



**P721X  
STEPHEN D. MCSWEENEY  
OCCUPATIONAL TRAINING CENTER**

**2009-2010  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 75/ X721/**

**FINAL CEP**

**ADDRESS: 2697 WESTCHESTER AVENUE, BRONX, NY 10461**

**TELEPHONE: 718-597-6404**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 721X SCHOOL NAME: Stephen D. Mc Sweeney

DISTRICT: 75 SSO NAME/NETWORK #: District 75

SCHOOL ADDRESS: 2697 Westchester Avenue Bronx, New York 10461

SCHOOL TELEPHONE: 718-597-6404 FAX: 718-829-5752

SCHOOL CONTACT PERSON: Jean Marie Chin EMAIL ADDRESS: Jchin2@schools.nyc.gov

<u>POSITION/TITLE: PRINCIPAL</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	Wanda Huertas <u>Wanda Huertas</u>
PRINCIPAL	Jean Marie Chin <u>Jean Marie Chin</u>
UFT CHAPTER LEADER	Benjamin Lorick <u>Benjamin Lorick</u>
PARENTS' ASSOCIATION PRESIDENT	Marcos Garcia <u>Marcos Garcia</u>
STUDENT REPRESENTATIVE (Required for high schools)	Jennifer Galarza <u>Jennifer Galarza</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	Bonnie Brown <u>Bonnie Brown</u>

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Jean Marie Chin	*Principal or Designee	<i>Jean Marie Chin</i>
Benjamin Lorick	*UFT Chapter Chairperson or Designee	<i>Benjamin Lorick</i>
Marcos Garcia	*PA/PTA President or Designated Co-President	<i>Marcos Garcia</i>
Not Title I	Title I Parent Representative (suggested, for Title I schools)	Not Title I school
Patricia Laureano	DC 37 Representative, if applicable	<i>Patricia Laureano</i>
Wanda Huertas	Counselor	<i>Wanda Huertas</i>
Patricia Marcillo	Teacher	<i>Patricia Marcillo</i>
Jennifer Galarza	Student Representative, if applicable	<i>Jennifer Galarza</i>
Maria De La Rosa	parent	<i>Maria De La Rosa</i>
Candida Mendoza	parent	<i>Candida Mendoza</i>
Angelo Nieves	Parent	<i>Angelo Nieves</i>
Lenn Sretching	Parent	<i>Lenn Sretching</i>
Amparo Reyes	Parent	<i>Amparo Reyes</i>

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The major accomplishment of P721X continues to provide students with 100% transitional services and positive post-secondary placements. The goal of P721X is to prepare students with severe disabilities for the world of work and a Least Restrictive Environment for learning in an all-inclusive setting.

Our school provides a vocational training program for non-diploma bound high school students for whom the acquisition of work and work-related skills are essential. The 721X students (98%) do not participate in standardized testing and the evaluation of performance is through an alternative data driven process, NYSAA and Brigance Assessment directly correlated to the implementation of a school-wide curriculum focused on functional academics, work-based learning, including mastery of skills needed to do a job.

The make-up of P721X Stephen D. Mc Sweeney School: the P21X Main-site, three Off-Site Schools and eleven Community Based Organization Work-Study Learning sites.

- The three Off-Site Schools are: Lehman High School Inclusion Program, P 368X and Monroe High School Annex. Each Off-Site School is supervised by an on-site Assistant Principal.
- The eleven full-time Work-Study Learning sites are housed in Community Based Organizations (CBO) located throughout the Bronx. There are (130) 24.7% full-time students providing volunteer services while experiencing real work skills becoming experienced and knowledgeable about the world of work, as well as internalizing self-determination skills.
- At the Main-Site, students are scheduled for Career Development Programs. There are seven in-house career development classes: The Newspaper Publishing program works directly with the Print Shop where a systematic and comprehensive learning approach to how "The News" is published; our Retail Shop with sales and purchases provides a strong foundation for Consumer Science and Family Living; both the Café and Culinary program work collaboratively to educate students in food preparation and food safety; the A-Team is the Augmentative Furniture Making Shop for students with special needs. To enhance the Arts, the two Art work-study programs are beautifying two of the school's CBOs with Art Murals, and the Theatre Program is geared towards theatre production for community presentations.

All students in all class ratio categories, including students in the autistic spectrum are involved in a work-study learning experiences. The diversity of the work-study learning sites and the school's Career Development Program provides a wide-range of opportunities for career exploration where students have input into their own future educational plans and career explorations.

The Principal's Vocational Rubrics provide a baseline of every student's present level of academic ability and work-readiness skills. From this profile, students are assessed for learning where educational performance are measured: identifying IEP goals and objectives, teaching essentials, academic intervention strategies and extra-curricula activities in order to improve social and communication skills.

P721X aggressively seeks external opportunities to support the school's instructional program. This school year, P721X has been fortunate in obtaining grant awards that have enhanced and supported the instructional vision of the school:

The P721X, NYS AHRC/VESID Model Transition Program (MTP) Grant is entering its third year of Transition Support. The Grant will end at the beginning of November, 2009. The MTP Grant targets disabled students who formally were not eligible for competitive and supportive employment when public education ended at 21 years of age. The Grant provides a comprehensive pre-employment job skills curriculum, preparing them for AHRC/VESID employment support when they graduate from public education. The AHRC/VESID partnership that was established will continue to support our students in the future.

This FECS After-School Program Award will provide two classes for students on the autism spectrum, a two and half hours, one day a week computer class with a focus on improving social and communication skills

In addition, the 721X school and The New York State OMRDD Employment Opportunities received the RFP Employment Initiative Grant. Ten students were identified for job training with a Job Coach and future competitive employment upon graduation.

The school will continue to be highly focused on seeking grants, improving student outcomes, increasing employment opportunities and using data to guide instruction.

**SECTION III – Cont'd****Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	P.S. X721 Stephen D. McSweeney			
<b>District:</b>	75	<b>DBN #:</b>	75X721	<b>School BEDS Code #:</b> 307500012721

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<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 checked="" 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	<input type="checkbox"/> Ungraded. Ele.		<input checked="" type="checkbox"/> Ungraded. Sec.	
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 1)	2007	2008	2009	(As of June 30 – % of days students attended)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		80.2	82.4	82.9		
Kindergarten	0	0	0	<b>Student Stability-% of Enrollment:</b>					
Grade 1	0	0	0	(% of Enrollment as of June 30)	2006-07	2007-08	2008-09		
Grade 2	0	0	0		89.8				
Grade 3	0	0	0	<b>Poverty Rate -%of Enrollment:</b>					
Grade 4	0	0	0	(As of October 1)	2006-07	2007-08	2008-09		
Grade 5	0	0	0		64.4	53.6			
Grade 6	7	2	4	<b>Students in Temporary Housing:</b>					
Grade 7	3	8	3	(Total Number as of June 30)	2006-07	2007-08	2008-09		
Grade 8	4	3	4		14	3			
Grade 9	5	2	61	<b>Recent Immigrants:</b>					
Grade 10	8	5	56	(Total Number as of October 1)	2006-07	2007-08	2008-09		
Grade 11	3	7	78		4	3	3		
Grade 12	115	11	320	<b>Suspensions: (OSYD Reporting) Total Number:</b>					
Ungraded Elementary	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Ungraded Secondary	367	420	515						
Total	512	458	526	Principal Suspensions	0	2	0		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) Total Number:</b>				
(October 1)	2007	2008	2009	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	512	458	526						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0						

DEMOGRAPHICS							
Number all others	0	0	0	Superintendent Suspensions	5	2	1
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2007	2008	2009
(October 1)	2007	2008	2009	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	26	28	36	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	45	2	12	<b>Number of Staff:</b>			
# ELLs with IEPs	62	47	51	(As of October 1; includes all full and part-time / e staff)	2007	2008	2009
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	78	72	82
				Number of Administrators and Other Professionals	4	4	4
<b>Overage Students:</b>							
(# entering students overage for grade as of October 1)	2007	2008	2009	Number of Educational Paraprofessionals	46	49	54
	60	53					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 1)	2006-07	2007-08	2008-09
% of Enrollment as of October 1	2007	2008	2009	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.0	0.9		Percent more than two years teaching in this school	76.9	87.5	81.7
Black or African American	42.6	38.4		Percent more than five years teaching anywhere	53.8	54.2	78
Hispanic or Latino	48.6	53.5					
Asian or Native Hawaiian/Other Pacific Isl.	3.1	3.3		Percent Masters Degree or higher	92.0	92.0	81.7
White	4.7	3.9		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.9	95.6	98.8.
Multi-racial							
Male	64.8	62.7					
Female	35.2	37.3					

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	✓	<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1			
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)				
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					
<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						
<b>Key: AYP Status</b>						
✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						
CHILDREN FIRST ACCOUNTABILITY SUMMARY						
<b>Progress Report Results – 2008-09</b>			<b>Quality Review Results – 2008-09</b>			
Overall Letter Grade			Overall Evaluation:			
Overall Score			Quality Statement Scores:			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Category Scores:		Quality Statement 1: Gather Data	<b>Well developed</b>
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	<b>proficient</b>
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	<b>proficient</b>
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	<b>proficient</b>
Additional Credit		Quality Statement 5: Monitor and Revise	<b>proficient</b>
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

#### **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Professional development provides multiple opportunities for continuous teacher growth and increases the achievements of students. The results of student achievements this past school year resulted from extensive professional development offered to all staff and its evidence of practice in the classroom and work-study sites. Effective professional development and peer support are embedded in the everyday life of professionals at 721X. We are a Collaborative Community Practice School and this philosophy generates the programmatic focus of student instruction and growth.

The school has sixteen new teachers; this is 19.5% of the teaching staff. The reduction of school allocation for substitute teacher coverage limits the number of opportunities for staff to attend outside professional development opportunities during the school day. The new teachers will be given in-house mentoring support from the in-house Coach and Guidance Counselor. The P721X in-house professional development plan will be expanded to support safe school management skills, with FBAs, SWIS data, OORs reporting, and positive behavior strategies. Professional Development will continue to be a collaborative team effort of the Principal, Assistant Principals, Lead Teachers, ELA and Math Coach. Teacher Cohort Groups will meet weekly during common prep time to collaborate, explore the use of Best Practices, discuss Differentiated Learning Strategies, update Student Data-Folios, implement the Principal's Vocational Rubrics, prepare for Annual Reviews, and establish individualized student IEP goals and objectives.

The AHRC/ VESID Model Transition Program Grant provide parent workshops to inform students and their families of the benefits of the MTP Grant and student employment opportunities. In many cases, parent fears and concerns are some of the major barriers to student transition to competitive and supportive employment. Data shows 13% refuse travel training and 18% show apathy in transitional support. The MTP grant provides monthly workshops for students and their parents to educate them on the benefits of transition to post secondary placements. The MTP grant will end on November 30, 2009 creating another major barrier to student transition. Without the funding to provide the after-school and Saturday workshops for students and parents, the workshops meetings will be conducted during the school day, limiting working parent support and participation in the student's transition processes.

This year the WAVE curriculum (Work, Achievement, Values and Employment) is the vocational curriculum being taught with the 2009 updated attachment.

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Two recommendations were made from the Quality Review for school improvement. The first recommendation is to improve daily data collection of student progress, to improve the monitoring of student performance and progress effectively. By November, 2009, the "NEXT" program will be piloted to ensure consistency of recorded information of student daily work. Six computer program seats were purchased through MTP funds. ABLENET will provide the professional development for the NEXT program beginning November, 2009.

The second area recommended was the increase of classroom observations by the assistant principals so they are better informed about the developmental needs of each teacher and can therefore focus their support to improve their practice. There is a need for more professional development in the area of Professional Teaching Standards and computer training in CAP, ATS, NYSTART, ARIS and Reporting Systems.

The 721X Inquiry Team Target outlined improve data collection and assessment for students with autism. The Inquiry Target Tool showed an improvement in the student target group of 15 students in their ability to initiate communication and decreased staff prompting over a variety of settings. Data indicated improved teacher instruction in PECS and student learning. 100% of the students identified for the Inquiry Focus showed some improvement in communication skills and decreased aggressive behaviors. The implementation for PECS communication is by on-going staff development for teachers and paraprofessionals. 100% of the classroom teachers trained in PECS instruction and data keeping had students that were the targeted group. The addition of the Monroe Annex adds six more classes with students with autism; a total of 22 classes. This is 39% of the school's organization and shows a major need for additional training in teaching students on the spectrum. In addition, more training is needed in the recording and data maintenance of PECS assessments and the "PECS Implementer Skills Review" document. There is also a need for parent workshops in PEC usage at home. The Inquiry Team will continue their work and the professional development for teachers using PECS at the Monroe Annex this school year.

The 2009-2010 school year indicated a significant increase of students in Least Restrictive Environments programs. The Lehman High School Inclusion Program shows a 16.6% student increase of students into inclusion. More paraprofessional support service is needed for continued success.

Our 2007-2008 attendance was the highest rate since the 2003-2004 school year and the fifth highest rate in thirteen years. Last year, the attendance of 80.5% was an increased to 82.43%. This year the attendance rate is 82.9%. This increase in attendance was due to improved data review and outreach by the Attendance Teacher, Attendance Coordinator, Parent Coordinator and Assistant Principal for Attendance. The school continues to use data (ATS, home contacts, guidance) to improve student attendance. There is a need for more ATS and CAP access training for the Assistant Principals.

School bus transportation continues to be another major concern for school attendance. Students on school bus transportation have limited opportunities for work-study placements. There are some work-study sites that only travel trained students can attend and this poses a problem of appropriate placements when students cannot travel independently.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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- |   |   |
|---|---|
| <b>Goal 1:<br/>To improve Transition<br/>Planning</b>                                       | To increase student movement to a least restrictive environment (LRE) of Vocational Education. By May 2010, the 721X Job Developer and Transition Coordinator through a set of coordinated activities of re-routing, parent workshops and cohort meetings will identify 10% of student body (50 students) for transition to full-time work-study programs and identify 35% (24 students) eighteen years old and older students, travel trained, ready for full-time employment to articulation to the Bronx Transition Center.  |
| <b>Goal 2:<br/>Implementation of the Santa<br/>Cruz Professional Teaching<br/>Standards</b> | As recommended in our 2008 Quality Review, we will improve the quality of pedagogical skills of teachers through communication and observation. 100% of classroom teachers will put into implement the Santa Cruz Professional Teaching Standards. By October 2009, a common Cohort meeting time will be built into teacher's schedules so that they can develop the processes of collaboration, observations, monitoring and evaluating the three (3) individual goals obtained from the teacher's self-assessments of the Santa Cruz Professional Teaching Standards for the 2009-2010 school year. |
| <b>Goal 3:<br/>To expand the use of<br/>Technology school-wide.</b>                         | For the 2009-2010 school year, 85% classroom teachers will expand the use of technology as an instructional tool school-wide, to increase student learning and their knowledge of technology as measured by the six project based learning activities completed by every student.   |

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

<b>Subject/Area (where relevant):</b>	<b>1. To improve transition planning for a Least Restrictive Environment.</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase student movement to a least restrictive environment (LRE) of Vocational Education. By May 2010, the 721X Job Developer and Transition Coordinator through a set of coordinated activities of re-routing, parent workshops and cohort meetings will identify 10% of student body (50 students) for transition to full-time work-study programs, and identify 35% (24 students) eighteen years old and older students, travel trained, ready for full-time employment to articulation to the Bronx Transition Center.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• by June, 2010 school year we will moved twenty (20) travel trained students eighteen (18) years of age and older to the Bronx Transition Center.</li> <li>• Thirty (17%) students will be identified and transitioned to work-study programs during the 2009-2010 school year.</li> <li>• The school will conduct ten (10) Parent and Travel Training Workshops on Transition during the 2009-2010 school year. First parent workshop on October 21, 2009 – Guardianship.</li> <li>• November, 2009, The “Next” program will be piloted to assess student work progress.</li> <li>• A parent survey will be done twice yearly to identify parent Transition interest and need.</li> <li>• The school’s Transition Team (Clinicians, Job Developer, Transition Coordinator, District 75 Travel Trainers) and/or Community Partners (AHRC, FECS, and VESID) scheduled monthly meetings for student transition planning.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• 2009, six seats on the “NEXT Program” were purchased to initiate the piloted program from the Model Transition Grant.</li> <li>• by October, 2009, The allocation of twelve (12) per session hours from the Model Transition Grant. The professional development by Abenet will outline the recording of student work performance with the NEXT Program.</li> <li>• The Tax Levy Money provided the materials for the print shop to make the WAVE (Work, Achievement, Vocation and Education) Curriculum for work-study programs.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Parent Survey reviewed and interest and need documented.</li> <li>• Data from Transition Meetings will include agendas and minutes.</li> <li>• Data from parent workshops will include flyer and agendas.</li> <li>• The school's Transition Team will conduct a monthly review of school-wide data (SWIS, FBAs, and Data-folios) to identify student readiness for travel training and movement to part and full-time Work-study Programs.</li> </ul>
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### SECTION VI: ACTION PLAN

<p><b>Subject/Area (where relevant):</b></p>	<p>2. Implementation of the Santa Cruz Professional Teaching Standards.</p>
<p><b>Annual Goal</b>  <b><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></b></p>	<p>As recommended in our 2008 Quality Review, we will improve the quality of pedagogical skills of teachers through communication and observation. 100% of classroom teachers will put into implement the Santa Cruz Professional Teaching Standards. By October 2009, a common Cohort meeting time will be built into teacher's schedules so that they can develop the processes of collaboration, observations, monitoring and evaluating the three (3) individual goals obtained from the teacher's self-assessments of the Santa Cruz Professional Teaching Standards for the 2009-2010 school year</p>
<p><b>Action Plan</b>  <b><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></b></p>	<ul style="list-style-type: none"> <li>• 100% of the classroom staff will participate in the Professional Teaching Standards (PTS) Initiative.</li> <li>• A written observation will be provided referencing their growth in one element in each of the three (3) Standards selected by June 2010.       <ol style="list-style-type: none"> <li>1. Engaging and supporting All Students in Learning.</li> <li>2. Developing As A Professional Educator.</li> <li>3. Assessing Student Learning.</li> </ol> </li> <li>• Administration will initiate and schedule one to one meetings with teachers to discuss individual student progress to strengthen and support classroom instruction throughout the school year.</li> <li>• A review of Individual Teacher Learning Plans will be discussed to identify evidence towards progress in achieving the identified goals of the PTS.</li> </ul> <p>By June 2010 all teachers will receive a formal written observation reflecting teachers' progress toward the achievement of the three (3) identified Professional Teaching Standards goals.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• November 4, 2009, 100% of all teachers will receive training on Professional Teaching Standards through scheduling and substitute teacher coverage.</li> <li>• The School base Coach and District Coaches will provide all new teachers 22% (16 teachers) with Mentoring Support as required for new teacher support.</li> <li>• Tax Levy Money will provide new materials and classroom supplies for new Monroe Annex.</li> <li>• The teacher's schedule will provide common prep time with members of the same program area (12:1:1; 8:1:1; 6:1:1; 12:1:4) to collaborate and offer peer support.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Completion of "Teacher Self-Assessment Summary" for each teacher: agendas, minutes and attendance at weekly Cohort Meetings.</li> <li>• Mentoring Data and scheduled PD provided to teachers.</li> <li>• Completion of Individual Learning Plan in consultation with Administration.</li> <li>• Dates of teacher meetings (May, 2010).</li> <li>• Dates of post-observation conferences (May, 2010).</li> </ul>

### SECTION VI: ACTION PLAN

<p><b>Subject/Area (where relevant):</b></p>	<p>3. To expand the use of technology as an instructional tool for school improvement</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the 2009-2010 school year, 85% classroom teachers will expand the use of technology as an instructional tool school-wide, to increase student learning and their knowledge of technology as measured by the six project based learning activities completed by every student.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teacher's Lesson Plans and student homework will integrate technology and computer based learning activities- A review of lesson plans are on-going during the 2009-2010 school year.</li> <li>• All class are schedules for Computer Lab Instruction at least weekly.</li> <li>• Ten Parent Workshops to improve computer skills and extending computer use at home.</li> <li>• Technology Coach Request Forms will provide computer tutoring and support to teachers.</li> <li>• Technology based classroom projects on Recycling, Arts, Math Literacy, Vocational Education, and District 75 Virtual World Initiative.</li> <li>• Work-study Programs can sign-out for lap-top usage for student instruction.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The school's Technology Coach will participate in the six (6) D75 Technology Liaison workshops and turnkey the information during the Chancellor's professional development days.</li> <li>• Tax Levy for substitute teacher for staff to attend District-based and school-based technology training and turnkey to information on Professional Development days.</li> <li>• Student computer projects, annual celebrations and D 75 Technology Fair a school-wide celebration.</li> <li>• Title III Supplementary Education will support the Parent Computer Workshops. Computer training will be offered to all school parents to support after school learning</li> <li>• Tax Levy Money will provide for staff coverage at training and travel. Rescheduling of teaching assignments provides some class coverage.</li> <li>• Technology allocations to update computers and upload software.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Observations and Lesson Plans with Administrative summary provided.</li> <li>• Teacher's attendance forms confirm participation at D75 Computer Workshops during school time.</li> <li>• Coach Logs, technology, literacy, PBIS, NYSAA, on teacher professional developments.</li> <li>• Technology Fairs, 721X and District 75, showcasing student technology skills with data use.</li> <li>• Attendance and sign-in at Parent Computer Workshops.</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS						
K			N/A	N/A	NYS MANDATE THAT AIS SERVICES INCLUDE ACADEMIC AND SOCIAL/NON-INSTRUCTIONAL SUPPORT SERVICES			
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	4	4	4	4	4	-	-	-
7	3	3	3	3	3	-	-	-
8	4	4	4	4	4	-	-	-
9	11	11	11	11	11	-	-	-
10	1	1	1	1	1	-	-	-
11	8	8	8	8	8	-	-	-
12	13	13	13	13	13	-	-	-

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Test Prep strategies, tiered assignments, graphic organizers, curriculum adaptations, accommodations for assignments, project tests, individualized student checklist. Test books.</li> <li>• Students are identified and scheduled for small group instruction, one to one tutoring; during and after school time.</li> <li>• Students identified for the Wilson program are in a small group provided with intensive Wilson instruction: decoding and practicing strategies to connect what they are learning and reading.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Students are identified and scheduled for small group instruction, individualized and one to one tutoring service is available and provided before, during and after school.</li> <li>• Strategies used include: tiered assignments, graphic organizers, curriculum adaptations test prep strategies, calculator techniques and use.</li> <li>• Accommodations for assignments, projects, test, individualized student checklist.</li> <li>• Teachers use computers to support AIS on-line: Frac-tac-toe, factor Bingo, Baseball Multiplication and beat the computer. Teacher made materials, Manipulative, flash cards and fractional puzzles.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Students are identified and scheduled for small group and/or individualized instruction, tutoring service provided before, during and after school. AIS include but not limited to: Helping students understand task by having students preview vocabulary and practice problems.</li> <li>• strategies used include: tiered assignments, graphic organizers, curriculum adaptations.</li> <li>• Accommodations for assignment, projects, test, individualized student checklist.</li> <li>• Extra lab-time use to create multiple versions of a lesson and practice problems.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Students are identified and scheduled for small group and/or individualized instruction, tutoring service available and provided before, during and after school.</li> <li>• Strategies used include: tiered assignments, graphic organizers, curriculum Adaptations, Multimedia use: (computers, newspapers, magazines, CDs and</li> </ul>

	<p>television).</p> <ul style="list-style-type: none"> <li>• Accommodations for assignments, projects, tests, individualized student checklist.</li> <li>• Small group learning to promote understanding through discourse in current events. Having students present and communicate alternate ways for self-questioning and self-monitoring what they know.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Small group and individualized counseling to all students at risk.</li> <li>• Service available during the school day.</li> <li>• Strategies for goal attainment: skills and strategies for study, communication, appropriate social interactions, coping with adolescence, high school counseling. Parent and student meetings for transition services for post secondary placements.</li> <li>• IEP Team meetings to discuss progress reports, targeted academic interventions and support of related service.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**  
*NCLB/SED requirement for all schools*

**Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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Form T III – a (1)(a)

**Grade Level(s)** Ungraded      **Number of Students to be Served:** 36 LEP

**Number of Teachers** 4

**Other Staff (Specify)** 1 bilingual Spanish Counselors, 4 bilingual Paraprofessional, 3 bilingual teachers, 1 technology teacher, 1 administrator

**INSTRUCTIONAL PROGRAM**

The P721X Stephen D. Mc Sweeny Occupational Training Center (P 721X-OTC) is an ungraded IEP mandated special education self contained high school for students with developmental disabilities with classifications such as Mental Retardation, Autism with Mental Retardation, Asperger’s Syndrome, Multiple Handicap, and Learning Disabled. The total student population is five hundred and twenty six (526).

From the total student population of five hundred and twenty six (526), 90 % (475 students) are English speakers and 10% (51 students) have been identified as English Language Learners (ELL). From the fifty one ELL students, thirty six (36) students are identified as in need of a bilingual educational program (including one student that is SAR). Fifteen students (15) are identified for English as a Second Language instructional program (ESL).

Certified bilingual teachers are serving all students mandated for bilingual instruction with the exception of four students. There are two students at the 721X@368X, who are in alternate placement and supported with a bilingual paraprofessional in the student’s home language. At the 721X@Lehman H.S. Inclusion Program, there is one mandated bilingual Spanish student in alternate placement supported with a bilingual Spanish paraprofessional. At the main-site, there is one mandated bilingual Bengali education student in alternate placement supported with a Bengali paraprofessional. Only fifteen (15) students are mandated for ESL and are being served by a certified ESL teacher.

Out of fifty-one (51) ELL students, 30% are recommended for ESL services, 15 students. Out of fifty-one (51) ELL students, 70% are recommended for Bilingual Education, the percentage of 36 students. The languages spoken in students’ households are the following: Albanian (3), Bangladesh (1), English (370), French (3), Fulani (1), Pakistani (1), Spanish (145), Urdu (1), and Vietnamese (1).

The total school student population age range is from thirteen (13) to twenty-one (21) years.

The class student-to- staff ratios are 12:1:1, 8:1:1 6:1:1 and 12:1:4.

As of October 1<sup>st</sup>, 2009 the student grade enrollment:

Four (4) students on grade 6

Four (4) students on grade 8

Sixty-one (61) students on grade 9

Fifty-six (56) students on grade 10

Seventy-eight (78) students on grade 11

Three hundred and twenty (320) students on grade 12.

**NYSESLAT:** 95% of the students at P721X are Alternate Assessment. 77 students were given the NYSESLAT last year. There were 33 students who scored on the beginner level, 32 in the high school and one middle school student. For the intermediate level there were 7 high school students. In the advanced level of the there was 2 middle school students, and 1 high school student. In total there were 43 students who received NYSESLAT grades, and the remaining students scored an INV because they are in alternate assessment and due to the limitations of their disabilities they were unable to complete the NYSESLAT. For the 43 students who received NYSESLAT score we will analysis the areas to determine where we should focus more of our instruction.

**LAB-R:** It was determined through a consultation with the SBST psychologist that the CSE attempts to administer the LAB-R upon admission. Many of the students with cognitive delays may do well on the listening and speaking but not the reading and writing and so they do not score in the proficient range. Our records indicate that we have LAB-R scores for 35 students who received a Y (beginner level)

**NYSAA:** Of the ELL students that participated in NYSAA during 2008-9 school year a review of their score show that most students received a 4 or 3 in the content areas being assessed. Students' level of academic progress in their native language is currently being addressed informally through teacher observation and formally through content area NYSAA in Spanish.

#### DESCRIPTION OF SUPPLEMENTAL SERVICES

The after school supplemental school instruction will provide ELL learners the opportunity to engage in a native language and English as a Second Language acquisition experience through a creative Family Living and Consumer Science Education Curriculum, using technology for research and as an instructional tool. The mission of the program is to connect, enrich and reinforce academics and vocational work study. The hands on learning activities during the afterschool program will provide students with the opportunities to be actively engaged in the areas of family finances, budgeting, mathematical data interpretation, problem solving, and mathematical reasoning in both languages: student's native language Spanish and English. The activities of family finance and budgeting practices will be taught prior to community trips and supermarket purchases.

The Supplemental Instructional Program will include a series of multicultural food preparation activities in which the final product will serve as an after school snack for parents and students. Furthermore, the students will learn how to use technology for instructional support in math and the computer for data assessment that will measure student progress and learning.

This will be the third year for after school program focused on Parent Engagement. The School Leadership Team has again approved the program. Information to parents will be disseminated by the bilingual classroom teachers, parent coordinators, and the guidance counselors using flyers with return receipts and telephone calls to the home in the student's home language .

The instructional curriculum planning guideline references to be used will be, but not limited to *the New York City Mathematic and Technology Performance Standards, the Syracuse Community-Referenced Curriculum Guide for Children with Moderate and Severe Disabilities, and the Attainment's: Money Station Curriculum for Independent Work*. For the instructional planning to focus on students Limited English Proficient learning needs, bilingual\ESL teachers, and math Technology coach will use Adrienne & Jordan (2008) third edition book: ***50 Strategies for Teaching Language Learners; the New York State Standards for ELL students, as well as The New York City and New York State Standards for Students with Disabilities.***

The Title III instructional supplementary plan will employ four certified teachers. Three teachers are licensed Spanish Bilingual Education teachers; with one dual licensed in both Spanish Bilingual Education and ESL; and one licensed in technology. The technology teacher is the 721X Technology Coach and will provide professional development and math/technology support to students, teachers, and paraprofessionals.

The three teachers will serve three (3) classes in a 12:1:1 instructional setting, 9<sup>th</sup> to 11<sup>th</sup> grade levels, using a team teaching approach connecting language development and technology. We anticipate a total of 36 Spanish speaking students to participate in the program. The 3 bilingual teachers, will serve three classes in the 12:1:1 setting. The three classes will consist of three groups, each group having one bilingual teacher and our technology teacher will co-teach and rotate among the groups. The bilingual and math/technology teacher will provide direct and indirect instructions to all students, using a differentiated instructional approach through small groups, large groups, and one to one instruction. There are four (4) paraprofessionals fluent in Spanish to support the classroom instruction as well as the parental component during the second hour of our program. Students at both the beginning and intermediate level of English language acquisition per NYSESLAT and or LAB-R. will participate in our program. The Spanish bilingual guidance counselor will offer student and parent support in the instructional processes for the duration of our Title III program.

The program schedule and duration will be for twelve (12) weeks. The program will be conducted on Thursday evenings, the beginning of February, 4<sup>th</sup> through May 2010. One day per week for two (2) hours from 5:00 p.m. to 7:00 p.m. One classroom hour is scheduled for Family

Living and Consumer Math Education, and the second hour is scheduled with parent engagement in computer research and computer applications along side their young adult.

The after school Supplemental instructional Program will provide ELL learners the opportunities to reinforce prior knowledge and engage in native language and ESL acquisition experiences; taught will be a creative Family Living and Consumer Math Curriculum that incorporates a multicultural Education approach, strengthening an understanding of native culture and other cultures around them; skills in mathematic and budgeting to support independent living skills, self-determination and decision-making skills; Learned applications of computers skills and its use will support school research, word processing for the instructional day, and recreational enjoyment at home. We are targeting students who have not shown progress in moving from the beginning level to intermediate level due to their cognitive delays. The mission of the program is to connect, enrich, and reinforce the vocational work study context of the s through The Parent Engagement Initiative. The hands- on learning activities learned from the Supplementary Instructional Program will provide students the opportunity to be actively engaged in learning the use of the English language and dialogue with parents learning together with their young adult, strengthening the home to school connection to the academic and vocational vision of the school.

Morrison, Ross, & Kemp (2007); Wehman (2006); and Owen (2001) present how a language learning experience is not a linear process but a developmental learning sequence from the lowest level of functioning to a level of expertise and success. Therefore, success and achievement for an individual with disabilities in the process of learning a second language is directly based on the school system ability and availability to provide a quality and equitable academic supplemental support that engages the school, home, and community. In Which Baca & Cervantes (2004) adds that on-going research has proven that student's natural development of language skills is also connected to the learner's natural development of language through real communicative context that motivates them to follow complex demands from the instructor. Understanding that the principle of language development and learning process is about: 1. conscious knowledge of a second language acquisition, 2. knowing the rules of a second language acquisition, 2. being aware of the rules, 4. being able to talk about how to apply the rules, and 5. the learners ability to learn how to monitor and edit their language expression input.

Consequently, P 721 X vision for Title III Supplemental Instructional Program for the year 2009-10 is focused in connecting students IEP's learning mandates to a series of curricula designed to serve young adults with developmental disabilities. The visualization of the instructional program and its accountability is significance in training young adult ELL learners to integrate into their community as competent productive individuals (Thorndike, 2005). The principles postulated to train students in a second language development through a Family Living and Consumer Math Education program incorporating technology; based on three second language acquit ion principles (Baca & Cervantes, 2004), 1. The conversation of academic language proficiency principle, 2. the linguistic interdependence principle, and 3. the additive bilingual environment principle.

According to Mowschenson & Weintraub (2009); and Wehman (2006) teaching Family Living Consumer Education through a math content model with the use of technology provides students the opportunity to work with hands-on work practices that can help ELL with special needs

escape the stigma often associated with the limitations of special education. Therefore, P 721 X Title III program understands that an important teaching and learning experiences for ELL special education students with profound disabilities should not be fully directed towards full academic and testing routine s, to mainstream into general education; but to develop a program that address integration into the school and community culture through the use of Vocational Academic and training. P721 X provides a transitional process, beginning at the age of 14 years old to 21 years old, and a vocational academic process that can lead to pursuing a career and job placement (Homes, 2000).

Indeed, addressing the needs of an ELL special education young adult with the use of bilingual instructional methods and or English as a Second Language instructional methods for a second language acquisition practice requires integrating the family into the community and school practices for students self confidence, reliance and independence parallel to family living practices, culture, costumes, and values (Wehman, 2006 and Hones, 2000.) To improve student motivation and self esteem and to avoid the misconception that student with disabilities cannot become bilingual. Educators will implement practices that will provide students the opportunity to do class work that is authentic to real life situations and with active participation with peers supported by family involvement and engagement. The P721X instructional approach will recognize that real second language acquisition for a developmentally disabled student is a learning function and an experience that must address the student's discrepancy between ability and achievement through the use of an instructional curriculum that are compromised of effective ways of learning for achievement (Baca & Cervantes, 2004)

The assessment method used to determine student progress and success in Family Living and Consumer Science Curriculum is teacher observation and parent input from the Parent Engagement Initiative. The two methods of measurement and evaluation used will be the students' self-assessment rubrics and teacher observation rating. Student and teacher conferencing with provide feedback to the students about their own growth and learning.

- The pre-test and post test Money Station curriculum worksheets will be used to supplement knowledge during the after school program, and reinforce day school classroom activities by directly measuring students skills achievement in the curriculum content (Kinney, 2007).
- Morrison, Ross, & Kemp, (2007) presents that the benefit of a pre-test and post test instructional and assessment strategy is that heightening of students' awareness of content by serving as learning cues to the instructional key points. These cues will help the learner identify and focus on the main ideas of the unit of instruction through a sampling of students' performance. It can also be used for IEP accountability measures. Student self-assessment skills will reinforce and strengthen student higher order thinking skills in all areas of learning.
- Another method of assessment will be a visual sample of student learning and hands-on work experience through the creation of a DVD on classroom activities. The DVD visual will show student learning performance that can be measured through student self-

assessments and its alignment to IEP goals and objectives. The hands-on Learning experience is tied to the Vocational learning focus of the school. The DVD Exit Project will be generated with the support of parents and students, and will be displayed during the programs culminating celebration.

- In sum, teachers will use a scientific reference book written by Burke, k. (2009) "How to Assess Authentic Learning (Third Edition)" in order to evaluate their instructional decisions making. Most importantly, Burke, K. (1999) explains that teachers gathering of data for analysis will assist not only in the measurement of students' accomplishments but in communicating thoughtfully to parent's students' achievements and progress.

## **II. DESCRIPTION OF PARENT AND COMMUNITY INVOLVEMENT**

The fifty-one parents of ELL students will be contacted directly by the P721X staff: Assistant Principal, Guidance Counselor, Parent Coordinator, Classroom Teachers, and Paraprofessionals. The bilingual Guidance Counselor will be the point-person receiving and contacting parents about the after-school Supplemental Education Program. The communication methods to be used will include bilingual memos and telephone calls.

The Title III program at P 721X will honor parental involvement through a Parent Engagement Initiative. A series of technology instructional activities will be designed for both students and parents that will give them the opportunity to learn together; to access English as a Second Language experiences through the development of planned activities and lessons taken from the Family Living and Consumers Science standards and Attainment's Money Station curriculum. Within the Title III program, parents will be encouraged to participate of all six professional development sessions presented to Title III staff. Parent participation is encouraged to engage parents and have them fully integrated into the development of the Title III instructional planning. The Parent Engagement Initiative is for parents to understand the transitional processes from classroom learning to work-study opportunities. In addition, supporting parents on how to advocate for their child and formulate important concepts on second language acquisition with hands-on learning activities is through the teaching and learning interactions (Owen, 2001). Parents will specifically be introduced to topics that will teach them how they can focus (in conjunction with educators) on preparing bilingual and ESL students to acquire academic success through dialogical processes within a community or any societal institution that will provide them academic, vocational and career learning opportunities (Hones, 2000).

Due to nature of our students cognitive and social emotional management needs, P721X will provide students and parents a metro card in order for them to participate in the supplemental after school program. We anticipate 30 parents will participate in the supplemental afterschool program. We will host our parent orientation on Feb 3, 2010 from 3:30-4:30 pm. Ms. Huertas the bilingual Spanish Counselor and Ms. Green the Assistant Principal will conduct the orientation on Parental support. The Supplemental program will be on-going through parent invitations to the professional development workshops given to teachers, student Annual Reviews, P 721 X monthly School Leadership Team meetings, Parent Association Executive Board meetings, and monthly Transition workshops.

In addition, the 12 days of the Supplemental Education Program incorporates a Parent Engagement Initiative, in which outreach and orientation to parents will be a crucial part. The ELL afterschool program will have a school wide culminating celebration and awards ceremony

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for students and parents. Moreover, all parents involved in the Supplemental Education Program will be invited to participate in the seven days, one hour professional development workshops with the classroom staff. The ELL Parent Engagement Initiative will have translation and interpretation translations services for all parents from the bilingual professional staff. All Title III notices will be written in the students' native language and in English. Bilingual students with language other than Spanish will be directly contacted by staff in the students' home language.

**III. DESCRIPTION OF PROFESSIONAL DEVELOPMENT**

The professional development will be conducted once a week, in a seven weeks schedule, the first week we will hold our Parent Orientation. During staff development, teacher will receive instructional materials. The parent orientation and the professional developments will be held Wednesdays. The curriculum design and instructional plans will be presented and reviewed. The Community Based activities, classroom workshops and computer laboratory will be scheduled.

**P 721 X: ELL- AFTER SCHOOL SEVEN WEEKS STAFF DEVELOPMENT PROGRAM FOR 2009-10**

Workshop 7 weeks	Topic	Procedural Activities	Goals
1. 02/03/2010 3: 30-4:30 pm Ms. Green Ms. Huertas	Parent and student orientation to the Supplemental Education Program and to Professional Development participation.	Introduction to classroom teachers and discussion on to parent engagement initiative. Discussion on goals and objectives for the Supplemental Education Program, IEP Goals and Objectives and on-going Transition support services given by the school.	Parent participation in their young adult learning process and transition services. A closer connection from the home to school.
2. 02/10/2010 3:30-4:30 pm Ms. Green Ms. Marcillo Ms. Huertas	Connecting Language Acquisition to the Real World	Introduction to the instructional method REALIA. Discussion of REALIA teaching strategies implementation as an approach to connect second language acquisition to the real world.	The professional staff and parents will learn how to plan lesson interventions with the use of REALIA as a teaching and learning strategy for ELL students to learn how to apply academic knowledge to the real world.

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<p>3. 02/24/2010 3:30-4:30 pm Ms. Green Ms. Long</p>	<p>Language Experience Approach: Building an Experience to Create a Written Account</p>	<p>Introduction and discussion on how teachers can use paraprofessional support for ELL students to learn how to communicate through verbal and written expressions as an account of learning experiences in the classroom and community. Hands on work presentation on learning how to design an outline to be used for as a DVD assessment model of student's academic progress.</p>	<p>The professional staff will learn how to plan instructional activities based on writing lessons of community experiences using the Money Station Curriculum, and the <i>Syracuse Community-Referenced Curriculum Guide for Children with Moderate and Severe Disabilities</i>.</p>
<p>4. 03/03/2010 3:30-4:30 pm Ms. Green Mr. Kohler Ms. Huertas</p>	<p>Attribute Charting: Organizing Information to support Understanding</p>	<p>Discussion on how specific learning strategies for ELL students with developmental disabilities can help students acquire academic knowledge. Review and explain how the purpose of meta-cognitive strategies, cognitive strategies, and social effective strategies can support student's academic success.</p>	<p>The professional staff with parental support will design three different lessons for ELL students with developmental disabilities using a meta-cognitive learning strategy, cognitive learning strategy and social affective learning strategies models. The lesson plans will focus on how each strategy can support students learning in a multi-linguistic and multi-cultural society.</p>
<p>5. 3/10/2010 3:30-4:30 pm Ms. Green Ms. Encarnacion Ms. Huertas</p>	<p>Learning Strategy Instruction: Acquiring Self Help Skills</p>	<p>Discussions on how to integrate two different curriculum models: Money Station Curriculum, and the and the <i>Syracuse Community-Referenced Curriculum Guide for Children with Moderate and Severe Disabilities, for</i> teachers to plan individualized instructional strategies and techniques that can support ELL students to use English for personal expression and social enjoyment at school and work study communicative competence.</p>	<p>With the use of the Money Station Curriculum, and the and the <i>Syracuse Community-Referenced Curriculum Guide for Children with Moderate and Severe Disabilities, the</i> professional staff will develop a lesson plan example on how teachers can focus on teaching ELL students use English to interact in the classroom and at a work study experience according to audience, purpose, and environmental setting.</p>

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<p>6. 03/17/2010 3:30-4:30 pm  Ms. Green  Ms. Huertas</p>	<p>Dictoglos: A Strategy for Improving Listening and Oral Communication Skills</p>	<p>Introduction on how students can use dictoglos to improve oral communication skills. A discussion on how teachers can assist students and parents to learn how to construct and apply academic and vocational knowledge with the use of technology.</p>	<p>The professional staff will design as a group four dictoglos application examples that can help ELL students use appropriate learning strategies to extend their socio-linguistic and cultural competence in their native language and second language. Student will apply their knowledge by listing words to word processing for word walls with parent involvement with computer input.</p>
<p>7. 03/24/2010 3:30-4:30 pm  Ms. Green  Ms. Marcillo  Ms. Long</p>	<p>How to Assess Authentic Learning: Through interviews and conferences visual models and the use of Meta-Cognitive Reflection</p>	<p>What is Meta-Cognitive Reflection? The use of awareness as a critical thinking process. How can interview and conferences visual assessment models measure student's achievement? How can we use technology for daily assessment of student's progress?</p>	<p>The professional staff will learn how to develop instructional materials for a topic that will presented in the Family Living and Consumers Education DVD. The DVD will be used to present parent engagement, student's academic progress and success as an accountability measure.</p>

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References:

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Form TIII – a (1) (b)  
 Title III LEP Program  
 School Building Budget Summary

CODE/BUDGET CATEGORY <b>TOTAL \$17,380.00</b>	EXPLANATION OF EXPENDITURES IN THIS CATEGORY(as it relates to the program narrative for this Title)
<u>Professional Salaries total \$ 14,011.88</u>	<p><u>INSTRUCTIONAL AFTER SCHOOL PROGRAM</u></p> <p>1 supervisor 1 day a week x 2.hrs x 12 weeks (\$52.21) = \$1,253.04</p> <p>4 teachers 1 day a week x 2 hrs x 12 weeks(\$49.89 ) = \$4,789.44</p> <p>4 paras 1 day a week x 2 hrs x 12 weeks (\$28.98) = \$ 2,782.08</p> <p>1 school counselor 1 day a week x 3 hrs x 12 weeks \$53.63) = \$ 1,930.68</p> <p><u>PROFESSIONAL DEVELOPMENT with PARENT INVOLVEMENT</u></p> <p>1 supervisor 1 day x 1hr x 7 weeks (\$52.21) = \$ 365.47</p> <p>4 teachers 1 day x 1hr x 7 weeks (\$49.89) = \$1,396.92</p> <p>4 paras 1 day a week x 1 hr x 7 weeks(\$28.98) = \$ 811.44</p> <p>1 school counselor 1 day a week x 1 hr x 7 weeks ( \$53.63) = \$ 375.41</p> <p>1 secretary X 10 hrs(\$30.74) = \$ 307.40</p>
Supplies and Materials \$ 1748.12	<p><u>Professional Development</u></p> <p>ISBN-1-57517-151-1 teacher training books 10 x \$28.75= \$287.50</p> <p><u>Supplemental Instruction</u></p> <p>Computer ink cartridges 2 x \$70.00= \$140.00</p> <p>mailing to the home \$ 70.00</p>

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CODE/BUDGET CATEGORY <b>TOTAL \$17,380.00</b>	EXPLANATION OF EXPENDITURES IN THIS CATEGORY(as it relates to the program narrative for this Title)
	<u>Parental Component</u> Family and Consumer Education materials \$ 585.44 Culminating school-wide celebration and awards recognition \$665.18
Travel Expense \$1,620.00	60 metro cards (30 parents/30 students) x 12 weeks x \$2.25= \$1620.00
<b>TOTAL</b>	<b>\$17380.00</b>

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**  
**REQUIREMENT UNDER CHANCELLOR'S REGULATIONS – FOR ALL SCHOOLS**

GOAL: TO COMMUNICATE WHENEVER FEASIBLE WITH NON-ENGLISH SPEAKING PARENTS IN THEIR HOME LANGUAGE IN ORDER TO SUPPORT SHARED PARENT-SCHOOL ACCOUNTABILITY, PARENT ACCESS TO INFORMATION ABOUT THEIR CHILDREN'S EDUCATIONAL OPTIONS, AND PARENTS' CAPACITY TO IMPROVE THEIR CHILDREN'S ACHIEVEMENT.

**PART A: NEEDS ASSESSMENT FINDINGS**

DESCRIBE THE DATA AND METHODOLOGIES USED TO ASSESS YOUR SCHOOL'S WRITTEN TRANSLATION AND ORAL INTERPRETATION NEEDS TO ENSURE THAT ALL PARENTS ARE PROVIDED WITH APPROPRIATE AND TIMELY INFORMATION IN A LANGUAGE THEY CAN UNDERSTAND.

During the intake process the parents are interviewed by a bilingual teacher, bilingual paraprofessional or bilingual guidance counselor to determine the parent's translation and interpretation needs. In addition, we use ATS, CAP and the student's IEP to determine the home language.

SUMMARIZE THE MAJOR FINDINGS OF YOUR SCHOOL'S WRITTEN TRANSLATION AND ORAL INTERPRETATION NEEDS. DESCRIBE HOW THE FINDINGS WERE REPORTED TO THE SCHOOL COMMUNITY.

From our findings, the languages that primarily require written translation and interpretation are Spanish, Urdu and Bengali. We currently have but could use more translation and interpretation assistance for 100 Spanish speaking ELL parents, 1 Urdu speaking ELL parent(s) and 1 Bengali speaking parent(s). After the intake process and determining a parent's translation and interpretation needs, the bilingual guidance counselors meets with other related services providers, teachers and staff and notifies them of the translation and interpretation needs of each ELL parent.

**PART B: STRATEGIES AND ACTIVITIES**

DESCRIBE THE WRITTEN TRANSLATION SERVICES THE SCHOOL WILL PROVIDE, AND HOW THEY WILL MEET IDENTIFIED NEEDS INDICATED IN PART A. INCLUDE PROCEDURES TO ENSURE TIMELY PROVISION OF TRANSLATED DOCUMENTS TO PARENTS DETERMINED TO BE IN NEED OF LANGUAGE ASSISTANCE SERVICES. INDICATE WHETHER WRITTEN TRANSLATION SERVICES WILL BE PROVIDED BY AN OUTSIDE VENDOR, OR IN-HOUSE BY SCHOOL STAFF OR PARENT VOLUNTEERS.

All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, a bilingual

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staff member who speaks that language will translate if it is a large document. For smaller documents, the staff member will call the home and provide interpretation services. All Spanish translation is done by the Spanish Bilingual teachers. Staff skills are utilized to translate all documents including, letters notifications of meetings, calendars, permission slips and general announcements, invitation to special events, posters and school mailings.

For all other languages, the school informs parents on school activities with direct contact by telephone by the Alternate Placement Paraprofessional . Many times, school notices are lost or misplaced by students. To have parent directly involved with the school, direct communication by telephone and school meetings in the language of the home are the most effective. All written translations are provided by the bilingual staff: school pupil accounting secretary, parent coordinator, counselors, teachers, paraprofessionals and school aides.

DESCRIBE THE ORAL INTERPRETATION SERVICES THE SCHOOL WILL PROVIDE, AND HOW THEY WILL MEET IDENTIFIED NEEDS INDICATED IN PART A. INDICATE WHETHER ORAL INTERPRETATION SERVICES WILL BE PROVIDED BY AN OUTSIDE CONTRACTOR, OR IN-HOUSE BY SCHOOL STAFF OR PARENT VOLUNTEERS.

Oral interpretation services are provided by in-house school staff. The parent coordinator, bilingual teachers, bilingual paraprofessionals, bilingual guidance counselors call parents of ELLs at home by provide bilingual interpretation support to relay school related activities, and information to parents. They are available during Job Development meetings to inform parents of work study placements and receive their approval allowing the student to work. They are also available during Parent Association meetings, after school and special school events.

DESCRIBE HOW THE SCHOOL WILL FULFILL SECTION VII OF CHANCELLOR'S REGULATIONS A-663 REGARDING PARENTAL NOTIFICATION REQUIREMENTS FOR TRANSLATION AND INTERPRETATION SERVICES. NOTE: THE FULL TEXT OF CHANCELLOR'S REGULATIONS A-663 (TRANSLATIONS) IS AVAILABLE VIA THE FOLLOWING LINK: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

There is a parental bulletin board in the main hall of the school that provides bilingual notification of general school activities, events in the community and neighborhood resources. Timely notifications, translation and interpretation services are available in health, safety, legal or disciplinary matters, entitlements, permission slips and consent forms. Interpretation notice signs offering language interpretation and translation are posted at the main entrance across from the security desk. Parent's Bill of Rights is made available to parents as needed in their language. If there is a parent who speaks a language that we are unable to accommodate, we contact the DOE's Translation and Interpretation Unit. School activities and District initiatives are offered to all students and their families with translation and interpretation services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**NOT APPLICABLE**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009\_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program\_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified\_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

**NOT APPLICABLE**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

\_\_\_\_\_  
<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).**

*All SURRE schools must complete this appendix.*

**NOT APPLICABLE**

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *All students should have the opportunity, even students with multiple disabilities, a chance to achieve the NYS Learning Standards. Not all NYS Learning Standards are appropriate for all students with disabilities, but there are alternate standards that can be met with intensive instruction, individualized modifications and adaptations to the curriculum. Special Education on the secondary level for students with severe disabilities is focused more on the integration of Career Development and Occupational Studies with ELA/Math Alternate Performance Indicators. A modified New York State CTE Curriculum is appropriate for special needs students ages 14-21 years of age. ELL support is imbedding in the vocational education planning of ELL students and IEP mandates.*

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *District 75 has been instrumental in providing professional development and coach support to 721X and the ELL teachers. Support in instructional strategies and identification of ELL SWDs students is on-going in District 75 and 721X. IEP educational goals and objectives are linked to the NYS Learning Standards. The Alternate Performance Indicators are task developed which measure what students can do, as a result from what was learned/performed from instruction and experience. Students who are NYSAA students are given the opportunity and the support to experience real work and career exploration as outlined in Career Development and Occupational Studies(CDOS).*

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- *There are multiple variables that need additional support from Central. No one disabled student has the same learning need as the other. The special education teaching staff modifies all instructional materials to meet the need of SWDs. More professional development and support for teachers are needed in this area. There is no scheduled professional development days for teachers except the Chancellor's Conference Days and this is not enough. The school has scheduling common planning time for teachers to*

*collaborate and offer peer support in curriculum development and instruction. There is a need for more time and allocation for coverage to address effective curriculum and instruction for high school age Students With Disabilities (SWDs).*

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

- 1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
- *Not all NYS Learning Standards are appropriate for all students with severe disabilities. There are Standards that can be met with intensive instruction, individualized modifications and adaptations to the curriculum. Special Education on the secondary level for*

*students with severe disabilities, NYSAA students, is focused more on the integration of Career Development and Occupational Studies. High School performance indicators take the essence of specific performance indicators to create Alternate Grade Level Indicators (AGLI) for students with severe disabilities.*

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *IEP educational goals and objectives are linked to the AGLI (Alternate Grade Level Indicators) Learning Standards. The Alternate Performance Indicators are task developed which measure what students can do, as a result from what was learned/performed from instruction and experience. Math instruction for students with severe disabilities is based on individual abilities and needs; through the processes of learning work, work-related skills and activities of daily living.*

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets

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or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *Not relevant to 721X. Students require hands-on instructional engagement and project-based learning activities. The school has eleven full-time work-study classes housed in Community-Based Organizations and seven in-house career development classes. There are 135 students experiencing real work learning, Instruction follows IEP mandates and is provided in individual, small and whole class grouping according to student ability and study needs. The 721X Occupational Training Center provides a vocational training program where work and work-related skills and functional academics taught. -Differentiated Instruction is the dominant instructional method for teaching and engaging students in functional ELA.*

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *The Community and Career Development Work-shops are used as a classroom learning environments for high school age students with severe disabilities. The educational focus for students is work based learning, mastery of skill for employment and transitional services.*

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics

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<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *The in-house career development work-shops integrate mathematic learning in the occupational studies component. Mathematics instruction is hands-on and project-based. The school has computers in every classroom and uses computer technology as an instructional tool to support learning in mathematics and vocational skills.*

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *IEP educational goals and objectives are linked to the AGLI (Alternate Grade Level Indicators) Learning Standards. The Alternate Performance Indicators are task developed which measure what students can do, as a result from what was learned/performed from instruction and experience. Math instruction for students with severe disabilities is based on individual abilities and needs; through the processes of learning work, work-related skills and activities of daily living.*

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *We have (sixteen) 19.5% new teachers to the 721X Organization this year : All sixteen teachers have less than one year classroom experience. New teachers are provided with mentoring, school coach support and school guidance counselor, formal and informal observation by school administration for classroom instructional support.*

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *The school has in place: individual peer support and mentoring, Cohort Meetings, Administrative support, observations, intervisitations, Professional Development opportunities, on-site and support from District 75 Mentoring Coach for all teachers new and veteran. Teacher turn-over is low.*

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- *The 721X school has through scheduling two teacher mentors for newly hired teachers. The District 75 has allocated a site base mentor and the school through scheduling has allocated a part-time second site-based mentor. Also, District 75 has supported the site-based mentors with professional development through a Mentor Institute. The Coach/Administrator Debriefing (CAD) is a tool for documenting the collaborative debriefing conversation between a school administrator and a Lead Instructional Mentor (LIM) following a school support visit on Best Practices and Professional Teaching Standards (PTS)..*

**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *The bilingual teachers are aware of the District offerings of professional development and have opportunity to attend. There is in-house professional development and peer support through Cohort Meetings and scheduled staff development days.*

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*The school receives direct support from District 75 on these issues and teachers are able to communicate directly with the D75 Ell Coach. There are monthly meetings at the school with District 75 and bilingual staff. ELL teachers provide professional development in-house.*

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *All our ELL students are alternate assessment students and test exempt. However, the ELL student take the mandated NYSESLAT. This mandated assessment should not be given to SWDs that have severe cognitive disabilities. The alignment of instruction for both monolingual and bilingual students is provided in accordance to IEP mandates and proficiency levels. Most ELL SWDs students score at the beginning proficiency level. Classroom instruction is differentiated according to student needs.*

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *The District 75 bilingual support services to schools provide ELL data frequently and there is a District Coach for instructional and mandated support. Information on testing and student proficiency levels is downloaded from ATS for administration to monitor and assess.*

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *The (30) 9% of the students in the 721X@Lehman H.S. Inclusion Program are fully supported with an on-site 721X Assistant Principal. There are four teachers and ten (10) inclusion paraprofessionals to support special education students with the general education curriculum and classroom teacher. Shared programming of District 75 students with the Lehman High School Inclusion Program requires on-going collaboration between the Lehman High School Placement Office and 721X. District 75 teachers provide professional support with special education strategies to the general education teacher through daily classroom visits and teacher collaboration. All 721X are fully licensed and certified Special Education professionals. Paraprofessional support provides academic and behavioral support to both students and the general education teacher. The 721X IEP Coordinator and District 75 Inclusion Coach provides professional development opportunities for both special education and general education teachers.*

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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- *All students identified for inclusion are fully programmed in the general education school. Student IEP mandates are followed with recommended support services, adaptations, curriculum and testing modification. To ensure student success, students in the 721X@ Lehman High School Inclusion program are provided academic, social/ non-instructional support with on-going collaboration between the Special Education and General Education teachers. The District 75, 721X teachers receive professional development from the Lehman High School.*

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- *The three classes at 721X Inclusion Program at Lehman H.S., and two classes 721X@368 middle school (visually impaired students) are provided test and academic accommodations as specified on IEPs (3:1 inclusion paraprofessional supports, guidance, large print, technology). The 721X IEP Coordinator monitors recommended mandates and provides professional development to both special education and general education teachers.*

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *The classroom staffing ratio is IEP mandated and implemented as recommended on student IEPs. The school's allocations provide paraprofessional instructional and guidance support for Lehman H.S. Inclusion students as recommended on their IEPs. Classroom Staffing Ratio and student support services are aligned to students Individual Education Plans. Related Service providers maintain progress reports and IEP behavior goals and objectives.*

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09****NOT APPLICABLE**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

**Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

**This is a NON-TITLE 1 school.**

**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
  - *Seven (7)*
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
  - *N/A: school does not receive any set-aside funds*
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
  - *N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.*



**THE NEW YORK CITY DEPARTMENT OF EDUCATION**

JOEL I. KLEIN, *Chancellor*

**STEPHEN D. McSWEENEY  
OCCUPATIONAL TRAINING CENTER P721X**

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Principal  
Jean Marie Chin

Assistant Principals  
Cheryl Green-Foster  
Christopher P. Dugan  
Joseph Cruciata  
Jacqueline Cannino

***LANGUAGE ALLOCATION POLICY***

**School Year 2009-2010  
P721X**

**Network Leader:** Ketler Louissaint

**Principal:** Jean Marie Chin

**Language Allocation Policy Team Composition**

Cheryl Green-Foster Assistant Principal  
Susan Naclerio -IEP and Related Service Coordinator  
Yvonne Encarnacion- ESL Teacher  
Janine Negron-Long Bilingual Teacher  
Wanda Huertas- Bilingual Guidance Counselor  
Marilyn Alfano- Parent Coordinator

***Student Demographics***

The 721X Stephen D. McSweeney School is an Occupational Training Center for high school age special education students. The OTC is comprised of grades 8 to12 in the main building, grades 6 to 12 at 721X @ 368 and grades 8 to 12 at 721X@Monroe Annex.

The student body is comprised of five hundred and twenty six (526) students with eighty one (81) students mandated for ELL services and 79 (seventy nine) X coded students who are served as per their IEPs, which equals 30.42% of the population. The fifty one ELL students are NYSAA students and exempt from standardized testing except for ESL Inclusion students at 721X@Lehman H.S. and three visually impaired students at 721X@368X. The goal and instructional focus of the 721X Stephen D.McSweeney School is for students to become independent young adults, knowledgeable about the world of work, able to explore career opportunities, and acquire self-determination skills. All ELL students are fully immersed in every aspect of the 721X School Comprehensive Educational Plan. When students are admitted to our school we utilize ATS reports and consultation with the CSE to determine their ELL status. If their ELL status can not be determined than the Home Language Identification Survey (HLIS) is administered during intake

At the 721X main-site there are two bilingual classes, comprised of Spanish speaking students. In the Work-study Community Based Organizations (CBO) there is an ESL certified teacher teaching a self-contained ESL class and a bilingual class of Spanish speaking students. At 721X@368X, there are three (3) students receiving English Language Arts in a pull-out program. In all 4 classes, both Transitional Bilingual Education students and ESL students are taught by licensed certified teachers in the language of instruction.

White	4%
Black	36%
Hispanic	54%
Asian/Other	6%

### Total Number of ELLs Grades 9-12

155

### Percent of Student Population

34%

Language	Grade	#Students
Spanish	9-12	153
Urdu	9-12	1
Albanian	9-12	1

### Total Number of ELLs Grades K-8

5

### Percent of Student Population

.7%

Language	Grade	#Students
Spanish	6-8	3
Fulani	6-8	1

In all sites, 12:1:1, 8:1:1, 6:1:1 are the student to staff ratios. The students are involved in work-study and community based instructional planning. All classes use the content area Pacing Calendars which are aligned to NYS Learning Standards. There is an assessment focus of Project Based Learning where every student is required to produce six learning projects. The six content area projects will reflect the students' level of academic skills and preferred learning style related to vocational studies and their experience in school and the community. ELL teaching strategies encompass scaffolding and an English Language Learning Approach. The language of instruction is English.

All ESL students, especially those with more than six years (long term ELLs) and those in Transitional Bilingual Education (TBE) will be placed in a Community Based Organization work-study programs reflecting their choice and ability. They will also receive support in the form of AIS and Title III. Students who receive extension of services are also provided with additional linguistic support, through AIS, Title III, and "The WAVE" (Work, Achievement, Vocation and Employment") curriculum. The bilingual staff will provide work study training which will support their linguistic growth through intervention, counseling support services and job coaching. The instructional focus will address self-advocacy and career development. Monthly scheduled parent meetings are to inform and support transition linkage to adult services prior to graduation.

The 721X Work-study CBO classes have a diversity of work learning experiences in that each work- site has its own unique type of community service and training. Community services are located in senior citizen centers, hospitals, nursing homes, nursery schools and State parks. ELL students are fully immersed in the Transitional process of work-study and vocational training. The school teaches "The WAVE" (Work, Achievement, Vocation and Employment") curriculum to prepare students for transitional services prior to transitioning to least restrictive environments and graduation. Content area instruction, ELA, math, science and social studies are provided through a functional and vocational learning approach using the Content Area Pacing Calendars.

The three bilingual classes follow the English Language mandated requirements as follows: They are all high school level intermediate or beginner ELLS. They receive either Beginners =540 minutes of ESL/180 minutes of ELA or Intermediate =360 minutes of ESL/180 minutes of ELA. The ten week after school Supplementary Education Program (Title III program) emphasizes a Parent Engagement Initiative, to include parents in their child's education to improve English language learning through the use of computer technology as a learning tool and the Family Living and Consumer Science Curriculum to improve independence and daily living skills

All ELL students are included in every aspect of the school's instructional program and extra-curricula activities. ELL students participate in programs for Theatre, Chorus, A-Team Industrial Arts, Fine Arts, Culinary, Retail, and Consumer Science. The Friday Student Club House is a student choice activity. It is the belief that all students should acquire the skills of English Language Learning and develop the attitudes and knowledge to survive in a multicultural society.

## ***Assessment Analysis***

**NYSESLAT:** 95% of the students at P721X are Alternate Assessment. 77 students were given the NYSESLAT last year. There were 33 students who scored on the beginner level, 32 in the high school and one middle school student. For the intermediate level there were 7 high

school students. In the advanced level of the there was 2 middle school students, and 1 high school student. In total there were 43 students who received NYSESLAT grades, and the remaining students scored an INV because they are in alternate assessment and due to the limitations of their disabilities they were unable to complete the NYSESLAT. For the 43 students who received NYSESLAT score we will analysis the areas to determine where we should focus more of our instruction.

**LAB-R:** It was determined through a consultation with the SBST psychologist that the CSE attempts to administer the LAB-R upon admission. Many of the students with cognitive delays may do well on the listening and speaking but not the reading and writing and so they do not score in the proficient range. Our records indicate that we have LAB-R scores for 35 students who received a Y (beginner level)

**NYSAA:** Of the ELL students that participated in NYSAA during 2008-9 school year a review of their score show that most students received a 4 or 3 in the content areas being assessed. Students' level of academic progress in their native language is currently being addressed informally through teacher observation and formally through content area NYSAA in Spanish.

### ***PARENT CHOICE***

In District 75 Program Choice is determined at the CSE level based on students' cognitive and physical disabilities. During the intake process parents are advised of the stages their students will go through while attending the OTC. PTA meetings, Transition Meetings and IEP Conferences are also held during the school year to further explain the school's program options and to continually evaluate student progress. Parents have been choosing programs, such as work study, that enable their young adults to move into a least restrictive environment where they will be able to learn and use English in a community based setting. During the intake process at the school level, we administer an informal speech assessment in addition to the results we are given from CSE.

### ***CURRENT ELLS INSTRUCTIONAL PROGRAMS***

Based on our school population, P721X, during the year 2009-10 will have both Transitional Bilingual Education and Freestanding English as A Second Language programs. Instructional models used for our ELLs in the ESL instructional portion will be self-contained classes and the push in model. The goal of our bilingual program is to insure that all our students can communicate effectively in English in both the school setting and at our work study sites. We have 79 long term ELLs who are X-Coded. We give these students a rich, functional academic program where we immerse them in the English language through a community based work experience.

**ESL Program:** 11 students are served in the ESL program. ESL is provided by 1 certified ESL teachers and 1 Bilingual teacher through a self-contained model and a pull out model of instruction at P721X@368. The self contained ESL class does not have any other teachers there to collaborate with. The Bilingual teacher who serves the ESL students at P721X@368 has common preps with the ELA teacher so they can plan curriculum/units using ESL methodologies. The ELLs at work study sites are served by the off-sites teachers who received 5 days of training in ESL Methodology through the Bilingual Department of District 75. This accommodation was made due to the difficulty of one ESL teacher reaching students who were at worksites from one end of the Bronx to another.

Our plan for long term ELL students include the following enrichment strategies: One to one tutoring, AIS, Instructional Technology, Augmentative Communication Devices, Picture Exchange Communication (PECS) and Arts Enrichment though various arts disciplines.

Currently we have 12 SIFE / Newcomers students. At this time we are providing support though the following; One to One tutoring, AIS, Instructional Technology and visual arts enrichment.

ESL Instruction: In order for our ELLs to be successful in meeting standards and passing the required state and local assessments, ESL instruction follows the NYS and NYC ESL Standards and incorporates ESL strategies such as Whole Language, graphic organizers and cooperative learning. As per CR Part 154 the students receive the English Language mandated requirements as follows: K to 8 Beginning and Intermediate level ELLs: 360 minutes of ESL/180 ELA and advanced levels ELLs =180 minutes of ESL/180 minutes of ELA. High School: Beginners =540 minutes of ESL, Intermediate =360 minutes of ESL, Advance =180 minutes of ESL/180 minutes of ELA. Students are grouped for instruction according to age and level of performance. The use of technology is used in all aspects of instruction along with multisensory techniques. In addition to the school library as a literacy resource, each class has access to a level library that addresses the interests and needs of the students.

Content Area Instruction: For all students at the main site, all content subject areas are taught through ESL Methodologies in English by Special Education/ESL Certified teachers. ESL methodologies include Language Experience, Whole Language, the use of graphic organizers, multisensory approach and Mayer Johnson Symbols. These methodologies are also used in the other content areas including mathematics, social studies and science. A bilingual teacher teaches science to all of the ELLs in the main building. The ELLs perform as well as others students in all content areas as indicated by NYSAA results and teacher observations. Students at work sites and in the main building who are in Alternate Placement receive additional support from paraprofessionals who speak their native language and English and receive ESL support.

English Language Arts: Literacy instruction for all students follows the NYC Balanced Literacy Program. The ESL teacher also uses many teacher made and differentiated materials such as adapted books and graphic organizers. Teacher also uses The literacy program for ELLs makes use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and school libraries. Commercial books used include: Real Life English and New Readers Press – The Working Experience –Level 1.

**Transitional Bilingual Education:** The program is composed of 2 bilingual high school classes located at the main site and 1 bilingual worksite. The three bilingual classes follow the English Language mandated requirements as follows: High School: Beginners =540 minutes of ESL. Intermediate =360 minutes of ESL, Advance =180 minutes of ESL/180 minutes of ELA. The ten week after school Supplementary Education Program (Title III program) emphasizes a Parent Engagement Initiative, to include parents in their child's education to improve English language learning and use Computer technology as a learning tool and the Family Living and Consumer Science Curriculum to improve independence and daily living skills.

The bilingual students who are ready for vocational training are able to visit our worksite with a bilingual teacher. All students are Alternate Assessment. The teachers assigned to these classes are NYS Certified/NYC licensed in Bilingual education and provide instruction in all subject areas. The components of the Transitional Bilingual Education are:

English as a Second Language: ESL instruction follows the NYS and NYC ESL Standards and incorporates ESL strategies such as Whole Language, graphic organizers and cooperative learning. Students are grouped for instruction according to age and level of performance. The use of technology is used in all aspects of instruction along with multisensory techniques. In addition to the school library as a literacy resource

Each class has access to a level library that addresses the interests and needs of the students.

Native Language Arts: 95% of ELLs in our bilingual program are at the beginning level of ESL. NLA is taught in Spanish and is provided for 180 minutes of instruction per week. NLA follows the guidelines of the Balanced Literacy program. The NLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. The students literacy skills in their Native Language varies based on abilities and cognitive delays and the teachers uses differentiated instruction to met their individual needs. Adapted materials include books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. In addition, the commercial materials include: Santilana – Lectura y Comunicacion, Lenguaje y

Comunciacion, Escritura y Comunciacion, Levels 1-3; Santilana – Ortografia Levels A-C; Real Life English; New Readers Press – The Working Experience –Level 1.

English Language Arts: ELA arts instruction follows the NYC Balanced Literacy Program. The literacy program for ELLs makes use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and school libraries. Commercial books used include: Real Life English and New Readers Press – The Working Experience –Level 1.

Content Area Instruction: For 9-12 students at beginning levels, content area is taught a minimum of one subject taught in English through ESL Methodologies incorporating ESL strategies such as Whole Language, graphic organizers and cooperative learning. Students are grouped for instruction according to age and level of performance. All instruction in the content areas is conducted in both Spanish and English, using a ratio of 60:40. The use of technology and where possible actual experience driven lessons are used in all aspects of instruction along with multisensory techniques.

We currently do not have any students who have ever reached proficiency level on the NYSESLAT. If we did and the student is placed in a monolingual class, the student will be supported by 2 years of AIS support.

## **PROFESSIONAL DEVELOPMENT**

All Bilingual and ESL teachers and paraprofessionals have participated in the On-site Professional Development that is conducted on the Chancellor's Conference Days, Nov. 3, 2009 and June 10, 2010. Cheryl Green-Foster, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance and BESIS training. ESL and Bilingual Teachers can attend District 75 ELL training. Teachers will have the opportunity to participate in NYSBETAC professional development offerings and the downloading NYCBETAC monthly newsletters. The administration of the NYSESLAT workshop in Spring 2010 will be attended by the 721X ELL Team. Teacher s will also attend The District 75 Epic Conference and Best Practice Fair in spring 2010 for students and parents. Professional Development will be offered to all teachers and is provided by the scheduling of class coverage, school allocations, (i.e., hiring substitute teachers, the programming of guidance counselors for class coverage and offering of per session activities). The Supplementary Instructional Program is a Thursday evening, ten (10) weeks program. The six (6) weeks of Professional Development Program for teachers will address ELL teaching strategies, data collection, Family Living and Consumer Science or ELLs, Using the Computer as an instructional tool for ELLs, English language learning development, and Differentiation of instruction for ELLs. Attached are the topics that were covered under the professional development component of our Title III program last year. They have also participated in outside staff development including: NLA Standards; The Special Education Institute and Research Symposium; and monthly meetings sponsored by the Office of Bilingual/ESL Instructional Services Citywide District 75. We try to send Alternate Placement paraprofessionals to appropriate professional development whenever possibly. Periods during the week are set aside for bilingual and ESL teachers along with selected paraprofessional at the main site to work collaboratively among themselves as well as with the cluster teacher that serve their students.

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>P721X</b>
Principal <b>Jean Marie Chin</b>	Assistant Principal <b>Cheryl Green-Foster</b>
Coach <b>type here</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Yvonne Encarnacion/ESL</b>	Guidance Counselor <b>Wanda Huertas</b>
Teacher/Subject Area <b>Janie Negron-Long</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marilyn Alfano</b>
Related Service Provider <b>Susan Naclerio</b>	SAF <b>Cheryl Watkins</b>
Network Leader <b>Ketler Louissaint</b>	Other <b>type here</b>

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	<b>%</b>
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### Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)





## Programming and Scheduling Information

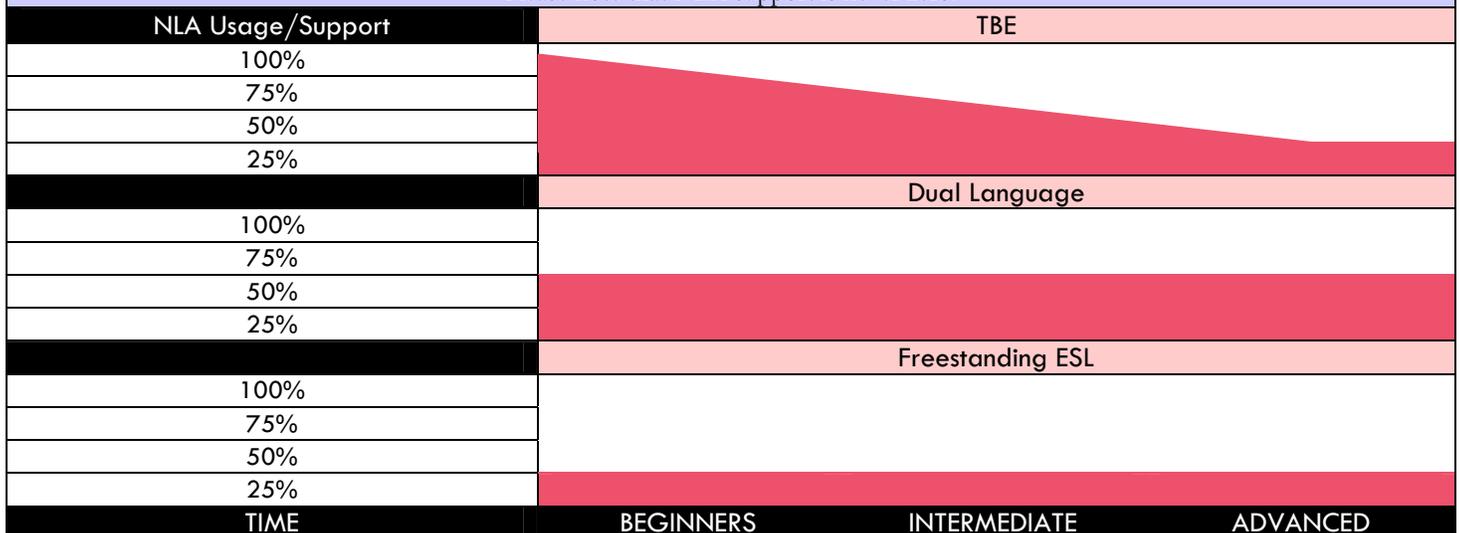
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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

	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



### Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)								2		2
Intermediate(I)										0
Advanced (A)							1			1
Total	0	0	0	0	0	0	1	2	0	3



NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

# Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

<b>Signatures</b>	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

# OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>P721X</b>
Principal <b>Jean Marie Chin</b>	Assistant Principal <b>Cheryl Green-Foster</b>
Coach <b>type here</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Yvonne Encarnacion/ESLLiteracy</b>	Guidance Counselor <b>Wanda Huertas</b>
Teacher/Subject Area <b>Janine Negron-Long/Bilingual</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marilyn Alfano</b>
Related Service Provider <b>Susan Naclerio</b>	SAF <b>Cheryl Watkins</b>
Network Leader <b>Ketler Louissaint</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>526</b>	Total Number of ELLs	<b>81</b>	ELLs as Share of Total Student Population (%)	<b>15.40%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>				3	3
<b>Dual Language</b> <small>(50%:50%)</small>					0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>				1	1
<b>Push-In</b>					0
<b>Total</b>	0	0	0	4	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	77	<b>Newcomers (ELLs receiving service 0-3 years)</b>	14	<b>Special Education</b>	77
<b>SIFE</b>	12	<b>ELLs receiving service 4-6 years</b>	23	<b>Long-Term (completed 6 years)</b>	40

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	7	1	7	3	2	3	11	1	11	21
<b>Dual Language</b>										0
<b>ESL</b>			2	1	0	1	2		2	3
<b>Total</b>	7	1	9	4	2	4	13	1	13	24

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	3	5	12	23
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>12</b>	<b>23</b>

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_ Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	2			1	3
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>

## Programming and Scheduling Information

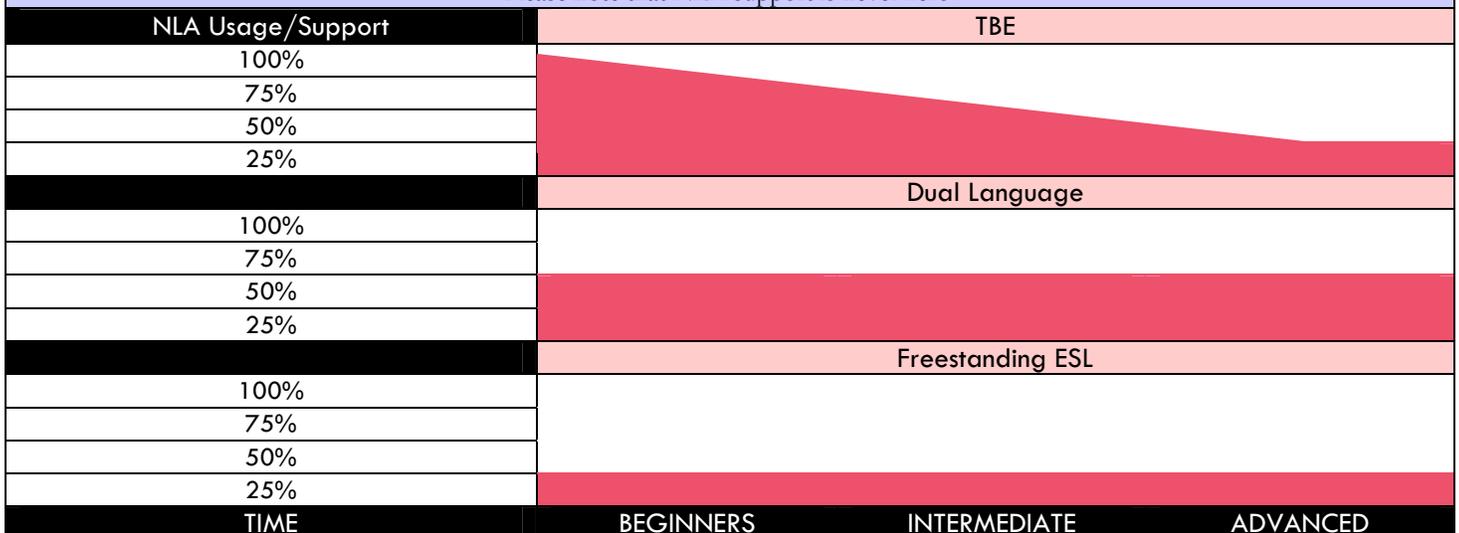
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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

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

### Native Language Arts and Native Language Support

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



## Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to, ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	5	3	9	18	35
Intermediate(I)	1	0	0	6	7
Advanced (A)	0	0	0	0	0
Total	6	3	9	24	42

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				9
	I	6	1	7	10
	A		2	2	1
	P				
READING/WRITING	B	5	3	9	17
	I	1			3
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	12		12	
NYSAA Mathematics	12		12	
NYSAA Social Studies	12		12	
NYSAA Science	12		11	

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

# Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

**Signatures**

School Principal \_\_\_\_\_ Date \_\_\_\_\_

Community Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by ELL Compliance and Performance Specialist \_\_\_\_\_ Date \_\_\_\_\_