



721X
STEPHEN D. MCSWEENEY
OCCUPATIONAL TRAINING CENTER

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT 75/ BRONX/721
ADDRESS: 2697 WESTCHESTER AVENUE
TELEPHONE: 718-597-6404
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 721X **SCHOOL NAME:** Stephen D. McSweeney

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.

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Wanda Santiago-Huertas

PRINCIPAL: Jean Marie Chin

UFT CHAPTER LEADER: Benjamin Lorick

PARENTS' ASSOCIATION PRESIDENT: Marcos Garcia

STUDENT REPRESENTATIVE:
(Required for high schools) Jennifer Galarza

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 755

NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Jean Marie Chin	*Principal or Designee	
Benjamin Lorick	*UFT Chapter Chairperson or Designee	
Marcos Garcia	*PA/PTA President or Designated Co-President	
Not Title I	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Patricia Laureano	DC 37 Representative, if applicable	
Jennifer Galarza	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Wanda Huertas	CBO Representative, if applicable	
Patricia Marcillo	Teacher	
Maria DelaRosa	Parent	
Candido Mendoza	Community member	
Lenn Stretching	Community /member	
Amparo Reyes	Parent	
Lissette Mahmood	Parent	
Enid Rubio	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

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 (97%) 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 (230) 44% full-time and part-time work-study students. These students provide 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 through the 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 on the autistic spectrum are involved in a work-study learning experience. The diversity of the work-study learning sites and the school's Career Development Programs provide a wide-range of opportunities for career explorations. Students have input in their own educational plan and input at Annual Reviews.

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 performances 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:

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. The program will also provide instruction on improving social and communication skills for these students.

This is the third year the Print Shop was awarded the "Donor's Choice Grant" to support and enhancing the school's "What Happening," school's newspaper.

Mr. Epstein, was recognized by the NYCATA, (New York City Art Teacher Association) The 2010 Art Educator's Award in the Art Educator District 75 category. In addition, The Citizens Committee for NYC, Mollie Parmis awarded a fourteen hundred dollars monetary grant to continue the Art Volunteer work-study program. The program will continue the work of beautifying the environment of our CBO partners with art murals.

May, 2010 school year, "Songs For Hope" donated to the music department three pianos to enhance music education for our students.

Home Depot has given three Art Display Boards for the Art class at the Monroe H.S. Annex. Home Depot has pledged to support the Art Program with some art materials this coming school year.

During the last three years, Crate and Barrel has provided materials to support the Culinary and Café Career Development classes.

The school will continue to be highly focused on seeking grants, strengthening CBO partnerships, improving employment opportunities for students, and having parent participation, to strengthen the home to school connection.

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	✓
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit		Quality Statement 5: Monitor and Revise	
<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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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 has resulted from extensive professional development offered to all staff. This is evident in the practice of classroom instruction and increased numbers of students experiencing work-study. 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 eight (8) new teachers school year; this is .015% 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 from the in-house Coach and District 75 Instructional Coaches (technology, ELA and Math). 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 intervention 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 Transition Team (job developer/transition coordinator/school coaches, guidance counselors) provides parent workshops to inform students and their families of the benefits of student employment opportunities, and community support organizations. In many cases, parent fears and concerns are some of the major barriers to student transition to competitive and supportive employment. Data shows 71 students were identified as ready for travel training. Due to student disabilities, parent lack of response and refusal for travel training, the limited number of travel trainers show only 28% of the students succeed for placement into travel training, and 39.4 are placed on next year's wait list. To overcome barriers that limit student travel training success, the school provides parent workshops to educate and inform parents and students about the benefits of independent travel. Travel trained students have more opportunities for work-study and personal independence.

2010-2011

This year the WAVE curriculum (Work, Achievement, Values and Employment) is the vocational curriculum taught.

Two recommendations were made from the Quality Review for school improvement. The first recommendation: to improve daily data collection of student data to improve the monitoring of student performance and teacher progress. The school has implemented a focus on collaborative communication during Cohort Meetings, teacher peer support to examine student's Vocational Rubrics and to improved data input regarding the progress of student independence and work-study readiness. The second area recommended: to increase classroom observations by the assistant principal to support and improve teaching instruction. There is a need for more professional development for administrator in the areas of Professional Teaching Standards, computer training in CAP, ATS, NYSTART, ARIS and data collection.

The 721X Inquiry Team has outlined a more improved data collection and assessment system for learning mathematics and communication initiation using PECs. The Inquiry Team for students with autism show improved communication and decreased staff prompting over a variety of settings. The data also show improved teacher instruction in PECS and student learning. The fifteen (15) students identified for the inquiry focus demonstrated improvement in communication skills and decreased aggressive behaviors. The addition of six more 6:1:1 classes at the Monroe Annex adds a total of 22 classes with students with autistic disabilities. This is 39.2% 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 and the "PECS Implementer Skills Review" document. There is also a need for parent workshops in PEC and its use at home.

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

Our attendance was the highest rate since the 2003-2004 school year and the fifth highest rate in thirteen years. The 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal 1: Implementation of the Santa Cruz Professional Teaching Standards

Objective:

By June 2011, there will be an improvement in teachers' use of quality instructional practices, as evidenced by low-inference formal, informal observations. Student and teacher feedback in the P721X School Learning Environment Survey will show a 5% increase from last year in engaging, assessing and supporting all students in learning.

Goal 2: To Improve Transition planning for a Least Restrictive Environment.

Objective:

By June 2011, there will be 05% increase from September, 2010 ATS data in student transition to a Least Restrictive Environment (LRE) work-study program by the successful completion of travel training, transition planning, and work-readiness skills.

Goal 3: To expand the use of technology school-wide as an instructional tool for student learning.

Objective:

June, 2011 there will be a 50% expansion from Sept. 2010 in the use of technology in instruction as evidenced by the successful mastery of computer tasks and projects by students in the eleven Community Based Work-study Programs and the three school Off-Site Programs: The support and equipment provided by school allocations and the Bronx Borough President, Ramon Diaz Jr. Reso-A Grant.

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

Goal 1:

Subject/Area (where relevant): Implementation of the Santa Cruz Professional Teaching Standards

	<p>Objective: By June 2011, there will be an improvement in teachers’ use of quality instructional practices, as evidenced by low-inference formal, informal observations. Student and teacher feedback in the P721X School Learning Environment Survey will show a 5% increase from last year in engaging, assessing and supporting all students in learning.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>PROFESSIONAL TEACHING STANDARDS:</p> <ul style="list-style-type: none"> • 100% of classroom teachers will participate in the Professional Teaching Standards (PTS) Initiative beginning Sept. 2010. • Through 2010-2011, there will be ongoing Weekly Teacher Cohort Meetings to develop strategies to increase student engagement and learning through the implementation of the PTS. • By Feb. 2011, The School Principal and Assistant Principals will have completed 40% of all informal and formal classroom observations. By June, 2011 informal and formal teacher observations completed by administration. • By October, 2010, data collected for the Principal’s Student Portfolio will include NYSAA scores, emergency information, student medical alerts, IEPs, Vocational 1 Assessment and teacher knowledge that draws on student’s backgrounds, prior knowledge, and interest. • As evidence of student progress, 100% of the students identified to take the NYSAA will show a 5% increase in level 2 and level 3, ELA ,and math assessments beginning Jan. 2011 • Beginning, Sept. 2010 through June 2011, the two School Based Coaches will provide mentoring support to the two newly hired teachers in the 12:1:1 Program and the three teachers in the 6:1:1 Program.

	<ul style="list-style-type: none"> • Beginning Oct. 2010 and monthly, the implementation of PTS BEST PRACTICES: “Student Learning Projects Walk About,” conducted by staff and students nine times during the school year.. • Spanish Bilingual students will conduct and organize a school-wide celebration on Cinco de Mayo to share their English Language Learning experience with other student cultures. • By October, 2010-The Vocational Rubrics Teacher Team will implement the development of individual student’s work- readiness data using the Principal’s Vocational Rubrics. • By October 2010, The development of The Emotional Literacy Inquiry Team Teacher Leaders and Assistant Principal will meet monthly to explore positive results of the Emotional Literacy Inquiry at the main-site. • 2010-2011, scheduled monthly meetings from the D 75 Coach to help support the Emotional Literacy Inquiry Team and School Administration.. • By October 2010, the development of a Math Inquiry Team, including the District Math Coach, Assistant Principal, and Lead Teachers. They will meet weekly to explore Math progress through Community Base Instruction activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled F Y’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy 100 code: instructional materials for classroom instruction and teacher supplies for engaging and supporting all students, in diverse Special Education Programs in learning. • Tax Levy 300 code: to update and discard damaged classroom furniture, storage items and equipment to create and maintain an effective environment for learning. • Tax Levy OTPS P-card: for non-contracted items under \$250.00 for emergencies and non-contracted vendors on needed items to support instruction. • Tax Levy Per Session for Inquiry Team and Data Inquiry Specialist.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • On-going as completed, administrative post observation meetings and written feedback to teachers will provide identified instructional areas that have improved or need improvement in the PTS identified. • A tri-annual rubrics measure, Oct, 2010, Mar. 2011, and May, 2011; the Principal’s Student Vocational Rubrics will be reviewed by the Vocational Rubrics Team to identify students who have travel training and work-readiness skills. • On going, -Minutes of weekly Cohort Meetings recorded and PTS reviewed collegially with Administration. • Weekly Teacher Cohort Meetings for teacher discussion and teacher’s self reflection in the completion of their goals meeting PTS. As evidenced by minutes and attendance.

- The School Based Coach's monthly data input to the Mentoring Tracking System (MTS) on professional development and weekly mentoring support given to new teachers. The Mentoring Tracking System Data will show 100% support.
- By Feb. 2011, all work-study learning sites will show a 2% improvement in student work- readiness skills as measured by ATS data on student's transition to full-time work-study programs.
- The monthly completion of student's self assessment project forms will show evidence of student engagement and learning.
- NYSAA assessments in ELA and Math will show an increase in level 2 and level 3 ELA and Math scores as compared to the last school year.
- The weekly Emotional Literacy Team meetings will review and evaluate the school's commitment to the Emotional Literacy Project. As evidence by the Rubrics Indicator Ratings.
- May 2011, the Dean of Students will collect and assess if there is a positive change in the emotional environment of respect and student learning in the school. As evidence of a 2%.reduction in OORs reporting of student altercations from last year.

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

Goal 2:

Subject/Area (where relevant): To Improve Transition planning for a Least Restrictive Environment

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Objective: By June 2011, there will be 05% increase from September, 2010 ATS data, showing student transition to a Least Restrictive Environment (LRE) work-study program; by the successful completion of travel training, transition planning, and work-readiness skills.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center">TRANSITION TO WORK-STUDY PROGRAMS AND TRAVEL TRAINING</p> <ul style="list-style-type: none"> • During the 2010-2011 school year, 5% of the student population will be identified and transitioned to work-study programs. As evidenced in the Job Developer’s monthly progress data, outlining the number of students articulating to full-time work-study programs • During the 2010-2011 School Year, the school’s Transition Coordinator will conduct ten (10) parent Transition Workshops. As evidence of parent participation: agenda and sign-in sheet. • The School Leadership Team will conduct two Parent Needs Surveys to identify parent interest and concerns for Travel Training. One survey conducted at the October Parent Association meeting and Feb 12, 2011. The District 75 Travel Training Supervisor will meet with parents and conduct the second the survey on Feb 12, 2011. • The school’s Transition Team will meet with community partners monthly: Job Developer, Transition Coordinator, District 75 Travel Trainer, and one of the Community Partners (not limited to AHRC, FECS, VESID) to discuss and identify students

	<p>for transition and travel training. As evidence of attendance and student placements.</p> <ul style="list-style-type: none"> • Nov. 2010-June 2011-On-going collaboration with Community Partner FEGs, to establish an after-school technical education program for students on the Autism Spectrum. As evidence in student attendance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy Code 100: Materials and supplies for the in-house publication workshop. • Tax Levy Code 451: Metro cards for student travel and parent support. • Tax Levy Code 400: Celebration of work accomplishments and parent meeting refreshments. • Tax Levy Code 600: Telecommunication and Technical upgrades. • Tax Levy Code 496: Student work-study stipend. • Tax Levy Per Session To improve and formulate students' goals for Career and Technical Education and to modify the curriculum for student needs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Parent Surveys will provide feedback and information for workshop planning, to increase parent support and engagement in the transition planning of their young adult student. • Data from Transition Planning meetings with the Transition Coordinator or Job Developer will include parent and student school sign-in. <ul style="list-style-type: none"> • The School Principal Vocational Rubrics measured three times during the school year will identify the movement of work-ready students for Community Based Learning activities and Work-Study placement. • Daily communication with the in-house District 75 Travel Trainers and the Transition Coordinator will provide the school with students' travel training data. The data will identify students who are able to travel independently and capable of transition to a least restrictive work environment. <ul style="list-style-type: none"> • The attendance teacher will monitor student attendance daily. By Feb. 2011 there will be a 2.% increase in student attendance at work-study sites as per ATS data. • Weekly monitoring of student stipend according to attendance and work performance, as per teacher data and stipend payroll increasing student engagement and progress. • The assistant principal and teachers will meet weekly, to modify the Career and Technical Education Curriculum and review its appropriateness for special needs students.

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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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.

Goal 3:

Subject/Area (where relevant): To expand the use of technology school-wide as an instructional tool for student learning.

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Objective: June, 2011 there will be a 50% expansion from Sept. 2010 in the use of technology in instruction as evidenced by the successful mastery of computer tasks and projects by students in the eleven Community Based Work-study Programs and the three school Off-Site Programs: The support and equipment provided by school allocations and the Bronx Borough President, Ramon Diaz Jr. Reso-A Grant.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center">TECHNOLOGY EXPANDED TO COMMUNITY BASED WORK-STUDY PROGRAMS</p> <ul style="list-style-type: none"> • Sept. 2010- The school’s Technology Coordinator will assess all eleven work-study programs for computer need and technology access. • Weekly Schedule-The school’s Technology Coordinator will support technology need and instruction with weekly visits to all off-site schools and work-study programs as needed. • Oct 2010-2011-Teacher’s Lesson Plans will integrate technology and computer based learning activities. As per, Pre and Post Observation meetings with the Principal and Assistant Principal • Oct 2010-2011- the nine monthly student’s learning projects will demonstrate students working with computers, resulting in a 5% increase in engagement and/or communication skills as measured by Student’s Self Assessment Rubrics. • Feb 2010-June 2011- Twelve computer workshops will be given through the supplementary education program for bilingual students and their parents. As evidence by Student attendance and the Cinco De Mayo school-wide culminating celebration. • By March 2011-All work-study programs will have a lap-tops to support instruction and develop technology strategies for accessing knowledge and information through computers.

	<ul style="list-style-type: none"> • Nov. 2010-A new fiber optics network connection is to be installed in the school which will increase the building's computer bandwidth enabling us to utilize streaming video for instruction. • By Nov. 2010-Students participating in the District 75 3-D World Program will have more internet options and communication opportunities with other District 75 schools.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy Title II Supplementary Education Program will support the "Parent and Student Learning Computers Together Initiative." • Tax Levy Code 332: Upgrading the three computer labs, multimedia library and CBO work-study programs. • Tax Levy Code 400: Student's Monthly Learning Projects, Annual Technology Fair Celebration of student work. • The Reso- A Technology Grant will upgrade computer hardware and improved fiber-optics in the building and the purchasing of laptop computers and printers for the eleven Community Based work-study programs. • Tax Levy Inquiry Team Per Session activity to evaluate the interdisciplinary approach to Math and Computer learning as per ARIS data input.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • On-going as completed, Principal and Assistant Principal informal and formal observations. One to one pre and post observation meeting to discuss Lesson Plans with written Administrative comments towards teaching practice and student progress. • Weekly e-mail notifications of Teacher attendance will confirm participation of staff at professional development workshops given by D75, other Agencies, and D75 Annual Technology Fair. • An increase by 10% of all students across all categories participating in computer learning as evident in student scheduling, School Technology Celebration in May and the sign-in sheets at the weekly Parent and student afterschool computer workshops, March-June 2011. • Oct. 2010-May 2011-The nine monthly student projects will display student working with computers. Evidence of student self-assessment forms and engagement in learning. <ul style="list-style-type: none"> • A 5% increase in the use of the PEC (Picture Exchange Communication) System as evident in the daily data taken on student's communication initiation progress.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	2	2	2	2	2	-	-	-
7	4	4	4	4	4	-	-	-
8	4	4	4	4	4	-	-	-
9	13	13	13	13	13	-	-	-
10	9	9	9	9	9	-	-	-
11	8	8	8	8	8	-	-	-
12	5	5	5	5	5	-	-	-

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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • Test prep strategies, tiered assignments, graphic organizers, curriculum adaptations, accommodations for assignments, test, project test, individualized student checklist. Test books. • Students are identified and scheduled for small group instruction, one to one tutoring; during and after school time. • 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.
Mathematics:	<ul style="list-style-type: none"> • Students are identified and scheduled for small group instruction, individualized, and one to one tutoring service provided before, during and after school. • Strategies used include: tiered assignments, graphic organizers, curriculum adaptations, test prep strategies, calculator techniques. • Special accommodations for assignment, projects, test, individualized student checklist. • 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.
Science:	<ul style="list-style-type: none"> • 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. • Strategies used include: tiered assignments, graphic organizers, curriculum adaptations. • Special accommodations for assignment, projects, test, individualized student checklist. • Extra lab-time use to create multiple versions of a lesson and practice problems.
Social Studies:	<ul style="list-style-type: none"> • Students are identified and scheduled for small group and/or individualized instruction, tutoring service available and provided before, during and after school. • Strategies used include: tiered assignment, graphic organizer, curriculum adaptations, multimedia use (computers, newspapers magazines, DCs and television). • Accommodations for assignment, projects, tests, individualized student checklist. • 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 think (higher order skills)

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Small group and individualized counseling to all students at risk. Counseling service is provided to all classes as needed. • Service available during the school day. • Strategies for goal attainment: skills and strategies for study, communication, appropriate social interaction, work protocols, coping with adolescence, high school counseling, Parent and student meeting for transition services for post secondary placements. • IEP Team Meetings to discuss progress reports, targeted academic intervention and support of related services.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- ✓ We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

- ✓ We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Form T III – a (1)(a)

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

Number of Teachers 4 **(3 bilingual teachers, 1 technology teacher)**

Other Staff (Specify) **1 bilingual Spanish Counselors, 4 bilingual Paraprofessional, 1 administrator**

School Building Instructional Program/Professional Development Overview

Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

INSTRUCTIONAL PROGRAM

The Title III Program narrative was updated to address the changes in the school's Title III Supplementary Education Program and the minor revisions made in the Title III allocation budget. Last year we received \$17,380.00 and this year, \$21,440.00. The increase in allocation provides an extra hour of instruction, per day, to the twelve weeks Supplementary Education Program. The extra hour of instruction will prepare students with work related objectives and independent living skills. Three levels of ESL instructional materials were purchased to support the different vocational skill levels of students: *The Working Experience*, low beginning, high beginning, and low intermediate. An allocation for metro cards was also made and is needed for program success. Our ELL students are not independent travelers and cannot travel to or from school independently. There is no school bus service and our students need parental support traveling on public transportation after school hours. Without parental participation in our program, students would not be able to participate and the program would be negatively impacted.

The P721X, Stephen D. Mc Sweeny Occupational Training Center is an ungraded special education school for high school age students with developmental disabilities; Mental Retardation, Autism with Mental Retardation, Asperger's Syndrome, Multiple Handicap, and Learning Disabilities.

The total student population of the P721X Stephen D. Mc Sweeney School is five hundred and nineteen (519) students; four hundred and seventy-four students are English speakers (91%) and fifty students have been identified as English Language Learners (9%). Of the fifty ELL students, thirty-nine students are identified as in need of a bilingual educational program, and eleven students are identified for English as a Second Language (ESL) students.. Certified Spanish bilingual teachers are serving all students mandated for bilingual education with the exception of four Spanish speaking autistic students. These students are in a 6:1:1 (student to staff ratio) alternate placement program. Students are supported with a Spanish speaking paraprofessional. There are three other bilingual language students, Urdu, Bengali, and Fulani, in a 12:1:1 program. The Bengali student is in an alternate placement class supported with a Bengali speaking paraprofessional. These students are receiving the required mandated hours of ESL instruction from a certified ESL Teacher. ATS data identifies fifty-three (53) students that are X coded due to their limited cognitive and verbal abilities in both English and Native Language.

NYSESLAT:

98% of the students at P721X are New York State Alternate Assessment students. In 2010, sixty-eight (63) students took the NYSESLAT.

There were fifty-nine (59) high school students that scored on the Beginner Level.

Nine (9) students scored on the Intermediate Level (Eight in high school and one in middle school).

No students scored on the Advanced Level.

LAB-R:

In consultation with the SBST psychologist, CSE should administer the LAB-R upon admission. Due to the disability of our students, all students score poorly on the reading and writing section and better in the listening and speaking section .None of our students scored in the proficient range.

NYSAA:

Of the ELL students that participated in NYSAA during 2009-10 school year a review of their score show that most students received a 3 or 4 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 NYSAA content area in Spanish.

DESCRIPTION OF SUPPLEMENTAL SERVICES

The after school supplemental school is a twelve weeks program. This year, the program was changed from two hours to three hours. The extra hour provides more instructional time to focus on appropriate learning strategies that will strengthen communication competencies for work and work related experiences. The mission of the P721X school is to prepare all students with severe disabilities for the world of work and independent living. ELL students must attain English proficiency in social language, academic language and sociocultural knowledge to become independent and successful workers. To address this need, the supplemental program is organized to provide a vocational learning objective that would improve transition opportunities and language acquisition. The instructional program is divided into three interrelated subject areas; Consumer Education, Family Living and the Working Experience. The curriculum is modified from the NYS Career and Technology Education Curriculum. The program will provide ELL students with the opportunity to engage in cooperative learning activities and realia strategies to connecting language acquisition to the real world.

To assess academic knowledge, authentic learning projects will be constructed independently or by small groups of students working cooperatively. The authentic learning projects provide English Language Learner with the opportunity to interact in small cooperative groups to accomplish a given task. The hands-on learning activities will provide students with the opportunity to be actively engaged in using English language to communicate in both verbal and written expressions. The authentic learning projects are also used for students' self assessments on what they learned. 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. A school-wide culminating celebration will be given at the end of the school year to display student work. The culminating celebration will actively include ELL students into the larger community of the school by showing and communicating their authentic work projects and refreshments to other students.

The instructional curriculum planning guideline references 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*. The instructional planning is focused on students Limited English Proficient learning needs. The 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*, and *the ESL.Net, Working Experience*.

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

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paraprofessionals. The guidance counselor meet with parents in small groups and individually as requested by parents to address their young adult students' educational work-base learning goals. Ms. Green, the Assistant Principal, is needed to oversee the Title III supplemental instructional program after normal school hours. A school administrator is needed to ensure all compliance and instructional requirements are met. An administrative observational report will also be made on teacher performance and student learning.

The three bilingual teachers will serve three (3) classes in a 12:1:1 instructional setting, 9th to 11th 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 part 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 program schedule and duration will be for twelve (12) weeks. The program will be conducted on Thursday evenings, the beginning of *February, 2011 through May 2011*, one day per week for three hours, 4:00 p.m. to 7:00 p.m. The first part of the program is a combined two hours class, using a interdisciplinary approach teaching Family Living, Consumer Education, and Work Experience. Through the Consumer Education and Family Living program, students will have the opportunity to be actively engaged in the areas of family finances, budgeting, mathematical data interpretation, problem solving, and mathematical reasoning in both native language and English. The activities of family finance and budgeting practices will be taught prior to community trips and supermarket purchases. Interdisciplinary studies will strengthen math and reading skills by using money and grocery shopping. Students will work independently or in small cooperative groups to plan community based learning objectives. The third hour is the scheduled parent engagement component. Parents interact and learn along side with their young adult student, doing computer research and e-mail communication. Parents learning together with their young adult strengthen the home to school connection which supports the schools' learning environment.. The learned applications of computers skills will extend student competency during the regular school day in research, word processing, and recreational enjoyment at home.

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 individuals with disabilities in the process of learning a second language is directly based on the school's ability and availability, to provide a quality and equitable support that engages the school, home, and community. Baca & Cervantes (2004) states 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 a real communicative context that motivates students to follow complex demands from the instructor and understanding that the principle of language development: 1. Conscious knowledge of a second language acquisition, 2. Knowing the rules of a second language acquisition: 3. Awareness of the rules, 4. The ability to talk about how to apply the rules, 5. The ability to learn how to monitor and edit their language expression input.

The P 721 X school vision for the Title III Supplemental Instructional Program for the year *2010-2011* 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 is to train students in second language development through a Family Living and Consumer Math Education program, incorporating technology, three second language acquisition principles (Baca & Cervantes, 2004): 1.The conversation of the academic language proficiency principle. 2. The linguistic interdependence principle, 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 providing students with the opportunity to work with hands-on work practices. ELLs with special needs escape the stigma often associated with being in special education with practical hands-on abilities. Therefore, P 721 X Title III program understands that an important teaching and learning experiences for these students should not be fully directed towards full academic and testing routines but to mainstreaming into education and the community. It is important to develop a program that addresses integration into the socio-economic culture through the use of vocational academics and training. P721 X provides a transitional process, beginning at the age of 14 years old to 21 years old that can lead to pursuing a career and job placement (Homes, 2000). By addressing the needs of young adult ELL students in special education who also need bilingual instruction and/or English as a second language instruction requires the support and integration of the whole family into the school community and school practice. This practice instills self confidence and independence in students (Wehman, 2006 and Hones, 2000.). The motivation and self esteem that students feel, dispute the misconception that students with disabilities cannot become fluent in dual language, English and their home language. Educators should implement practices that will provide students with the opportunity to do class work that is authentic, connected to real life situations where students actively participate with peers, supported with family involvement and engagement. The P721X instructional approach recognizes that real second language acquisition for a developmentally disabled student is a learning function and an experience that must be addressed through the use of an instructional curriculum comprised of effective ways for learning 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 planning and implementation of a students' self-assessment rubrics and the teacher's observations.. 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

This will be the fourth 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 after school Supplemental instructional Program will provide ELL learners the opportunities to reinforce prior knowledge and engage in native language and ESL acquisition experiences that incorporates a multicultural Education approach. We are targeting students who have not shown progress in moving from the beginning level to intermediate level.

The thirty-six (36) 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

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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 seven professional development sessions presented to Title III staff. The professional development workshops run for seven weeks, starting, February 2, 2011 to March 23, 2011, 3:30 pm to 4:30 pm. We will host a special parent orientation on Feb 2, 2011 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. 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. The Supplemental program will be on-going through parent invitations to 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 for students and parents. 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.

The Spanish bilingual guidance counselor will offer student and parent support in the instructional processes for the duration of our Title III program. The bilingual counselor will provide information for student transition to independent work base learning and travel training. Many of the ELL parents are exceptional protective of their young adult which hinders independent growth and employment opportunities. All of the ELL students ride the school bus to school except two students who travel by city bus transportation. The Supplementary Program would not be successful if we did not have parent participation and after school student pick-up by their parents.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

DESCRIPTION OF PROFESSIONAL DEVELOPMENT

721X has put into effect the following Professional development for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students: Weekly Cohort meetings to discuss student Vocational Rubrics and Professional Teaching Standards. Teacher’s assessments of the Vocational Rubrics will provide peer support in identifying student readiness for transition, placement into LRE of work-study and vocational learning, and specific student’s needs. Faculty meetings are held once a month to discuss and ensure ELL staff are knowledgeable about school wide practices that are provided for all students. On The Chancellor’s Conference Days, there are school-wide professional development programs for all staff addressing instruction for ELL students. P721X is supported by the District75 ELL Coach to support the school, staff meeting, ELL mandates, actions, strategies, and activities that will help accomplish the IEP educational goals set for the ELL population.

Many of the topics from prior professional development for ELL staff will be reviewed, modified and put into practice this school year, 2010-2011. The Supplementary Education Program professional development initiative 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 2010-2011

Workshop 7 weeks	Topic	Procedural Activities	Goals
<p>1. Date: 02/02/11</p> <p>3: 30-4:30 pm</p> <p>Ms. Green-Foster Assistant Principal</p> <p>Ms. Huertas- Bilingual Guidance Counselor</p>	<p>Parent and student orientation to the Supplemental Education Program and to Professional Development participation.</p>	<p>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.</p>	<p>Parent participation in their young adult learning process and transition services. A closer connection from the home to school; to prepare students and their parents with travel training and preparation for work and work related activities.</p>

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<p>2. Date: 02/09/11 3:30-4:30 pm Ms.Negron-Long Bilingual Teacher Ms. Marcillo ESL and Bilingual teacher</p>	<p>Connecting Language Acquisition to the Real World</p>	<p>Introduction to the instructional method REALIA. Discussion of REALIA teaching strategies implementation as an approach to connect second language acquisition to the real world.</p>	<p>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 and use field trips (shopping) as realia to improve communication and money skills.</p>
<p>3. Date: 02/16/11 2010-2011 3:30-4:30 pm Ms.Negron-Long Bilingual Teacher Ms. Marcillo ESL and Bilingual teacher</p>	<p><i>Language Experience Approach: Building an Experience to Create a Written Account</i></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; The Working Experience text</i> to demonstrate social norms and content related language.</p>
<p>4. Date : 03/02/11 3:30-4:30 pm Mr. Kohler- Technology teacher Ms. Encarnacion- Bilingual Teacher</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>

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<p>5. Date 03/09/11 3:30-4:30 pm Mr. Kohler- Technology teacher Ms. Encarnacion- Bilingual Teacher</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</i>, for 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</i>, and the <i>Working Experience text</i>, the professional staff will develop lesson plans on how teachers can focus on teaching ELL students using English to interact in the classroom and with work related activities according to audience, purpose, and environmental setting.</p>
<p>6. Date : 03/16/11 3:30-4:30 pm Ms.Negron-Long Bilingual Teacher Ms. Marcillo ESL and Bilingual teacher</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. The making of a class video is a powerful activity for challenging language growth.</p>
<p>7. Date :03/23/11</p>	<p>How to Assess Authentic Learning: Through interviews and</p>	<p>What is Meta-Cognitive Reflection? The use of awareness as a critical thinking process. How can interview and conferences visual</p>	<p>The professional staff will learn how to develop instructional materials for a topic that will presented in the Family Living and Consumers</p>

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<p>3:30-4:30 pm</p> <p>Mr. Kohler- Technology teacher</p> <p>Ms. Encarnacion- Bilingual Teacher</p>	<p>conferences visual models and the use of Meta- Cognitive Reflection</p>	<p>assessment models measure student's achievement? How can we use technology for daily assessment of student's progress?</p>	<p>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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SECTION III Title III LEP Program Budget

School Building Budget Summary

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CODE/BUDGET CATEGORY TOTAL \$21,440.00	EXPLANATION OF EXPENDITURES IN THIS CATEGORY(as it relates to the program narrative for this Title)
PROFESSIONAL SALARIES TOTAL \$ 18,424.16	<u>INSTRUCTIONAL AFTER SCHOOL PROGRAM</u> 1 supervisor 1 day a week x 3hrs x 12 weeks (\$52.21) = \$1,879.56 4 teachers- 1 day a week x 3 hrs x 12 weeks(\$49.89) = \$7,184.16 4 paras- 1 day a week x 3 hrs x 12 weeks (\$28.98) = 4,173.12 <u>PROFESSIONAL DEVELOPMENT</u> 1 supervisor- 1 day x 1hr x 7 weeks (\$52.21) = \$ 365.47 4 teachers- 1 day x 1hr x 7 weeks (\$49.89) = \$1,396.92 4 paras- 1 day a week x 1 hr x 7 weeks(\$28.98) = \$ 811.44 <u>PARENT INVOLVEMENT</u> 1 school counselor- 1 day a week x 1 hr x 7 weeks (\$53.63) = \$ 375.41 1 counselor 1 day a week x 3 hrs x 12 weeks \$53.63) =\$ 1,930.68 1 secretary X 10 hrs(\$30.74) =\$ 307.40

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<p>CODE/BUDGET CATEGORY</p> <p>TOTAL \$21,440.00</p>	<p>EXPLANATION OF EXPENDITURES IN THIS CATEGORY(as it relates to the program narrative for this Title)</p>
<p>SUPPLIES AND MATERIALS</p> <p>TOTAL \$1071.84</p>	<p><u>Supplemental Instruction Materials</u></p> <p>ISBN-1-57517-151-1 teacher training books 10 x \$28.75= \$287.50</p> <p><u>THE WORKING EXPERIENCE Curriculum-ESL.net</u></p> <p>ISBN 9780883369654 student part 1 12 x\$10.= \$120</p> <p>ISBN 9780883369661 student part 2 12x \$10.= \$120</p> <p>ISBN 9780883369678 student part 3 12x \$10.= \$120</p> <p>ISBN 9780883369685 Teacher review book 8x \$12.50 .=\$100</p> <p>Delivery: \$15.90</p> <p><u>Parental Supplies</u></p> <p>Culminating school-wide celebration and awards recognition (award certificates, posters, and project demonstrations for students and parents) \$308.44</p>
<p>TRAVEL EXPENSE</p> <p>TOTAL \$1944.00</p>	<p>72metro cards (36 parents/36 students) x 12 weeks x \$2.25= \$1944.00</p>

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

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

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

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, a bilingual 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, notification letters 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.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - 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.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - 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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, 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 compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

NOT APPLICABLE

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. 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.

School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR 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 SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

APPENDIX 7: 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>

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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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) Students
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 in identifying resources to assist STH students, please contact an STH liaison in your 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 75studnets are eligible to attend any programs run through the STH units at the ISC.*

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

NOT APPLICABLE

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. X721 - Stephen McSweeney School						
District:	75	DBN:	75X721	School		307500012721	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	1	3	2				
Grade 7	7	3	3				
Grade 8	4	4	4				
Grade 9	5	12	10				
Grade 10	13	1	9				
Grade 11	14	7	2				
Grade 12	167	14	15				
Ungraded	270	487	469				
Total	481	531	514				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		89.3	92.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	53.6	0.0	NA

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	13	5

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	481	531	0	Principal Suspensions	2	4	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	2
Number all others	0	0	513				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	24	30	TBD	Number of Teachers	72	72	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	76	80	0
# receiving ESL services only	9	12	TBD	Number of Educational Paraprofessionals	49	41	0
# ELLs with IEPs	53	110	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	53	57	145	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	87.5	87.5	0.0
				% more than 5 years teaching anywhere	54.2	65.3	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	94.0	0.0
American Indian or Alaska Native	0.8	1.1	1.2	% core classes taught by "highly qualified" teachers	80.0	98.7	0.0
Black or African American	36.4	35.6	36.2				
Hispanic or Latino	55.1	54.2	55.1				
Asian or Native Hawaiian/Other Pacific	3.7	4.5	3.7				
White	4.0	4.3	3.9				
Male	64.4	69.1	69.6				
Female	35.6	30.9	30.4				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:				Quality Statement 5: Monitor and Revise			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 5	District 75	School Number 721	School Name McSweeney OTC
Principal Jean Marie Chin		Assistant Principal Cheryl Green-Foster	
Coach		Coach	
Teacher/Subject Area Patricia Marcillo/Bilingual		Guidance Counselor Wanda Huertas	
Teacher/Subject Area Yvonne Encarnacion/Bilingual		Parent	
Teacher/Subject Area		Parent Coordinator Marilyn Alfano	
Related Service Provider Altagracia Beltre		Other	
Network Leader Ketler Louissaint		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language 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	519	Total Number of ELLs	113	ELLs as Share of Total Student Population (%)	21.77%
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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.
5. 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.)
6. 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.

As a District 75 School our students are referred to us and placed by the Committee on Special Education. They usually have been in the New York City school system for many years since they are primarily high school age and come to us already designated as English Language Learners. The parents, guardians of all students that are new to our school must come in to complete an intake before the students can be admitted. This intake is completed by a team that includes the Parent Coordinator, School Nurse and a teacher. If the student/family speaks another language the teacher involved will be a qualified ELL Teacher who has been trained to administer the necessary assessments. Each Spring we administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all eligible students. We have students in various locations within our school organization which includes worksites and trained pedagogues travel to these various locations to administer the exam.

During the Intake interview the parents are informed of the various programs we offer English Language Learners: Transitional Bilingual classes (Spanish), a Bilingual worksite (Spanish) and free standing ESL. Once the necessary paperwork is submitted and busing is put in place, a student can begin usually within a week. If we have a student who speaks a language other than Spanish we try to provide an alternate placement paraprofessional.

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 Stephen D. McSweeney 721X School. 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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% →</small>										2	5	6	20	33

75%:25%)														
Dual Language (50%:50%)	0													0
Freestanding ESL														
Self-Contained												2	1	3
Push-In							1	1	4	2	2	6	16	
Total	0	0	0	0	0	0	0	1	1	6	9	8	27	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	113
SIFE	18	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	51

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	3		3	4		4	25	10	25	32
Dual Language										0
ESL	4		4	7		7	8	8	8	19
Total	7	0	7	11	0	11	33	10	33	51

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	5	6	20	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	2	5	6	20	33								

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ 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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1	1	3	2	1	9	17
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic														0
Haitian														0
French										1				1
Korean														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	1	4	2	1	10	19						

Part IV: ELL Programming

A. 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.

Based on our school population P721X, during the year 2010-11, 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 transitional 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 63 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: 18 students are served in the ESL program. ESL is provided by 2 certified ESL teachers and 1 Bilingual teacher through a self-contained model and a push in model of instruction at the main site, p721X @368 and The Glebe Senior center (a worksite). Our Newcomers receive peer tutoring and a buddy system Our plan for students receiving an extension of service and long term ELL students includes 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 our SIFEs are provided 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, mandates students receive ESL instructional minutes as follows: In grades K to 8 Beginner s and intermediate students receive 360 minutes per week and advanced receive 180 minutes of ESL 180 minutes of ELA per week: in high school, beginner level students will receive 540 minutes of ESL instruction per week.) Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week and 180 minutes of ESL.

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. 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 mandated ESL instruction.

English Language Arts: Literacy instruction for all students 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.

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 Cr Part 154 mandated requirements for units/minutes of ESL and NLA instruction: in high school beginner level students will receive 540 minutes of ESL instruction per week. Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week. 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 to use Computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used 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 English Language proficiency. NLA is taught for a minimum 180 minutes per week as per CR Part 154 mandates. 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 vary based on abilities and cognitive delays, and the teachers use differentiated instruction to meet their students’ 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 Comunicacion, Escritura y Comunicacion, 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. One Subject area (content) is taught in NLA with a summary done in English.

Title III is offered to all bilingual and ESL students.

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

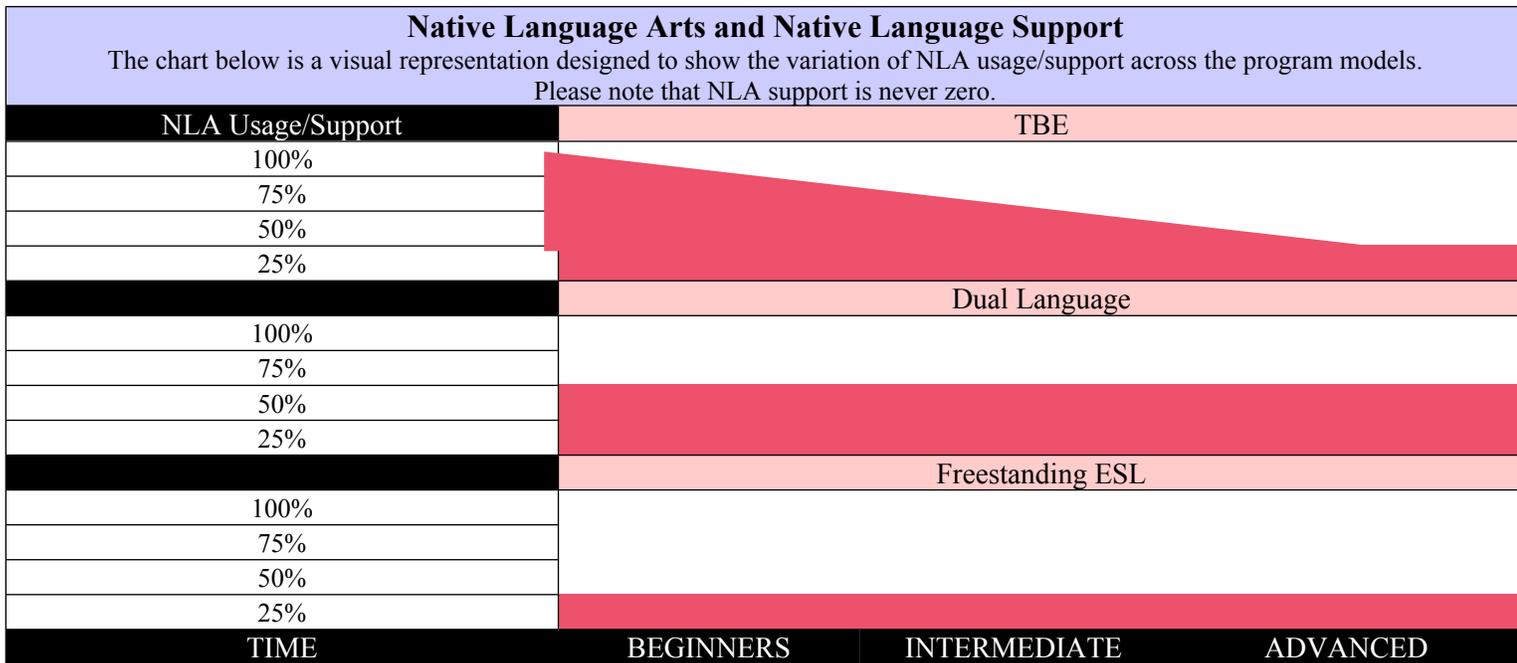
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. 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?

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 to 12 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 nineteen (519) students with one hundred and thirteen (113) students mandated for ELL services, which equals 22% of the population. The one hundred and thirteen (113) ELL students are NYSAA students and exempt from standardized testing except four ESL Inclusion students at 721X@Lehman H.S. and two visually impaired students at 721X@368X off-site. 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.

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

In all classes, 12:1:1, 8:1:1, 6:1:1 and 12:1:4 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 program of 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 held 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. The types of community services are located in senior citizen centers, hospital, 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: in high school beginner level students will receive 540 minutes of ESL instruction per week. Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week. 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 using Computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used to improve independence and daily living skills

All ELL students are included in every aspect of the school's instructional program and extra-curricular activities. ELL students have classes in 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. Due to the nature of our school, language electives are not offered.

C. 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)?

Paste response to questions 1-5 here

D. 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.

All ELL teachers participate in Chancellor's Conference Days. This year on November 2, 21010 the ELL Teachers will be attending a workshop Achieving Success for ELLs: A Common Understanding of What Works sponsored by. The New York City Department of Education / Office of English Language Learners.

They can also attend other professional development workshops given by District 75. The ELL teachers will do turnkey training, sharing information from the workshops they have attended with their colleagues on June 9, 2011. In The spring, the ELL staff will have the opportunity to participate in the Supplementary Instructional Program. A component of this is the six hour professional development program that will address ELL Strategies, data Collection, Family Living and Consumer Science for ELLs, Using the Computer as an Instructional Tool for ELLS and Differentiation of Instruction for ELLS. ELL staff work closely with the Transition Coordinator as they help our older students transition from the Department of Education to adult services and outside agencies

E. 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?

The parents of ELLSs are very involved in all aspects of the school. They are officers in the Parent's association and are on the School Leadership Team.

Our Parent Coordinator is bilingual and available to translate at meetings.

The School works closely with many agencies including YAI, AHRC and VESID to insure a positive transition process for our students and host a yearly Transition Fair during open school night with representatives from over a dozen agencies in both English and Spanish. We also have other parent workshops, including guardianship where lawyers come to address the parents in English and Spanish. During open school we give the parents a survey to complete addressing their needs and use the results to plan future workshops. Since our ELL parents hold leadership positions they are comfortable approaching the administration, who have an open door policy with them, to discuss their needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										10	10	10	22
	I								1	2	2	1		
	A													
	P													
READING/WRITING	B										10	10	10	22
	I								1	2	2	1		3
	A													
	P													

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	1			
Foreign Language				
Other				
Other				
NYSAA ELA	10		10	
NYSAA Mathematics	10		10	
NYSAA Social Studies	10		10	
NYSAA Science	10		10	

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. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Our school uses a variety of assessment tools to assess the early literacy skills of our students including Brigance in English and Spanish and (SMILE) Structured Methods In Language Education The assessments helps to determine the placement of the students.

The NYSESLAT is not a reliable tool to measure the process of our students because it is a standardized assessment and our students are exempt for standardized assessment due to their severe cognitive delays. For this reasons our students who don't do well on the NYSESLAT but they do better on listening and speaking. We have students who function at full time worksites communicate everyday in English bur cannot score above the beginner level. On the NYSAA over 90% of the ELLs who participated scored level 3 or 4.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

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