

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75R721

School Name:

THE RICHARD H. HUNGERFORD SCHOOL

Principal:

MARY MCINERNEY

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 Richard H. Hungerford School School Number (DBN): 75R721
Grades Served: Special Education
School Address: 155 Tompkins Avenue SI, NY 10304
Phone Number: 718-273-8622 Fax: 718-727-6994
School Contact Person: Dr. Mary Mc Inerney Email Address: mmciner@schools.nyc.gov
Principal: Dr. Mary Mc Inerney
UFT Chapter Leader: Alphonse Vota
Parents' Association President: Maritza Sabato
SLT Chairperson: David Vota
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: Arthur Fusco
Director's Office Address: 400 First Ave, NY NY 10010
Director's Email Address: AFusco@schools.nyc.gov
Phone Number: 212-802-1662 Fax: 212-802-1678

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)
Mary Mc Inerney	*Principal or Designee	
Alphonse Vota	*UFT Chapter Leader or Designee	
Maritza Adorno	*PA/PTA President or Designated Co-President	
Felicia Pinero (SSA) (Shop Steward	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jean DiLeone	Member/ Parent	
Ann Marie Dirago	Member/ Parent	
Jeanne Englert	Member/Parent	
Roseann Incantalupo	Member/Parent	
Donna Morales	Member/Parent	
Angelica Tulino	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mike Lee	Member/ Teacher	
Danielle Pellegrino	Member/ Physical Therapist	
David Vota	Member/ Teacher	
Karen O'Brien	Member/ Paraprofessional	
	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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

To help students develop to their maximum potential by providing them with essential social, emotional, language, technological and academic skills. Our program seeks to accomplish this goal by creating a nurturing environment that is physically and emotionally receptive to the needs of our students and their families. We use a cooperative, multi-sensory approach involving age appropriate, individualized instruction. We also believe in shared decision making that involves integrating the families and community of children of our school in the development of harmonious, cooperative and respectful policies that directly affect them . In addition to the Main Site, P721R hosts 6 off-sites including, IS 24, Jerome Parker Campus, LifeStyles, McKee HS, New Dorp HS and Tottenville HS. Each off-site is designed to enhance the needs of the unique population of students that attend these schools. Our school educates 395 students from grade 6 through 12. The school population is comprised of African American: 22.28%, Hispanic: 27.09%, Caucasian: 44.81%, Asian: 4.30%, and Native Hawaiian/Pacific Islander: 0.76%.

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

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

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

P721R promotes Project-Based Learning that is an instructional approach built upon authentic learning activities that engages student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. This academic intervention service is provided during the school day using one-on-one and small group instructional models.

Many students require specific instruction in awareness of the environment, pedestrian skills, problem solving, and other transportation and travel-related skills and behaviors to achieve independent mobility and use of public transit.

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

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

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

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

P721R advocates for students to be in their Least Restrictive Environment (LRE) as outlined by the IDEA. The basis of LRE is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved in the greatest extent possible in an environment that is most conducive to their learning needs. During the 2014-2015 school year, the class ratio LRE is 2 12:1:1 students have been moved to 15:1 community schools in District 31, 2 12:1:1 to SETSS classes in inclusion, 4 6:1:1 to SETSS classes in inclusion and 2 12:1:4 to 12:1:1 classes. Related service reductions and terminations for the current school year are: Speech 5 terminations and 44 reductions, Occupational Therapy, 15 terminations and 36 reductions, Physical Therapy, 1 termination and 7 reductions, Counseling 8 terminations and 5 reductions, Vision 1 termination and 4 reductions, Hearing 1 reduction, 1:1 Para-Professionals, 1 Health Para and 1 Crisis Para eliminated. These statistics are a testament of the ability of P721R to work towards enabling students to gain independence.

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

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

W-We Are Responsible

A-Always Respectful

V-Very Safe

E-Excellent Attitude

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

P721R is a proud Parents As Art Partners School. The Center for Arts Education's Parents As Arts Partners program is a unique school-based arts education program that engages parents and families in hands-on, interactive arts education activities with their children. The program seeks to increase parent engagement and involvement in city public schools and in their child's education, creating shared, high quality arts experiences that align with classroom curriculum. Each Parents As Arts Partners program is unique and designed in collaboration with school personnel, teaching artists and parents.

The New Teacher Institute at P721R helps to make the first years of teaching as smooth as possible with available resources and experienced volunteer mentors. Mentors provide new teachers with strategies, tools and ongoing support to meet the challenges of their new careers. During full-day sessions multiple times throughout the school year, participants learn about classroom management, instructional techniques, inclusion, and best practice for communicating with students, parents and colleagues, technology tools and the school community at P721R. Goals for the 2015-2016 New Teacher Institute includes:

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

P721R also incorporates technology as a valuable resource using iPads, a Bluetooth switch and mounting systems to allow student to take photographs and participate in the photo class. Technological specialist Dan Tompkins and lead teacher Tom Gillen were invited to demonstrate the use of the iPads and the built-in accessibility options used with these students at the UFT, the District 75 Technology Showcase and also at an event at the Apple Store in SoHo sponsored by Arts in Education folks. Work facilitated with Travis was included in a presentation at a National Technology in Education Conference (Closing the Gap conference, by Liz Tierney).

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

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

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

75R721 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	388	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	48	# Music	19	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		87.1%
% Free Lunch	64.2%	% Reduced Lunch		2.1%
% Limited English Proficient	13.3%	% Students with Disabilities		100.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		21.5%
% Hispanic or Latino	26.1%	% Asian or Native Hawaiian/Pacific Islander		5.1%
% White	46.8%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	26.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)		12.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

In May, 2015, our school received a Quality Review with a rating of “well developed” in the following indicators, Instructional Core, School Culture and Systems for Improvement. An area of celebration for our school was within the instructional core, domain 1.2 of pedagogy. According to the report, our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time and highly effective partnerships to the school’s instructional goals so that instruction improves and students’ academic outcomes increase. The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment, harnessing the strengths of related service providers, interventions and technology. Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, support professional growth resulting in improved instruction. In English Language Arts (ELA), our schools instructional focus is academic vocabulary where students constantly build the transferable vocabulary they need to access appropriate texts. In math, our schools instructional focus is application where students are expected to use functional math skills and choose the appropriate concept to apply these learned skills. The Quality Review Report outlines our schools instructional focus as 2.2, aligning assessments to curriculum and the use of ongoing feedback to inform students of progress as well as next instructional steps.

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

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

Data centralization is the most effective and common way to integrate data on a central location. Data centralization leads to data consistency and better information sharing among cohorts, educators, sites and Districts. P721R has established an online database utilizing Google Drive to ensure all teachers and administrators have access to school-wide information regarding student IEP goals. The data is analyzed by teachers to determine student progress, strengths and utilized by cohorts to ensure effective planning to meet student IEP goals. We have the ability to map

different streams of data against each other, giving us the ability to further recognize correlations which will further inform us regarding next steps.

Part 2 – Annual Goal

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

By June 2016, students will demonstrate increased proficiency in ELA and Math skills by a 5% gain in skill mastery as measured by SANDI score from Fall 2015 baseline to Spring 2016.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Administration and lead teacher will provide trainings to official teachers for the implementation of the Student Assessment Needs Determination Inventory (SANDI).	Teachers, Administration	By Sept. 2015	Administration, Lead Teacher
2. Administration and lead teacher will provide trainings to official teachers for the implementation of the Formative Assessment of Standards Tasks (FAST).	Teachers, Administration	By November 2015	Administration, Lead Teacher
3. Administration will create a team of lead teachers to assemble monthly ELA and Math unit plans aligned to the Common Core Learning Standards. Teachers will then utilize unit plans to design differentiated instruction within PLC groups	Teachers, Students	Ongoing	Administration, All Teachers
4. Administration and PLC’s will analyze baseline SANDI assessments to determine gaps in student achievement. Within the PLC’s, ongoing progress-monitoring continues to be part of reaching our annual goal to note that our action plan is moving toward the anticipated trajectory . PLC teams continue to utilize designated protocols to analyze student	Students, Teacher PLC’s Administration	Ongoing	Administration, All Teachers

work in ELA and Math, assisting teachers in unit planning and pacing.

Part 4 – Budget and Resource Alignment

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

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

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

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

Part 5 – Progress Monitoring

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

By February 2016 the Standard Reports from the Student Annual Needs Determination Indicators Assessment will be analyzed by Professional Learning Communities to determine overall progression. The PLC data will then be reviewed to determine an increase of up to 3%, as well as, next steps by School Administration.

By February 2016, student report card scores (November-January) and IEP Progress reports will be analyzed in the area of Math to determine an overall progression of up to 3% and next steps by School Administration.

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.

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

P721R advocates for students to be in their Least Restrictive Environment (LRE) as outlined by the IDEA. The basis of LRE is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved in the greatest extent possible in an environment that is most conducive to their learning needs. In the 2014-2015 school year, P721R has experienced several positive fluctuations in the placement continuum for classroom ratios. During the 2014-2015 school year, the class ratio LRE is 2 12:1:1 students have been moved to 15:1 community schools in District 31, 2 12:1:1 to SETSS classes in inclusion, 4 6:1:1 to SETSS classes in inclusion and 2 12:1:4 to 12:1:1 classes. Related service reductions and terminations for the current school year are: Speech 5 terminations and 44 reductions, Occupational Therapy, 15 terminations and 36 reductions, Physical Therapy, 1 termination and 7 reductions, Counseling 8 terminations and 5 reductions, Vision 1 termination and 4 reductions, Hearing 1 reduction, 1:1 Para-Professionals, 1 Health Para and 1 Crisis Para eliminated. These statistics are a testament of the ability of P721R to work towards enabling students to gain independence. These progressive movements reflect P721R’s belief in continuously determining the appropriate setting for a student, while taking into account student’s strengths, weaknesses, and needs, and considering the educational benefits from placement in any particular educational setting.

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

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. The PBIS/UDL team will periodically meet to review behavioral data and implement the PBIS system to reduce maladaptive behaviors and promote coping mechanisms.	Teachers, Students,	Ongoing	Administrators, PBIS Team
2. Administration will require the use of formative/summative assessments.	Teachers, Students	Ongoing	Administrators, teachers
3. The school provides students with options to promote a healthy lifestyle so students can eliminate challenges and barriers to fulfill student potential in achieving behavioral success (HAP).	Teachers, Students	Ongoing	Administrators, teachers
4. Professional Development for staff on therapeutic crisis intervention to assisting teachers in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to students and staff.	Counselors, Administration, teachers, students	Ongoing	Administrators, teachers, Counselors

Part 4 – Budget and Resource Alignment

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

1. SANDI assessment funded by Central.
2. Attainment and Unique Curriculum, funded with NYS ALT ASSES CURR CW money

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

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

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

Part 5 – Progress Monitoring

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

By February 2016, the Building Response Team will conduct a comprehensive analysis of the OORS data in order to determine trends and/or any fluctuations in incidents. The data will then be reviewed by School Administration to determine a 3% decrease of maladaptive behaviors.

By February 2016, PBIS interventions (universal, targeted and intensive) for individual students will be analyzed by PLC teams in order to determine effectiveness or need for re-evaluation as measured by frequency. The data will then be reviewed by School Administration to determine a 3% decrease of maladaptive behaviors.

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.

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

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

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

Part 2 – Annual Goal

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, our school community will meet the educational needs of all students by improving teacher practice by creating a culture of professional collaboration as evidenced by a 5% increase in professional development opportunities as measured by monitoring an in-house staff sign-up for professional development workshops, as well as monitoring the District 75 professional development website, www.district75pd.org.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Related Service Providers work toward using the in class collaborative service delivery model. This model allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.</p>	<p>Related Service Providers, Teachers, Students</p>	<p>Ongoing</p>	<p>Related Service Providers, Administration, teachers</p>
<p>2. Administration will provide common planning time for Professional Learning Communities (PLC) based on class ratio, content area of teaching staff and consideration of homogenous grouping</p>	<p>Administration, Teachers, Students</p>	<p>Weekly PLC</p>	<p>Administration, Teachers, PLCs</p>
<p>3. PLC teams will build capacity through collaboration by sharing ideas and concepts as well as analyze data in relation to instruction. The goal is to improve teaching strategies and to improve instruction while gathering a cohesive set of evidence that will work towards informing instruction</p>	<p>Administration, Teachers PLCs, Students</p>	<p>Weekly PLC</p>	<p>Administration, PLCs</p>
<p>4. The PLCs will act as an inquiry team that investigates instructional impact monthly to determine student achievement, learning gaps and next steps.</p>	<p>Administration Teacher PLCs, Students</p>	<p>Monthly</p>	<p>Administration, PLCs</p>
<p>5. Administration will plan to visit the final New Teacher Institute workshop to note new teacher feedback</p>	<p>New Teacher Institute</p>	<p>June</p>	<p>Administration, NTI Lead</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 1. SANDI assessment funded by Central. 2. Attainment and Unique Curriculum, funded with NYS ALT ASSES CURR CW money 3. Achieve 3000 - INST MONEY (STATE OPERATING STANDARDS) 4. Get Ready to Learn funded with Tax Levy Money

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

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

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

Part 5 – Progress Monitoring

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

-By February 2016 Administration will review PLC sign in sheets notes and next steps completed within PLC meetings to ensure their effectiveness.

-By February 2016 Administration will find evidence during formal classroom observations that PLC teams effectively implement and develop strategies and instruction to raise student success.

-By February 2016 Administration will attend 5 monthly New Teacher Institute meetings.

-By February 2016 Administration will review the meeting notes of teachers and related service provider meetings to discuss the effectiveness of the in service model.

-By February 2016 Administration will monitor the online school based mentoring system to note staff interactions.

-By February 2016 Administration will oversee the PLC team during the inquiry process to determine PLC growth over the course of a 5 month period.

By February 2016, administration will conduct an analysis of teachers Initial Planning Conferences in comparison to their attendance in professional developments to determine if teachers are approaching their outlined professional responsibilities and goals.

- By February 2016, administration will measure the in-house professional development tracking system, as well as the District 75 professional development website, www.district75pd.org to determine 2% increase in staff professional development attendance

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.

From 2015 to 2016 there has been an increase in the number of fully licensed, permanent teachers assigned to our school. We have opened two new classes at our New Dorp High School site, 12:1:1 and a 6:1:1. Also, New Dorp has experienced a decrease in one 12:1:4 class. We have also opened an additional 12:1:1 class at 24 with augmentative communication. The number of tenured teachers with more than five years teaching experience also increased. The number of teachers with two years of experience or less has increased due to opening more classes at our sites. As a result, there has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have four school-based mentors, who mentor our new teachers across all Hungerford sites. In addition to 1:1 mentoring sessions, we have a New Teacher Institute, where the new teachers meet as a cohort all-day, every 4 weeks. We shaped the organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities. During September 2014, eight of our classroom teachers and two of our teachers of speech improvement completed probation to receive tenure. For the 2014-2015 school years Hungerford has had five teacher receive tenure. For our 2015-2016 school-year, we have one travel trainer teacher, six homeroom teachers, one APE teacher, one Assistant Principal, two speech teachers and two guidance counselors up for tenure.

To support our teachers as we begin to integrate new, more rigorous standards we want to ensure that teacher development focuses on supporting all teachers to meet the Common Core Learning Standards. In order to improve the instructional core across our classrooms by fostering teacher development, our school community is interested in deepening our comprehension of the framework for teaching. In 2014-15, as part of Advance, our school leaders continued to conduct frequent cycles of formative classroom observations and feedback, and professional development to support improved teacher practice. We want our teachers to know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice. Over the 2014-15 school year, all 8 components were rated during classroom observations.

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

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, 100% of classroom teachers will demonstrate professional growth in instructional strategies as measured by low-inference data collected using the evaluation and development system, Advance, compared to the summative MOTP scores recorded for the 2014/2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Communication of system policies and procedures to staff. Prioritization of observations, based on need, tenure status, or other relevant factors. First professional conversations (IPC's) around analysis of student work between teachers and school leaders. Scheduling of first semester observations as soon as initial planning conference is complete. First observations, feedback and next planning steps are provided for all teachers.</p>	<p>Teachers</p>	<p>By October 2015</p>	<p>Administration</p>
<p>2. November through December, 2014- First and/or second rounds of observations. Identification of trends in student work and student data. MOSL goal setting. Continued school visits with talent coach and network staff to provide support. Planning and conducting targeted PD for teachers, based on development needs identified through first round of observations. Administrative cabinet meetings to reflect on Advance implementation with support to make improvements in teachers' practices</p>	<p>Teachers</p>	<p>November through December 2015</p>	<p>Administration</p>
<p>3. January 2015 through April 2015- Fourth round of observations. Continued school visits with talent coach and network staff to provide support. Prepare for Spring MOSL assessments.</p>	<p>Teachers</p>	<p>January-April 2016</p>	<p>Administration</p>
<p>4. May 2015 through June 2015- Administrative cabinet evaluates teacher observations and artifacts submitted, reflect on the Advance process, and plan for the upcoming school year.</p>	<p>Teachers</p>	<p>January-April 2016</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

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

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

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

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

Part 5 – Progress Monitoring

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

-By October 2015 100% of lead teachers designated by the Principal and UFT Chapter Leader select Local Measures for teacher evaluations and submit recommendations to the principal.

-By October 2015 Administration will facilitate measures of teacher practice (MOTP) through the course of feedback and development of clear and next measurable steps together prior to the first observation for 100% of all teaching staff.

By February 2016, administration will conduct all mid-point evaluations and complete post-conferences by providing timely and constructive feedback 100% of teaching staff. The administration will analyze teachers in need of further assistance in the 4 components of evaluation: planning and preparation, classroom environment, instruction and professional responsibilities and provide them with individualized support accordingly.

-By February 2016 Administration will ensure that teachers are implementing strategies and plans effectively within their classroom by conducting a combination of both informal and formal classroom visits coupled with debrief and feedback for 100% of teaching staff.

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

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

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

Part 1 – Needs Assessment

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

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

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

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

The overall goal of our school is outlined by positive trends in research to increase parent involvement and relationships between students include be them: playing an active role in education and the decision-making process, receiving greater access to resources, effecting change in each other’s lives and community, feeling a part of a group and sense of belonging, experiencing hope and change perceptions by learning to think critically. The school seeks to establish ongoing training and support groups with interested parent parties and work towards increasing connections between families and their students. The Parent and Transition coordinator work collaboratively to facilitate school-based workshops to meet the parent’s needs. Our Parent Coordinator participates in District 75 Borough based workshops to increase our awareness of creating long-lasting and effective parents partnerships. The DO offers 4 PC meetings per year and the Office of Family & Community Engagement (FACE) also offers workshops for PCs. D75 topics include Creating a Welcoming Environment, transition, IEPs, SESIS, Health Care Options, and Bicultural Parent Engagement. From these partnerships, parents have expresses an interest in increased opportunities for their children to gain vocation and pre-vocational experiences from through work-study and work readiness programs. Our job developer and transition coordinator have reached out to the community to cultivate programs where our students are ensured these experiences. During the 2014-2015 school-year, our developers had secured a total of 32 work-site programs which involved 61 students participating in at least one activity per week. Currently, we have 107 students participating in 36 work-sites.

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, P721R will improve family and community engagement in all aspects of school life by increasing workshop presentations and work-study programs, 5% as compared to the numbers presented in school year 2014-15.

Part 3 – Action Plan

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 			
1. Parents are encouraged to actively participate on the School Leadership Team and/or Parent Association.	PA, Administration, Teachers	Sept.- Nov 2015	Administration, Parents
2. Host frequent parent workshops and conferences to inform families about their child's education	Parent Coordinator, Transition Coach, Administration, Parents	Sept.-June at least 4X	Parent Coordinator, Transition Coach, Administration, Parents
3. Increase parent's access to experts within the field.	Parent Coordinator, Transition Coach, Administration, Parents	Sept.2015- June 2016	Parent Coordinator, Transition Coach, Administration, Parents
4. Expand English as a second language, computer and financial literacy classes for parents in order to better support their child's education.	Parent Coordinator, Transition Coach, Administration, Parents, ELL Teachers	Jan.2016 - March 2016	Parent Coordinator, Transition Coach, Administration, Parents

Part 4 – Budget and Resource Alignment

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

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

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

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

Part 5 – Progress Monitoring

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

By September 2015 Initial PA and SLT Meeting will be held to determine composition of the team and outline school, parent and community goals.

-Administration will review agenda and minutes for PA and SLT Meetings monthly in which next steps are determined.

-By November 2015, the Transition Coach and Parent Coordinator will develop an outline for yearly workshops. Administration will then review workshop agendas to make certain that there is a 3% increase of meetings from the 2014-15 school year.

- Technology Specialist will update the school website biweekly to make certain that information is available to the family community. Administration will check-in with the technology specialists by Feb. 2016 to make certain that school events are updated with 100% accuracy.

-By February 2016, there will be an increase in parent participation in school events by 3% as evidenced by parent attendance.

-By February 2016 Administration will review data provided by the Job developer to determine that new work-study opportunities for our students are in place as evidenced by a 3% increase of such opportunities.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

		<ul style="list-style-type: none"> -Assistive Adaptive technology -ADL program -JARS 		
Science	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment 	<ul style="list-style-type: none"> - Attainment -Unique -HAP -E-Discovery learning -Structured Teaching -UDL -Picture exchange systems -Assistive Adaptive technology -JARS -Activity Works 	One to one, small group, whole group	-During the school day
Social Studies	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment 	<ul style="list-style-type: none"> - Attainment -Unique -Structured Teaching -UDL -Picture exchange systems -Assistive Adaptive technology -JARS 	One to one, small group, whole group	-During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment 	<ul style="list-style-type: none"> PBIS TCI BIP 	One to one, small group, whole 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Richard Hungerford</u>	DBN: <u>75R721</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

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

Our Title III instructional program will take place from 8:00 a.m. – 12:00 p.m. on five selected Saturdays and 9 a.m. - 1 p.m. on six selected Sundays from early January through March for a total of eleven (11) four-hour sessions. Each Sunday instruction session will be provided to two (2) groups of 12:1:1 students as well as their parents. One teacher will teach students in grades 7-9 and one teacher will teach students in grades 10-12. Our ELL students and their parents will be invited to direct instruction workshops including: journaling/free writing, hands-on craft lessons, playwriting/performance-based writing, culinary expression and poetry. During each workshop, students alongside their parents/guardians, will learn different aspects of writing to help craft their own work. Through the use of read aloud and/or choral reading poetry will become accessible to everyone involved. Parents will experience the "conversation" that writing and cooking creates, not only with their children, but also with the world around them. Poems, culinary dishes and hand crafts from an array of cultures will be represented. Our ENL teacher will conduct activities engaging our students through a variety of writing processes. Our ENL teacher and paraprofessionals will help make the activities more comprehensible by integrating technology, such as Ipads, Smartboards and laptop computers for parents and their children.

At the end of each workshop, staff members and parents will discuss ideas and instructions on how to

Part B: Direct Instruction Supplemental Program Information

reinforce these activities with their children at home. Using methodologies included in the writing process, parents, alongside their children, will gain first hand knowledge of the writing processes that their children are experiencing. Parents will be exposed to a variety of writing styles serving as models for their own writing. After the fifth 4-hour Sunday workshops, we will have a final celebration and exhibition of work. Families will come together to share their newly created writings and art works. It is our goal that students, teachers, paraprofessionals and parents will become more collaborative team members. Furthermore, such communication and professional dialogue between teachers, paraprofessionals and parents will increase the positive impact of instruction on student achievement. There will also be 5 Saturdays of 4 hours of direct instruction. The first two-hour group 8:00 am-10:00am will consist of 12 students in 7-9 grades, and the second two-hour group will consist of 12 students in grades 10-12 from 10:00 a.m.-12:00 p.m. Students will make collages, paintings, drawings and sculptures based on age- and grade-appropriate literary works. The direct instruction Saturdays will be developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts. Students' work will be displayed in the school, creating their very own art museum. Emphasis will be placed on differentiating instruction in, and through the arts, while learning activities will emphasize the use of academic language. Many of our students have severe language delays. Hence, both our teachers and paraprofessionals will use language-based instruction to help develop students' vocabulary and expressive language skills as the art projects are planned, taught and executed. The subject matter will be age- and grade-appropriate. The two paraprofessionals will assist the teachers in differentiating instruction according to students' needs. In summary, the ENL teacher will teach the Saturday sessions (20 hours) and both ENL and Spanish teachers will teach the Sunday (24 hours) sessions for a total of 44 hours of Title III instruction.

The Title III program will take place in the ENL classroom. The smartboard will be used to facilitate the lessons and students will use laptops to work independently. In addition, art supplies such as different types of paper, coloring media like paint, colored pencils, and markers will be used to make the students feel as full active participant.

Part C: Professional Development

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

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

Begin description here: _

Using Title III funding, our Title III team (which includes 1 ENL teacher and 1 Spanish teacher, 2 paraprofessionals and 1 administrator) will purchase two books to create our own Book Study Club. Professional Development will consist of six sessions on Sunday mornings from 7am-9am, commencing in early January, prior to the instructional program, and going through March. The Title III team members, each in turn, will present a chapter to their colleagues from Teaching English as a Second or Foreign Language, 4th edition by Marianne Celce-Murcia and Donna M. Brinton and will prepare discussion questions for the group, which will enable group members to brainstorm ways to execute the tenets of the book in the Title III instructional program. We will discuss the ENL methodologies and strategies taken from the text that will be utilized throughout our Title III program by the ENL teacher, Spanish teacher and paraprofessionals in their delivery of instruction.

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

The Title III Team will discuss and share innovative ideas and effective strategies and techniques in content area lessons related to our theme of "Tasty Tidbits of Poetry". The result of this sharing and

Part C: Professional Development

collaboration will be more effective teaching tools, as the ENL teacher takes this learning experience into the classrooms in which she provides ENL services. Discussions prompted by the book study will assist Title III staff in crafting instruction, which will make the poetry studied during the Title III program vivid to ELL students, and will assist students as they take part in visualizations of the poetry and plays introduced during the sessions. A written self-evaluation will be completed by each teacher after each lesson, and will be discussed at the following book club meeting. This will prompt further brainstorming to improve subsequent instruction using the concepts from the book presented at each PD session.

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

In addition to the parent orientation, parents will be invited to attend the 6 four-hour Sunday Title III sessions along with their children. The elements which will be worked on with both parents and students are: journaling/free writing, hands-on craft lessons, playwriting/performance-based writing, creating culinary dishes and poetry. During each workshop, students alongside their parents/guardians will learn different aspects of writing to help craft their own work. In this collaboration, parents and students, along with the Title III teachers will read poetry aloud, dictate their own poetic composition to the teacher, who will scribe students' and parents' poems, further validating their work and making poetry comprehensible to everyone involved. Parents will experience the "conversation" that writing and cooking creates, not only with their children, but also with the world around them. Poems, culinary delights and crafts from an array of cultures will be represented. The teachers and paraprofessionals will help make the activities more comprehensible by integrating technology, such as iPads and smartboards.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	<u>\$10,787.88</u>	<u>Direct Instruction: 1 Administrator X 11 sessions x 4 hours (SATURDAYS & SUNDAYS) x \$54.69/hr= \$2,406.36</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		<u>1 ENL Teacher @ 5 sessions x 4 hours (SATURDAYS) x \$53.28/hr = \$1065.6</u> <u>1 Paraprofessional @ 5 sessions x 4 hours (SATURDAYS) x \$30.69/hr= \$613.80</u> <u>1 ENL Teachers @ 6 sessions x 4 hours x 53.28 (SUNDAYS) = \$1278.72</u> <u>1 Spanish teacher @ 6 sessions x 4 hours x 53.28 (SUNDAYS) = \$1278.72</u> <u>2 Paraprofessional x 6 sessions x 4 hours (SUNDAYS) x \$30.69/hr = \$1473.12</u> PROFESSIONAL DEVELOPMENT: (BOOK STUDY CLUB) <u>1 ENL Teacher @ 12hrs ea. x \$53.28/hr= \$639.36</u> <u>1 Spanish Teacher @ 12 hrs ea. = \$53.28/hr= \$639.36</u> <u>2 Paraprofessionals @ 12 hrs ea= 24 hrs x \$30.69/hr= \$736.56</u> <u>1 Administrator @ 12 hrs x \$54.69= \$656.28</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	—	-
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	—	- <u>2 books for Book Club for PD for title III staff 2 X \$50.00=\$100.00</u> <u>\$162.12 - Arts supplies</u>
Educational Software (Object Code 199)	—	-
Travel	—	—
Other	<u>\$150.00</u>	<u>refreshments for parents</u>
TOTAL	<u>\$11,200.00</u>	—

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Staten Island	School Number 721
School Name The Richard H. Hungerford		

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 Dr. Mary McInerney	Assistant Principal Mike Pepe
Coach Lenora Gillerman	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rosaria Cangelosi	School Counselor Peter Adinolfi
Teacher/Subject Area Nancy Morales	Parent Maritza Sabato
Teacher/Subject Area Spanish	Parent Coordinator Janet Manalakis
Related-Service Provider Patricia DePass	Borough Field Support Center Staff Member
Superintendent Gary Hecht	Other (Name and Title) Sherma Williams , Para

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	394	Total number of ELLs	41	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	41
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	22

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL			7			12			22	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 14

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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							4	1	2	3	3	4	7	0
Chinese										1	1		1	0
Russian														0
Bengali														0
Urdu									1					0
Arabic													1	0
Haitian														0
French													2	0
Korean														0
Punjabi							1							0
Polish												1		0
Albanian							1						3	0
Other											2		2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							5	7	2	4	2	7	12	0
Emerging (Low Intermediate)										1			1	0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (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	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0	0	0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0		
Geography	0	0		
US History and Government	0	0		
LOTE	0	0		
Government	0	0		
Other _____	0	0		
Other _____	0	0		
NYSAA ELA	7	0		
NYSAA Mathematics	7	0		
NYSAA Social Studies	2	0		
NYSAA Science	4	0		

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
 P721R utilizes the Student Annual Needs Determination Inventory, a comprehensive classroom system for students with significant intellectual impairments that includes the SANDI-online Assessment. Steps to Success, developed by Riverside, CA County Office of Education, align assessment, access to grade level standards, and rigorous research-based instruction in order to specifically target individual student strengths and needs. The SANDI addresses student needs by providing an assessment tool to determine functional skill areas and the corresponding focus statements of the NYS Common Core Standards. The SANDI provides a basis to determine educational benefits related to the student's present levels of performance, progress on the Individual Education Program (IEP) goals and identification of educational needs. All goals are aligned to CCLS and provide our students with an entry point to access the CCLS in a way that is meaningful and functional for their individual needs. P721R administers SANDI twice a year (Fall and Spring). We also utilize Achieve3000. This program provides a web based, individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. There is one high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level. Keys to successful learning is using material that students find relevant and interesting while differentiating that content to meet each student's unique learner profile. The diversity of students in a class makes it difficult to both find content that motivates all students and present it at each student's point of entry. The use of a wide range of high-interest and current articles in Achieve3000 helps to ensure students will find something that engages their interest. The daily e-mail sets the stage for a learning experience that is designed to help every student maximize his or her potential by introducing the topic of the article using vocabulary and questions appropriate for their reading level. As we examine the results of the NYSESLAT we observed that 8 students made significant gains in listening, 9 students in speaking, and 7 students in reading. There were no significant gains in writing. Our NYSAA results summarized continued improvement with the students indicating that 7 students earned a 4 in Math, 7 earned a 4 in reading, 4 earned a 4 in science and 2 earned a 4 in Social Studies. We are planning to address writing and social studies having more enrichment activities in creative writing and global studies for the students and their families this school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The Spring 2015 NYSESLAT revealed that 98% of our ELLs participating in the assessment are at the Entering Level, 2% are at the Emerging Level. Results also reveal students are making gains in the reading, speaking and listening modalities of the exam as indicated previously. We did not have any students who participated in NYSITELL.

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

Teachers utilize the information gathered from these patterns to identify academic needs, develop IEP goals and plan instruction. While our students have severe cognitive deficits as determined by Committee on Special Education we have analyzed the results of the NYSESLAT between two consecutive years and although students have not advanced one proficiency level we have a number of students who have made significant progress in the proficiency level. Those figures were listed earlier in this document. While our school does not receive an AYP core from NYS, we do know that our students over 89.3% have made tremendous gains in their IEP goals, their report card grades and on NYSAA as well.

4. For each program, answer the following:

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

At this time our students do not participate in Periodic Assessments because our students have been determined to participate in alternate assessments only. Our students are making significant gains when we examine the report card grades and IEP mastery of 89.3% for our ELLs. The school leadership cabinet and the team have seen the increase in outcomes for our students with the on going employment of native speakers added to our staff. Parents are feeling comfortable coming and participating in more activities in school. The home language is used when communicating with the families and sending home all documents including the report card in the native language. The increase in outcomes may also be because the parents, by their participation in school, understand the homework and the remediation their child needs not only in school.

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](#).] Our school does not serve students in grades K-5. However, RTI approaches will be incorporated into the teaching strategies for students who have not made progress after 6 months.

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

Teachers provide differentiated instruction to ELL students with advice and guidance from the ELL teachers. They use the performance data from ELL students to assess the progress of their ELL students. Since our school uses a pull out model for some students the leadership of the school has allocated time for the ENL teacher and other teachers to plan curricular alignment for these students. This has also resulted in our push in program and we transition the students during the summer, since we are a 12 month school year program.

7. For dual language programs, answer the following:

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

Currently, our school only features ENL program.

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

Our program is evaluated by the progress made by in linguistic proficiency on State assessments (NYSESLAT, NYSAA). Our school does not receive an AYP report. However, the team analyzes the test history and scores of NYSESLAT and NYSAA. We also examine the outcomes of IEP goals and report card grades per quarter and summer school.

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 intake and identification process for students entitled as ELL is conducted in accordance with the "New York State - LEP Identification Process" as per CR Part 154. Every parent completes the Home Language Identification Survey (HLIS). We ask what language is spoken at home other than English. Any interview is conducted in the parents preferred language. If the student only

speaks English, the teacher stops the LEP Identification Process and a notation is made. The notation indicates that the student only speaks English and "NO" is entered on the OTELE code. When students are admitted, an informal oral interview in English and when necessary in the native language is conducted for each student whose HLQ and other background information indicate that he or she may be LEP/ELL. The informal interview gives a preliminary assessment of a student's understanding of, and ability to speak the English language. The informal interview is conducted by Rosaria Cangelosi or qualified pedagogue. If the student speaks another language, the teacher administers the NYSISTEL to determine eligibility. The Spanish NYSISTEL assessment is administered to Spanish-speaking students, who do not pass the NYSISTEL. The assessment is administered once a year. The teachers responsible for administering the NYSISTEL are Nancy Morales and Rosaria Cangelosi. Students whose native language is Spanish and who do not test out on the NYSISTEL are administered the Spanish NYSISTEL. The teacher Nancy Morales administers the Spanish NYSISTEL if needed. We make an attempt to administer during the same time period as the NYSISTEL. If the NYSISTEL indicates that the student is not proficient in English, the parents are invited to a meeting to discuss the English Language Learner (ELL) program options for their child. However, no child comes to our school without a referral from CSE and placement. Therefore, most children have an IEP indicating what they require for their language needs.

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).
Upon admission to our school, the Home Language Survey is completed by the parents. Parent is asked to indicate prior schooling for his/her child on the form. When the parent indicates that the child has attended an American school for less than 12 months and their child is two or more years below grade level in literacy in their home language and in math due to inconsistent or interrupted education before coming to the USA the initial SIFE determination is made by the team when there is an indication on the Home Language survey. We then follow with the oral interview questionnaire and for students who speak Spanish, Haitian Creole, Arabic, and dialect of Chinese or Bengali we administer the Literacy Evaluation for Newcomer SIFE. This is done within 30 days from the initial enrollment of the child. We would remove SIFE status if the ELL scores are at intermediate or higher on the NYSESLAT.
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).
A newly enrolled student with an IEP and Home Language Survey other than English will be referred to the LPT. The team will review the evidence of the students English proficiency and development. The team will then recommend that the student take or not take the NYSITELL. If the student takes the exam, it is to determine the ELL status of the student and the ELL Identification Process continues as with any student. When the team determines the child does not take the test, the LPT recommendation is sent to the Principal for review. The Principal will then either recommend the child to take the exam and follow the ELL Identification Process or not take the exam and send her recommendation to the Superintendent. Parent is notified of Principals and Superintendents decisions. This policy would only happen in the CSE had not done it before placing the child in a D. 75 school..
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.
For students in D. 75 schools this is done by the CSE..
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Since identification for all of our students is made by the CSE, the CSE sends the notice. However, if an identification is made by our team and the CSE did not make it a letter would be sent out to the parent informing them that their child is an ENL, what it means and their right to appeal. This would be for a student who has undergone the ELL Identification Process. The Re-Identification Process allows a parent, a school and even a student to request that the identification process be done a second time. This process must be completed in 10 school days of receipt of the written notice asking for it. However, if the letter is sent to the CSE, the process must be completed with 20 school calendar days.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In D. 75 , this process is done at the CSE..
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
In District 75, this process is done at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75, this process is done at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In District 75, this process is done at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of Entitlement Letters and Home Language Surveys are secured in the students file in record room at each of our school sites. plus a master file at the main site. Also copies of all documents are faxed into 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.

The ENL teachers take numerous steps to make sure that every child is given the opportunity to take the NYSESLAT. The ENL teachers cross reference ATS reports, such as: RLAT, REXH, and HISE so every student is accounted for. Also, the ENL teachers refer to the students' IEPs to make sure that all testing accommodations are considered. Parents and guardians are notified about the upcoming NYSESLAT through letters sent home in their native language and a follow –up call is done as well. The ENL teachers prepare the students throughout the year for the NYSESLAT exam by assisting them in developing their listening, writing, speaking and reading skills. When it comes to helping the students with the preparation for the NYSESLAT, the ENL teachers discuss the importance of the test for their academic advancement.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teachers will distribute the entitlement letters based on the results of the NYSESLAT. The coordinator prints and fills out the forms and then distributes these letters to the classroom to be sent home. During the school year, we offer one-on-one meetings at their convenience to follow up.

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).

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

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.

Currently our school features an ENL program only. The ENL program at the Hungerford School delivers English instruction to qualifying students using two different models: Integrated and a Free Standing model. The ENL teacher provides support and assists the ELL students in the content areas and with specific needs. Specifically, the ENL teacher helps students by facilitating small groups determined by the student's IEP classification in guided reading which is a component of the balanced literacy program. The Hungerford program is a pull out program for the students. However, we introduced a transition program this summer for students who have made gains on the results of the NYSESLAT and who have the same IEP class Classification.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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

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

ELLs at P721R are at the entering level of English language proficiency as determined by NYSESLAT. Students in grade 6, 7 and 8 are entitled to 360 units of ENL instruction, and students in grades 9-12 are entitled to 540 minutes of instruction at the high school level. Currently, ELL students are provided the minimum required minutes of ENL instruction in as much as this is possible. Our ELL students have a variety of disabilities on a severe and profound range including autism, cognitive, emotional, sensory and physical disabilities. They are instructed in 12:1:1, 12:1:4, and 6:1:1 ratios as determined by their IEP. All students participate in Alternate Assessments only. While there are 5 proficiency levels for the ELL student, for our students, 98% are at the entering level with 2% at the emerging level.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- For ELLs at P721R content area is provided as follows: Our NL teachers are continuing to infuse ENL instruction with content area materials. Our school follows the NYSAA ELA and Math Extensions and AGLIS for Social Studies and Math. The language of all instruction is English. ENL strategies include: The Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers). Content area instruction follows the NYS standards and Core Curricula for Content Area teaching (with the necessary modifications) in mathematics, science, and social studies and is aligned to Alternate Grade Level Indicators (AGLIs) in each content area. Particular focus is given to preparing students for competitive, supported, and sheltered employment and this is addressed through the NYS Career Development and Occupational Studies (CDOS) learning standards and alternate performance indicators (APIs). Job-skills, functional and literacy skills development are infused throughout all aspects of instruction, as are technology, multisensory and multicultural materials, all of which support the instruction of ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- The ENL program of the Hungerford School provides students with the language skills they need to participate successfully in their regular classes. To meet this goal, ENL instruction uses bilingual progressions which target the ENL and New York State Common Core Learning Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual special needs student. An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her academic setting. In response to state citation P721R provides ENL services to all ELL students as per their IEP.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- When we have a SIFE student or a newcomer present at our school, we employ specific instructional strategies to assist these students. These special needs students require an opportunity to acclimate to the school setting.
- The ENL teachers initiate "survival English" for everyday activities. Consultation is conducted with the classroom teachers for a coordinated approach and includes the classroom team of paras and related service providers. The classroom teachers also receive consultation from the ENL teachers regarding methodologies and strategies. ENL teachers emphasize relevant language used in the student's everyday life. Teachers, paras and related service providers are continuously encouraged to participate in the 10 hours of Jose P. training to enhance their knowledge and skill for teaching the ELL student.
- Our plan for ELL students in our school for less than three years is as follows:
- Focus on the development of academic and functional language
 - Students receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.
- Our plan for ELL students receiving service for 4-6 years is as follows:
- * Lesson plans address areas of weakness and authentic ENL learning experiences.
 - * Emphasis is placed on the development of discrete language skills and academic language proficiency.
- Our transitional plan for long-term ELLs is as follows: Students who have not mastered the New York State ESL standards will continue to have ENL instruction targeted to their needs, their progress closely monitored with assessment completed periodically.
- Students who no longer require Bilingual or ENL services according to IEP will be supported for one year with ENL services. At this time, we have no SIFE students. If and when we do, we will provide the same type of program that is being offered to our ELLs. In addition, we will add small group instruction and assign each student a buddy to assist during

the day.

7. 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.

The Principal is required to review the decision made between 6 and 12 months to ensure the students academic progress has not been adversely affected by the determination. If the Principal believes after consultation with the team, classroom staff and the parent that the student has been adversely affected, then the Principal must provide additional supports to the student. The Principal may also reverse the decision. If the Principal decides to reverse the decision, she must discuss with the superintendent. The Final Decision must be given in writing to the parent in the preferred language within 10 school calendar days.

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?

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

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

*Mayer Johnson Symbols

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

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

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

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

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

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

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

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

The materials used in our school are age appropriate for all of our students.

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 ELLs are invited to participate in the school's supplemental Saturday and Sunday Title III program. For the 2015-2016 school year new programs that we continue to implement are Unique Learning Curriculum, Achieve 3000, and Rosetta Stone. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase

Chart communication, socialization and language skills. According to Champions of Change: The Impact of the Arts on Learning (1999), seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:

- Reach students who are not otherwise being reached.
- Reach students in ways that they are not otherwise being reached
- Connect students to themselves and each other
- Transform the environment for learning
- Provide learning opportunities for the adults in the lives of young people
- Connect learning experiences to the world of real work. Our school does not have non-disabled peers for our students, nor ICT classes. However, students are encouraged to participate in community activities with their classes and/or their families. This will allow them to interact with other children.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <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*
Chart	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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

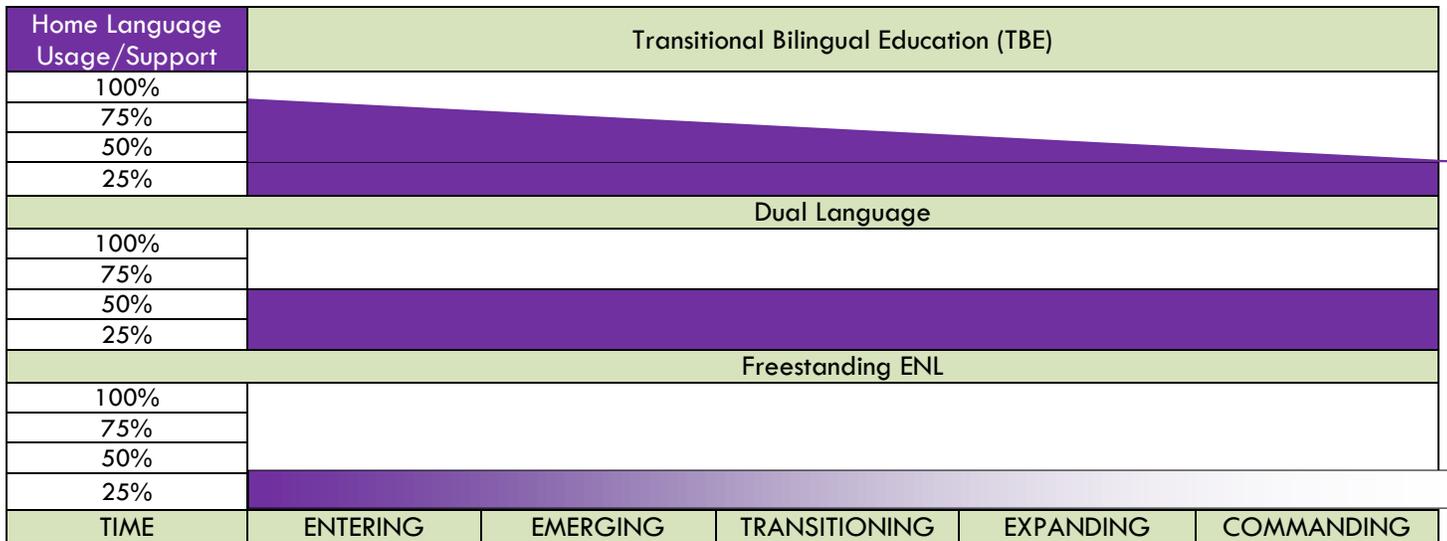


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Based on the ELA, mathematics, science, and social core curriculum, instruction will be focused on the areas in which ELL students demonstrate the greatest need for improvement as determined by their NYSESLAT scores, NYSAA scores and IEP goals. Additional opportunities will be provided for students to participate in scaffolded project-based learning, using rubrics (for self-regulation/to check work), multisensory and multicultural materials, through cooperative groups in the aforementioned areas of concern. Our school has many multi-lingual staff members who provide support to a student, when the child does not understand. Our school offers only a pull out and push in ENL program. However, students have alternate placement paras required by the IEP and they offer levels of support for the child. The specific interventions and curricular using age appropriate materials are listed in the previous question.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our plan for continuing transition support for ELLs reaching proficiency on the NYSESLAT is as follows:
*ELL students will receive ENL services for at least two years. Students will also continue to receive related service supports such as counseling and speech services in English. They will participate in after school and extracurricular programs at the school. Students receive their instruction from the ENL teacher in a pull out program and a push in program based on their classification and IEP goals. We know that the program is effective due to the improvement in the scores for students this past year. Also 89.3% of these students have mastered their IEP goals.
12. What new programs or improvements will be considered for the upcoming school year?
P721 does not currently have a new program for this school year.
13. What programs/services for ELLs will be discontinued and why?
P721 does not plan to discontinue any programs this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
To provide equal access , all ELLs are invited to participate in the school's supplemental Saturday and Sunday Title III program. For the 2015-2016 school year new programs that we continue to implement are Unique Learning Curriculum, Achieve 3000, and Rosetta Stone. The proposed Title III after school program involves performance poetry, visual arts, playwriting and drama to increase communication, socialization and language skills. According to Champions of Change: The Impact of the Arts on Learning (1999), seven major research studies provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. The studies reveal that the arts:
- Reach students who are not otherwise being reached.
 - Reach students in ways that they are not otherwise being reached
 - Connect students to themselves and each other
 - Transform the environment for learning
 - Provide learning opportunities for the adults in the lives of young people
 - Connect learning experiences to the world of real work
- In addition to the Title III program our students, in middle school, can participate in the Middle school After School Program. They are also invited to participate in Champs after school. This program is for our middle school and high school aged students. Students who participate are given transportation home from the after school program.
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.
Books and materials in the classrooms are adapted, age appropriate, reflect the heritage culture of students and are multisensory and bilingual. We continue to provide technology (i.e., Smart Board, AAC devices, Rosetta Stone Software,).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Under the direction of teachers, alternate placement paraprofessionals provide native-language support and cross-cultural connections for the 14 ELLs who are entitled to bilingual instructional services. Students with a classification of BIS receive the application of strategies and techniques such as the following: Tutoring, buddy, nurturing environment to facilitate language production and after school programs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELL students receive the services that are mandated by their Individualized Education Plan (IEP). These services may include speech, counseling, occupational and physical therapy, vision, hearing services as well as specific equipment. The IEP defines specifically the functioning level of the ELL as well as the chronological age. The services and strategies used, the modifications needed are listed on the IEP and adhered to. The team ensures that all needs are met for each child.

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).

For our students and their parents, we invite them to come in and meet the school staff and each other. We have multi lingual staff, paras, teachers and one school aide, available as well as the Parent Coordinator to meet and talk with the parents. The Principal and Assistant Principals greet the group and depending on the ages, there will be activities for the students to engage in, usually arts and crafts. The ENL teacher, the IEP coordinator and the Pupil Accounting Secretary are also involved. We order in pizza for the students and hope they make friends before school starts.

19. What language electives are offered to ELLs?

Currently our school does not offer any language electives to ELLS because of their IEP's. They are excluded from another foreign language.

20. For schools with dual language programs:

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

Currently our school only features ENL programs.

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.)
During the 2015-2016 school year, P721R'S professional development plan will include issues pertaining to the education of ELLs such as: the Bilingual Progressions, Balanced Literacy, the teaching of ENL through content areas. Presentations will also cover Alternate Assessment Methods for ELLs, the use of technology in ENL instruction, and the adaptation of ENL materials for the education of ELLs with severe disabilities. Teachers, paraprofessionals, administrators, and support staff participate in professional development activities such as small-group and individual professional development (PD) activities facilitated by the school-based coach, district-wide, and technical assistance and training on assessment (e.g., NYSAA) of ELLs with significant cognitive disabilities. Ongoing support is being provided by the District 75 Office of ELL. District 75 PD focuses on compliance issues as well as using technology and learning experiences. New staff will also attend the Jose P training offered by the district.
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?
Our professional development plan for teachers of ELLs include topic such as: Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching Across the Content Area and Memoir Writing. Teachers and paraprofessionals serving ELLs will be provided with this training. The teachers and paras along with the related service providers are encourage to use all materials that are provided with all students including the ELL so their proficiency will expand. Therefore, topics like Memoir Writing must be shared with the staff so they understand that beyond the writing expereince it is important in the global experience of the other students when shared by the ENL studet,
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The staff who work with our students are asked to participate in Jose P training. However, further training given by the school to related service providers and counselors include sesitivity training, multi-cultural awareness, and the urgent need to be cognicent of the parent and student feelings and the limited ways the ELL student may have in expressing his/her fear of the change. Guidance counslors have Pec symbols, bliss symbolics, pictures and mood meters to help them help the student who cannot speak English. They also have bilingual dictionaries for themselves and their students.
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.
Our teachers participate in District and Citywide Trianing. We keep copies of all registrations for the trainins and we also keep copies in the teachers personnel file of all certificate received for attending trianing. In addition, this year our ENL department will offer a day of training to our new teachers at our New Teacher Institute. They are offeing to each Professional Learning Community/Cohort of teachers 3 workshops in our school on language acquisition and intergrating language into content areas for English language learners. They will do a workshop for all staff on the laws specific to ELL students and to supporting them and their families in schools. They will explain our translation and interpetation policy as well. There will be two faculty conferences address the needs of the ELL learner. Agendas will be kept on file with the staff sign in attendance sheets.

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?
Parents are invited to meet with their child's classroom team and the ENL teacher. This invitation is separate to the annual IEP conference. All notices are sent home in the preferred language and an interpreter is provided to the parent upon request. Some parents prefer to bring a sibling of the child to do the translating. We offer these meetings to parents in December and July.
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.
Invitation letters are kept in the central file. This year we plan to also fax each letter into SESIS. We keep phone logs of outreach to all parents. Parents are expected to sign in for all meetings.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All related information and flyers will be translated to parents by our bilingual staff members. To ensure and increase parent involvement, once translated, information will be both mailed and sent home in book bags. In addition, our parent coordinator will use DOE Translators to make follow up phone calls to all parents whose children are eligible for these services. Our parent coordinator will host a formal meeting for ELL parents along with the Assistant Principal responsible for ESL who will present all aspects of our ESL program. The meeting will occur during the school day.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes we offer to provide translators for our parents when they visit agencies or attend a meeting regarding a topic for their child who attends our school. So if a non-English speaking parent attends a workshop on guardianship, goes to social security office to apply for SSI, etc. and they need a translator, our school will provide it so that our student benefits.
5. How do you evaluate the needs of the parents?
Our parent coordinator often distributes surveys to our families to determine the interests of the parents. These surveys help us gather information about what workshops would be most interesting and helpful to our families so we can provide them with the supports they need to ensure their children are successful in our school. This also strengthens our school community and the relationships formed benefit our students. We now have a multi-lingual staff representative of the global community we serve. This enables us to be able to communicate with parents and find out what other needs they may have.
6. How do your parental involvement activities address the needs of the parents?
At P721R, Administration, ENL teachers, The Parent Coordinator, The Transition teacher and Guidance counselors assist parents and guardians in understanding the culture of the school, the IEP, the services, the process a student goes through with their family to age into an adult agency, with recommendations that will help students' academic and linguistic progress. All notices are translated and mailed home and also backpacked. The parent coordinator in asking parents to complete a survey informs the team what specific groups of parents may be asking for. This, in turn, dictates the outreach to that parent. We know that we are effective in this area due to our NYCDOE parent survey.

D. Additional Information

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

School Name: <u>Richard H. Hungerford</u>		School DBN: <u>75R721</u>	
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)
Dr. Mary Mc Inerney	Principal		10/30/15
Michael Pepe	Assistant Principal		10/30/15
Janet Manolakos	Parent Coordinator		10/30/15
Rosaria Cangelosi	ENL/Bilingual Teacher		10/30/15
Maritza Sabato	Parent		10/30/15
Cliff Fugates	Teacher/Subject Area		10/30/15
Nancy Morales	Teacher/Subject Area		10/30/15
Lenora Gillerman	Coach		10/30/15
	Coach		
Peter Adinolfi	School Counselor		10/30/15
Gary Hecht	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
Patricia DePass	Other <u>Related Services</u>		10/30/15
Sherma Williams	Other <u>Para</u>		10/30/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75R721**

School Name: **The Richard Hungerford 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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

When students are admitted, we interview parents, if they come in for intake. We ask what language is spoken at home. If they do not come in we refer to child's IEP and home language survey to determine the language. We then ask parents about their comfort level with English. When we assess that the parent prefers notices in home language we make plans accordingly. There are several ATS reports that are run to determine translation and interpretation needs of the parents in our school. The RHLA and RPOB are run as needed to determine parents are provided with timely information in a language they can understand. For example, translated versions of report cards and progress reports are given to parents based on this information.

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.

Parents preferred languages of communication are Arabic, Urdu, Spanish, French, Chinese, Polish, Albanian, Fulani, Hindu, Mandarin, Vietnamese, Punjabis, and Cantonese. We use DOE Office of Translation Services to provide translation in the home language.

Part B: Creating a Communications Calendar

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

1. Monthly Newsletters
2. After school flyers
3. NYSESLAT Testing dates and Administration Letter
4. Parent-teacher Conference
5. ESL Orientation Meeting
6. Title III Orientation letter
7. Letter from Principal

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.

1. Parent Teacher Conference
2. ESL Orientation Meeting
3. Title III Orientation Meeting
4. Newly Intake Meeting

Part C: Providing Language Assistance Services

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

The school uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings,

etc. We use the DOE Office of Translation Services to provide us with the needed written translations. All fliers and newsletters are posted in required languages at the main site

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.

All related information and flyers will be translated to parents by our bilingual staff members. To ensure and increase parent involvement, once translated, information will be both mailed and sent home in book bags. In addition, our parent coordinator will use DOE Translators to make follow up phone calls to all parents whose children are eligible for these services. Parents will be informed monthly through the school newspaper about the service available. It will also be sent in home languages, when we ascertain the language. The school newspaper is mailed each month to the parents' home.

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

The school uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings, etc. We use the DOE Office of Translation Services to provide us with the needed written translations.

Part D: Training Staff on Policies and Procedures

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

At the beginning of the school year, the Language Access Coordinator makes multiples copies and distributes the language Identification Guide to staff. An internal email and letters are send to staff reminding them of the Language translation service.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

Our school will fulfill section VII of Chancellor's Regulations A-663 By posting at the main door and by the security desk a sign in each of the eight covered languages detailing where the main office is and how to obtain notification of their rights regarding timely translation and interpretation services. Parents will be informed monthly through the school newspaper about the service available. It will also be sent in home languages, when we ascertain the language. The school newspaper is mailed each month to the parents' home. Our Parent Coordinator turns to the Office of Translation Services for translation of our monthly newsletters. Our newsletter goes directly to the Office of Translation for all languages. For flyers, and PTA Conference Notices, our parent coordinator first goes to our in-house staff for translation. If our staff cannot translate the documents, then the Parent Coordinator sends the document to the Office of Translation. A Bill of Rights is sent to all ELL parents in their native language and is posted at all our sites. We have signage forms at the main site. 2014-2015 Citywide expectation and Common Core Learning Standards materials are available in all languages. The school uses official translated DOE documents when provided. We also use our alternate placement paraprofessionals and other staff, who are fluent in other languages to translate documents for parents. We also have arranged a parent outreach where one parent who is English dominant but speaks the home language of another provides translation. We ask the DOE for assistance when someone is coming who needs an interpreter when we do not have a staff member to translate. All efforts are reported in school newspaper to the entire school community. We also advertise in the paper translation service for translations at meetings, etc. We use the DOE Office of Translation Services to provide us with the needed written translations.

Part F: Monitoring and Quality Control

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

To gather feedback from parents on the quality and availability of services, the school primarily uses a parent survey.