Answer for #2 (due to a glitch in the template we are unable to paste under 2): ELL records for annual individual meetings with ELL parents (e.g., attendance sheets, agendas, invitation letters, handouts, evaluations) are kept in the ELL binder in the ELL coordinators office. Outreach logs of telephone calls and logs of parents who required and received interpretation services are also kept in the binder. All documents that have been translated for parents are in the ELL binder (along with the English version).

Beginning of answer #3: Every fall, 721Q holds a "Parent Welcome Orientation Event" to inform parents of our ELL programs (and of our vibrant Title III supplemental instructional program that begins each spring). CSE and District 75 Placement notify parents of TBE and ENL program options at 721Q. Moreover, this Spring (2015), we received a Dual Language Planning Grant. Beginning in September 2015, we opened two Dual Language (Spanish) 12:1:1 classes. This is in addition to our two 12:1:1 TBE Spanish classes, our 12:1:1 TBE Chinese class, and our 8:1:1 TBE Spanish class. We held several meetings and events with parents to inform them of the availability of these new DL classes. Parents are given a tour of our school and introduced to our ELL programs (e.g., TBE, ENL-Only, bilingual related services, etc.). Most parents of ELLs who visit the John F. Kennedy Jr. school, 721Q, opt to have their youngsters receive ELL services at our school. Parents also participate in our Saturday Title III program. The bilingual school social worker in collaboration with the parent coordinator, also provides information to parents on ELL issues during our special cultural events and PA meetings. Because a large percentage of 721Q parents speak a language other-than-English and participate in school meetings and special events, 721Q purchased TalkSystem™, a hand-held communication system that allows for the interpretation of multiple languages simultaneously. Bilingual teachers, bilingual paraprofessionals, and bilingual related service providers interpret for parents during meetings (e.g., Spanish, Chinese, Bengali, Hindi).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, We have partnered with YAI and other CBOs to provide workshops for parents on issues such as: housing, immigration, guardianship, OPDD services, Medicaid, etc. In addition, along with our bilingual school social worker, our ELL parents attend the annual Queens Family Support Fair and resource Conference held at the Sheraton LaGuardia East Hotel each November.
5. How do you evaluate the needs of the parents? We give parents a Parent Questionnaire that contains various options for support and help for parents. Based on their responses, we create and design future parent trainings.
6. How do your parental involvement activities address the needs of the parents? We provide interpretation services for parents in their native languages and we provide written materials related to parent activities in a variety of languages. In addition, at the end of each activity, we have parents complete an evaluation form (in their native languages). We review and analyze their responses and plan future parent events accordingly. In addition, we offer topics that are of particular interest and relevance to 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.

Parents have expressed a desire to participate in ENL classes. We are exploring funding streams to open an after school ENL class for parents. Since the NYSED will soon roll out the new adaptive performance-style New York State Alternate Assessment (NYSAA) in ELA and mathematics, we at 721Q would like to explore using a dynamic learning maps (DLM) assessment system to assess our students' home language learning needs. "The Dynamic Learning Maps™ (DLM) project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System (dln@ku.edu, 2015). Instruction is integrated with assessment throughout the school year in this adaptive performance-style assessment that maps student performance in ELA and mathematics as performance in these areas relate to career development and occupational studies

tasks. This adaptive performance-style assessment is accessible by students with significant cognitive disabilities, including those who also have hearing or visual disabilities, and/or neuromuscular, orthopedic, or other motor disabilities. DLM assessments are flexible. They allow for the use of common assistive technologies in addition to keyboard and mouse and touch-screen technology.

**School Name: 721 John F. Kennedy Jr. school****School DBN: 75Q721**

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)
Henry Renelus	Principal		10/29/15
Christopher Duffy	Assistant Principal		10/29/15
Latasha Hayward	Parent Coordinator		10/29/15
Laurel Noble	ENL/Bilingual Teacher		10/29/15
Maritza Mendoza	Parent		10/29/15
Sahira Nunez/bil-sped	Teacher/Subject Area		10/29/15
Margaret Moowad/testing coord	Teacher/Subject Area		10/29/15
Lourdes Gonzalez/ELL coordntr	Coach		10/29/15
	Coach		10/29/15
Gila Rivera	School Counselor		10/29/15
	Superintendent		10/29/15
	Borough Field Support Center Staff Member		10/29/15
Livia Gjoza	Other <u>Paraprofessional</u>		10/29/15
	Other _____		10/29/15
Francy Upegu	Other <u>Parent</u>		10/29/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **75Q721**

School Name: **JOHN F KENNEDY JR. SCHOOL**

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](http://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

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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.

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

- Home languages of students in school indicated in ATS
- Home Language Surveys were reviewed (Including Part 3: Parent Information) and language needs were identified
- A school-generated survey was also distributed to check accuracy of previously acquired information
- Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
- Documentation of language needs from face-to-face encounters with parents
- Language needs identified by parents during IEP conferences
- Language needs identified by parents on pre-registration, registration (including emergency cards), and attendance forms
- Language needs identified by parents to Parent Coordinator, PTA, and Transition Linkage Coordinator during individual and group meetings
- Language needs as determined by language of written communication to teachers and other staff received from parents
- Review of translated written correspondences sent home to parents in the past

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

ALBANIAN, ARABIC, BENGALI, BURMESE, CANTONESE, CHINESE /ANY, DARI/FARSI/PERSIA, ENGLISH, FRENCH, HAITIAN CREOLE, HINDI, KOREAN, MANDARIN, NEPALI, PHILIPINO, POLISH, PUNJABI, RUSSIAN, SPANISH, TAMIL, TELUGU, URDU.

## Part B: Creating a Communications Calendar

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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.)

Documents that P721Q disseminates each school year which requires translation and will be distributed to families include:

- Annual Handbooks
- Newsletters
- Calendars
- Parent-Teacher Conference Announcements
- Parent Workshops
- After-School Programs
- New York State Testing Dates
- Gener Overview of Student Curriculum
- Letters from School Leadership
- School Hours, Half-Days, Days off
- Letters from Parent Association
- Letters about Special Events
- Letters about Related Services
- Letters about Guardianship Workshops
- Survey Letters
- Letters about Transition Workshops
- Letters about Health Education Programs

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.

Face-to-face meetings will include:

- Parent-teacher conferences, November 9 th & 10 th 2015
- IEP meetings
- Informal meetings (e.g. include: in person with administrator or parent coordinator, over the phone with an attendance teacher or guidance counselor, teacher, or related service provider)

Parent Workshops:

Travel Training, September 22, 2015

Housing , September 28, 2015

Title III, Bilingual, ENL, and DL Programs, October 5, 2015

Graduates, New Students & Home Instruction Students Parent Meeting, October 8 th 2015

The Front Door Informational Session, October 22 nd 2015

Community Work-Based Program, October 29 th 2015

Supported Employment & Day Habilitation Programs, November 2 nd 2015

Guardianship- November 12 th 2015

Sexuality- November 17 th 2015

Vision Zero- December 1 st 2015

Social Security- December 9 th 2015

The Front Door Informational Session- January 28 th 2016

Transition- February 1 st 2015

Supported Employment & Day Habilitation Programs- February 25 th

Guardianship- March 1 st or March 3 rd 2016

Housing- March 9 th 2016

Summer Youth Employment Program- March 22 nd 2016

Emergency Preparedness- April 12 th 2016

Guardianship- June 2 nd, June 15 th 2016

Title III- Saturday's during Spring 2016 (exact dates TBA)

## **Part C: Providing Language Assistance Services**

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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.

- Notices to parents will be translated into the home language requested and distributed no less than one week before the event. The notice will have a return section to identify the family's specific translation/oral interpretation needs.
- Reminder notices will be sent two days before the event.
- Review of returned notices and telephone calls to families familiar to the school, will guide the language specific personnel to be in attendance.
- Written translation services will be secured from personnel whenever possible. Otherwise, outside vendors (D75 Office of Translation and Interpretation Services) will be contacted.
- To ensure that all parents at 721Q are provided with appropriate and timely information in

their native language, all written communication to parents will be translated into the eight major other-than-English languages spoken by parents of students at 721Q by bilingual staff (e.g., bilingual teacher, bilingual paraprofessional, bilingual related service providers) and/or by the NYCDOE Translation and Interpretation Unit. In addition, some written materials for parents will be obtained in the parent's home language from vendors (e.g., The Big Word) and community-based organizations (CBOs) who supply parent materials in the native language. The Parent Coordinator will maintain a supply of written resource materials in the native language(s) for parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages (e.g., Spanish, Chinese, Arabic, Bengali). Agendas, handouts, and other written materials will be sent to the Translation and Interpretation Unit or given to staff to translate well in advance of scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

2. Describe 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.

- P721Q has a staff representing twenty three (23) other-than-English languages. These languages are: Albanian, Arabic, Bengali, Burmese, Bantones, Chinese /any, Dari/Farsi/Persia, French, Haitian Creole, Hindi, Korean, Mandarin, Nepali, Philipino, Polish, Punjabi, Russian, Spanish, Tamil, Telugu, Urdu. Requested staff will be present to provide oral interpretation services.
- Staff who act as interpreters will be trained on maintaining confidentiality and on the briefing-interpretation-debriefing process.
- The DOE Office of Translation and Interpretation Services or a contracted vendor will be contacted to provide oral interpretation in person or via telephone when school personnel are not able to provide the requested language(s) services.
- During parent activities such as individual meetings with parents, PTA meetings, conferences, workshops, school leadership team meetings, and IEP meetings other-than-English language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters use the Talk System interpretation equipment. This equipment allows simultaneous interpretation of several other-than-English languages and English without disturbing the speaker and the audience. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation Unit, and/or interpreters provided by CBOs. This school year (2015-2016), during parent conferences, signs and materials in many different languages will be distributed to parents who attended the conferences making them aware of available interpretation services and teachers were prepared to provide instant access to the NYCDOE's interpretation service if needed. P721Q will continue to respond to the language needs of parents in this way.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

P721Q, through its Language Access Coordinator, will send out communications via email to all teachers regarding the availability and necessity to provide translation services and interpretation services to parents. The T&I brochure will be distributed via email at the beginning of the year, the Language ID Guide and Language Palm Card will be distributed prior to both parent-teacher conferences as well as be available to all parents at the welcome desk at the main entrance to all of our school's sites on the days/evening of our parent-teacher conferences.

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## Part E: Providing Notice of Language Assistance Services

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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

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

## Part F: Monitoring and Quality Control

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

P721Q will conduct a parent survey as to the quality and availability of translation and interpretation services at the school. The Language Access Coordinator and Parent Coordinator will be responsible for gathering and analyzing the feedback, as well as informing the administrators of the school as to the results of the survey.