



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ STEPHEN D. MCSWEENEY \_\_\_\_\_ P721X

**DBN (DISTRICT/ BOROUGH/ NUMBER :** \_\_\_\_\_ 75/X/721 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ JEAN MARIE CHIN \_\_\_\_\_ **EMAIL:** \_\_\_\_\_ JCHIN2@SCHOOLS.NYC.GOV \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ GARY HECHT \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jean Marie Chin	*Principal or Designee	
Benjamin Lorick	*UFT Chapter Leader or Designee	
Jasmine Vargas	*PA/PTA President or Designated Co-President Gabriel Vargas W07	
Patricia Laureano	DC 37 Representative, if applicable	
Marsha McCrae Rico Halyard	Student Representatives ( <i>minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Patricia Marcillo	Member /UFT Teacher	
Paul Viola	Member/ UFT Paraprofessional	
Dignalda Martinez	Member/ Parent Chris Amarante-V81	
Janet Garay	Member/Parent Destiny Garay-V12	
Maria Delarosa	Member/Parent Stephanie Fernandez W05	
Ruben Suquilanda	Member/Parent Elizebeth Suquilanda V81	
Pamela Pickett	Member/Parent Destiny Bell V05	

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

**By June 2012, all classroom teachers will improve their instructional practice across pedagogic competencies as evidenced by mastery of skills measured by a research-based rubric.**

#### **Comprehensive needs assessment** *content and student achievement standards.*

The P721X Talent Management Pilot is being implemented and represents the school's need to align the 2011-2012 Citywide Instruction Expectations to the established change in the New York State Education Law 3012-c framework;

-The school has structured its professional development agenda to address the new evaluation and development model to help support

teachers in this new initiative. Both administration and classroom teachers are learning and using the ARIS LEARN System; to input, collect,

and review written feedback on multiple classroom observations that were and will be conducted throughout the school year;

-The Charlotte Danielson Rubrics is the measurement rubrics for the TMP for teacher effectiveness uses. The Charlotte Danielson Rubrics has

four Domains for Effective Teacher Practice and four levels of teacher observation ratings; Highly Effective, Effective, Developing and

Ineffective. The short frequent observations are formative support to teachers and not used for teacher evaluation;

-The change in the school structure, more frequent observations, concrete feedback to teachers about their practice, increase collaboration on

student academic growth, and the use of a differentiated evaluation for new and senior teachers will help teachers meet the key elements in

the new teacher evaluation and development model;

-As outlined in The Charlotte Danielson Framework for Teaching, frequent classroom observations with concrete feedback to teachers will

influence positive classroom practice, support strong pedagogy, establishes sound teaching practices that improve student outcomes;

-The Talent Management Pilot feedback provided to TMP Coaches from the school will inform the City on the specificity of language in the

current Rubrics that do not address the Measures of Learning for ELL students and students with multiple disabilities in District 75.

## **Instructional strategies/activities**

### **a). strategies/activities that encompass the needs of identified student subgroups**

- There are on-going weekly and monthly meetings with the Talent Management Coach providing school support and decision making for school  
Planning;
- Assistant Principals meet weekly with teacher Cohort Groups providing professional development and gathering feedback on school progress;
- Inquiry Team meetings to research instructional areas that result in positive student outcomes (Looking at Student Writing, Student Financial Management Skills, Student Vocational Rubrics).
- P721X School Coach and District 75 Coach to provide teaching support to the TMP new evaluation and development model,
- Talent Management Pilot Coach support, meetings, professional development, feedback and Survey inputs.
- Two (2) formal observations and four (4) partial observations of teacher practices.

### **b) staff and other resources used to implement these strategies/activities**

- Student Quick Assessment at the beginning of the year to determine PLEP,
- Student Vocational Rubrics for student work-study readiness assessment.
- Vocational 1 Rubrics for student self-advocacy,
- Transition Coordinator teacher for a LRE and Post Graduate Placements,
- Job Developer teacher for work-study placements,
- IEP and Curriculum Development for Annual Reviews,
- Instructional Coach and Teacher Mentor to support new and senior teachers with the TMP,
- Work-site supervisor's reports to measure student working abilities,
- School Mentor and Instructional Coach,
- District 75 support staff and Instructional Coaches.

### **c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities;**

- Inquiry Team meetings; Principal's Portfolio for students encompassing current student data.
- Teacher feedback from professional development,
- Teacher feedback from Cohort and individual teacher and paraprofessional meetings,
- SWIS on student behaviors,
- Teacher participation at student Annual Reviews,
- \*IEP teacher progress reports p.6.

### **d) Timelines for implementation;**

- By 10/2011, 02/2012, and 05/2012 the areas of TMP data input on school progress,

- 2011-2012, Monthly TMP meetings for the Administrative Team,
- Teacher short observations begin 10/2011-05/2012 with ARIS LEARN feedback,
- Monthly input to the New Teacher Finder website by Mentor Coaches support to the five (5) newly hired teachers,
- Weekly scheduling of Teacher Cohort groups to increase collaboration between teachers and administration to address on-going communication.

## **NOT A TITLE 1 SCHOOL- P721X PARENT INVOLVEMENT POLICY**

### **Strategies to increase parental involvement:**

Providing materials and training to help parents work with their children to improve their achievement level and work-study placement supported by the school's;

- Job Developer meetings
- Transition Coordinator meetings
- Parent Coordinator
- OPT Coordinator
- D75 Travel Trainers

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- Parent Handbook
- Bilingual Spanish school flyers and postings
- Supplementary Education After School Program Parent Engagement Initiative
- School Guidance Counselors

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- FEGS after school program
- CHAMPS after school sports program
- Open Door school policy
- SBST meetings
- Title III Supplementary Education afterschool programs

Providing assistance to parents in understanding City, State and Federal standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- The P721X school conducts ten to twelve (10-12) Annual Parent Workshops in collaboration with the Parent Association and School Transition Coordinator, Parent Coordinator and District Travel Trainer.
- School Staff provides Translation, and interpretation services in Spanish. Speakers of other languages are supported by paraprofessionals that speak the students' home language.
- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.
- Our school community will conduct two annual Surveys with input from the School Leadership Team to improve the academic and vocational mission of our school The findings of the evaluation through school surveys and feedback forms will be used to

provide parent professional  
development needs and educational support to their young adult student. This information will be maintained by  
the school' Transition  
Coordinator for post-secondary placements and current support needs.

The school's Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator, bilingual teachers and the identified Spanish speaking paraprofessional will provide translation and interpretation at parent workshops to ensure our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- Parent workshops are conducted once or twice a month with topics that may include: guardianship, SSI, Workstudy placements, understanding educational accountability, Transition services, travel training, accessing community and support services;

- Conduct a Parent Association and School Leadership Team a Parent Holiday Pot-luck celebration and a Spring Bar-B-Q fair;

culmination  
of the

- Our school will further encourage school-level parental involvement by holding the 5<sup>th</sup> Annual Cinco de Mayo celebration with the school's Bilingual staff. All parents and students are invited to attend the formal presentation

After School Supplementary Education Parent Involvement Initiative.

- Encouraging meaningful parent participation on School Leadership Teams and Parent Association

- Developing and distributing a school news, newsletter or web publication designed to keep parents informed about school activities and student progress;

Translate and interpretation language support in all critical school documents and during meetings and events as needed; the school's bilingual Spanish guidance counselors, Parent Coordinator, and bilingual Spanish office staff provide language translation and interpretation.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- \*Recommendations from the D75 New Teacher Finder Hiring Hall events

- \*Mentoring support by the school Coaches

- \* Information from the Office of Teacher Recruitment and Quality.

- \* Candidates from the New Teaching Fellows Institute

- \*Weekly Teacher Cohort meetings

- \*In-house Professional Development opportunities

- \*D75 Professional Development opportunities

### **Service and program coordination**

- Emotional Literacy Program,

- The school has a Positive Behavior Plan and Motto 'Keep it Real.'

- OORs Reporting system

- School Health Fair with community agencies participating,

- SWIS behavior tracking data.

- Guidance Counselors assigned to every classroom for student and family support
- Penny Harvest for 911
- Food Pantry Collection
- Winter Coat Collection
- Project Arts

**Budget and resources alignment**

- School Leadership Team stipends,
- Tax Levy Code 100: materials and supplies
- Tax Levy 400: celebration work accomplishments and parent meetings,
- Title III funds for Translation and Interpretation Services,
- ARRA RITTT Citywide Inst. Exp CW
- ARRA RITT Data Specialist CW
- Tax Levy NYSTL

## ANNUAL GOAL #2 AND ACTION PLAN

### Annual Goal #2

**By June 2012, there will be a 5 % increase in student mastery of skills in ELA as evidenced by increase successful completion of ongoing, formative assessment tasks, measured by the appropriate curricular program.**

#### **Comprehensive needs assessment**

It is important for young adult students with significant intellectual disabilities to have access to the general subject areas of learning, equal to their non-disabled peers.

To ensure all students are college and career ready in literacy before they leave high school, the school has implemented the Unique Learning System and the Unique Transition Band Curriculum, providing a unified learning system in all subject areas aligned to the Common Core Learning Standards. The school recognizes the importance of creating a progression of rigorous learning experiences with reasonable and achievable outcomes from the goals developed for students. The Unique High School level and the Transition Band Curriculum provides instructional materials to assist teachers in meeting this need. The Unique Learning System defines three levels of differentiated skills where teachers create student profiles, document current level of performance and provide formative assessments in the form of monthly checkpoints on student progress. The instructional materials and monthly topics in the Unique Learning System provide meaningful and functional learning for students with significant intellectual disabilities. The school community has adopted the Unique learning System and continues to work towards setting achievable, but rigorous student goals and student learning portfolios.

The New York State Alternate Assessment (NYSAA) students make-up 91% of the student population. Based on the assessment results of 2011, 86% of the students scored levels 3 and 4. In all content area subjects. Brigance data and the Principal's Student Vocational Rubrics all show growth in student learning. Although our students show progress in all student programs, there is still room for student growth and teaching effectiveness.

#### **Instructional strategies/activities**

##### **a) strategies/activities that encompass the needs of identified student subgroups,**

- Weekly teacher Cohort Meetings and Monthly Faculty Meetings provide professional development discussions on strategies and activities to

  - implement coherent planning and classroom instruction,

  - The Unique Curriculum is the only on-line standards-based curriculum designed specifically for special learners.

Teachers can download the thematic

  - units of lesson plans,

  - On-line monthly check points to measure pre and post assessment,

  - The Curriculum is aligned to the AGLI and the NYC Chancellor's Instructional Expectations,

  - The Resources in the Unique Learning System support teachers with the tools to plan, implement daily content, prepare

instruction, and to assess student growth;

- There are student pre-assessments and post-assessments units to measure student instructional progress,
- Teachers meet weekly in Cohort Teams to plan lessons and improve teacher effectiveness,
- Inquiry Teams, Lunch and Learn Inquiry Team meetings, bi-monthly per session Inquiry data on “Looking at Student

Writing and

Financial Self Management Skills,”

**b) staff and other resources used to implement these strategies/activities,**

-On September 6, 2011, November 8, 2011, June 7, 2012, 100% of classroom teachers will be given professional development on the Unique

Curriculum for the 2011- 2012, school-year.

-November 8, 2011, all paraprofessional were given professional development on the Quality Review Rubrics and the Unique Curriculum.

-By using effective instructional strategies that address students’ diverse learning needs and abilities, teachers will implement a literacy task at the end

of each Unique Curricula unit. Students at all levels, with special modifications will read, analyze the topic, and write an opinion or argument in

response to the unit.

-By using effective instructional strategies that address students’ diverse learning needs and abilities, teachers will implement an engaging, functional mathematical task, focusing on career development and work related problems. Students will demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable mathematical solution through community based activities (shopping, reading advertisements, classroom activities).

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

-Inquiry Team meetings; Principal’s Student Portfolio encompassing current student data.

-Student Learning Portfolios

-Inquiry Team Meetings

-Monthly Cabinet Meetings

-Teacher feedback from professional development,

-Teacher feedback from Cohort and individual teacher and paraprofessionals meetings.

-SWIS on student behaviors,

-Teacher participation at student Annual Reviews,

**d) timeline for implementation.**

-Monthly student projects and student self assessments data on monthly Project Based Learning, aligned to Unique

Curriculum topics.

- School Administration will regularly assess student learning data during formal and partial teacher observations and provide timely feedback to Teachers on Aris Learn.
- Teachers will Quick Assess students at the start of the school year, conduct Brigance Assessment at the beginning-year, mid-year and end-year to monitor student learning.
- Using the Brigance Assessment, teachers will set IEP goals for student learning and provide quarterly student progress reports to measure student learning for the Page 6 progress report to parents.
- Teacher created questions will assess the degree of student understanding at the end of each unit.
- the End of Unit topics will measure the progress of student learning from Sept. 2011-June 2012.
- Teachers will collect student's mathematical data to determine student growth from Sept. 2011-June 2012.

### **NOT A TITLE 1 SCHOOL- P721X PARENT INVOLVEMENT POLICY**

#### **Strategies to increase parental involvement:**

Providing materials and training to help parents work with their children to improve their achievement level and work-study placement supported by the school's;

- Job Developer meetings
- Transition Coordinator meetings
- Parent Coordinator
- OPT Coordinator
- D75 Travel Trainers

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- Parent Handbook
- Bilingual Spanish school flyers and postings
  - Supplementary Education After School Program Parent Engagement Initiative
- School Guidance Counselors

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- FEGS after school program
- CHAMPS after school sports program
- Open Door school policy
- SBST meetings
- Title III Supplementary Education afterschool programs

Providing assistance to parents in understanding City, State and Federal standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- The P721X school conducts ten to twelve (10-12) Annual Parent Workshops in collaboration with the Parent Association and School

Transition Coordinator, Parent Coordinator and District Travel Trainer.

- School Staff provides Translation, and interpretation services in Spanish. Speakers of other languages are supported by paraprofessionals

that speak the students' home language.

- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians,

including parents/guardians of English Language Learners and students with disabilities.

- Our school community will conduct two annual Surveys with input from the School Leadership Team to improve the academic and vocational

mission of our school. The findings of the evaluation through school surveys and feedback forms will be used to provide parent professional

development needs and educational support to their young adult student. This information will be maintained by the school' Transition

Coordinator for post-secondary placements and current support needs.

The school's Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator, bilingual teachers and the identified Spanish speaking paraprofessional will provide translation and interpretation at parent workshops to ensure our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with The central office;

- Parent workshops are conducted once or twice a month with topics that may include: guardianship, SSI, Workstudy placements, understanding educational accountability, Transition services, travel training, accessing community and support services;

- Conduct a Parent Association and School Leadership Team a Parent Holiday Pot-luck celebration and a Spring Bar-B-Q fair;

- Our school will further encourage school-level parental involvement by holding the 5<sup>th</sup> Annual Cinco de Mayo culmination celebration with the school's Bilingual staff. All parents and students are invited to attend the formal presentation of the After School Supplementary Education Parent Involvement Initiative.

- Encouraging meaningful parent participation on School Leadership Teams and Parent Association
- Developing and distributing a school news, newsletter or web publication designed to keep parents informed about school activities and student progress;

Translate and interpretation language support in all critical school documents and during meetings and events as needed; the school's bilingual Spanish guidance counselors, Parent Coordinator, and bilingual Spanish office staff provide language translation and interpretation.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Recommendations from the D75 New Teacher Finder Hiring Hall events
- Mentoring support by P721X School Mentor Coaches
- Information from the Office of Teacher Recruitment and Quality.
- Candidates from the New Teaching Fellows Institute
- Weekly Teacher Cohort meetings
- In-house Professional Development opportunities
- D75 Professional Development opportunities
- D75 Instructional Support Services

### **Service and program coordination**

- The school has a Positive Behavior Plan and Motto 'Keep it Real.'
- OORs Reporting system
- School Health Fair with community agencies participating
- SWIS behavior tracking data.
- Guidance Counselors assigned to every classroom for student and family support
- Penny Harvest for 911
- Food Pantry Collection
- Winter Coat Collection
- Project Arts

### **Budget and resources alignment**

- Tax Levy Code 100: materials and supplies for the in-house publication workshop,
- Tax Levy Code 451: for metro cards for student travel and parent support,
- Tax Levy 400: celebration work accomplishments and parent meetings refreshments,
- Tax Levy Code 600: for telecommunication and repairs,
- Tax Levy Code 496: Student work stipends
- VATEA CW: Vocational Education
- Title III funds for Translation and Interpretation Services.
- TL/OTPS Parent Coordinator

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3 To Improve Transition planning for work-study programs and a Less Restrictive Environment.**

By June 2012, there will be a .5% increase in student ability to move towards greater independence and a Least Restrictive Environment (LRE) as evidence of transition to work-study, parent participation in the Transition planning of their young adult student, and a 5% growth in the School's Learning Survey on parent satisfaction.

#### **Comprehensive needs assessment**

The school vision and the mission of Stephen D. McSweeney School is to provide a comprehensive educational program that empowers students to become literate and productive citizens. We believe all students are capable of developing to their fullest potential when provided a challenging learning environment. We are a Collaborative Community Practice School where families, school leaders and faculty are committed to preparing students with the knowledge and skills necessary for successful transition from high school into college, future work opportunities and individualized post secondary placements. It is our vision for students to become lifelong learners and apply their knowledge to the real world challenges of the 21<sup>st</sup> Century. The school in every aspect of instruction, service, and support need to address this goal for positive student outcomes.

#### **a) Instructional strategies/activities**

- The total student population over eighteen years of age will be identified for work-readiness and transitioned to work-study programs during the 2011-2012 school year.
- The school will conduct ten (10-15) parent workshops on student transition services to LRE, post-secondary placements, work, and work-related opportunities during the 2011-2012 school year. The first Parent Association workshop on Guardianship is scheduled for October 14, 2011.
- A parent needs survey will be done twice yearly to identify parent interest and concerns, one in October, 2011 and the second in January, 2012 and this will be used to develop the ongoing workshop series on parent need and interest.
- During the 2011-2012 school year, the School Cabinet will meet monthly (Administration, Clinician, Job Developer, Transition Coordinator, IEP Coordinator, SOL, and Parent Coordinator, when possible, the D75 Coach and CBO Agencies) to discuss and plan student transition to work-study opportunities and post secondary placements of graduating students.
- By May, 2012, all graduating students will have early transition data established and completed for secondary school placements into college, competitive employment, supportive employment and agency placements.

-ELL students will have Supplementary Education to support English Language Learning Students identified and recommended by staff for work-readiness will be transitioned to part and full-time work-study programs

**b) staff and other resources used to implement these strategies/activities,**

- The bilingual Spanish speaking Parent Coordinator will contract bilingual parents with school notices, flyers and telephone calls; to increase parent involvement and awareness of school events, recreational activities, student transition support services and Parent Association meetings.
- Students with other than Spanish and English speaking parents will be contacted by the paraprofessional speaking the home language of the student.
- Transition Coordinator support services for post-secondary opportunities and social services
- School Guidance Counselors
- Job Developer for transition to work and work related placements
- D75 Transition Support services
- Travel Training teacher and paraprofessionals
- Re-routing student support
- Community Partner support services
- Social Services, (i.e., Fegs, AHRC etc..)

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Inquiry Team meetings; Principal's Student Portfolio encompassing current student data.
- teacher generated Student Learning Portfolios
- Inquiry Team Meetings
- Monthly Cabinet Meetings
- Teacher feedback from professional development,
- Teacher feedback from Cohort and individual teacher and paraprofessionals meetings.
- SWIS reporting on student behaviors,
- Teacher participation at student Annual Reviews,

**d) timeline for implementation.**

The school's Pyramid of Student Transition outlines the P721X Instructional timeframe for student transition to work-study and LRE placements.

The Transition Team ( Transition Coordinator, Job Developer, Principal, and when available Parent) identify student transition readiness to work-study programs and LRE. Student Transition Service is an on-going school process aligned to student's Individual Educational Plans (IEP).

- Students 14-16 years old are identified for school orientation, pre-vocational skills within the school, instruction in all

content areas,

social skills development, and travel training assessment,

and community

-Students 16-18 years old are identified for community based instruction, In-school work-shops, part-time work-study

based recreational activities,

agencies, and

-Students 18-21 years old are identified for full-time work-study programs, intensive transition planning to adult service

Post-secondary placements, and graduation.

-By Nov-June, 2012-On going collaboration with Community Base Organization work-study partners for student placement.

-Sept-June, 2012, the school transition team will meet monthly, when needed to discuss student transition and travel training, as

evidence of the number of students re-routed, travel trained and class placement of students to full-time work-study.

-On going collaboration with community partner FECS to support the school in the establishment of an after-school technical

education program for student on the autism spectrum.

## **NOT A TITLE 1 SCHOOL- P721X PARENT INVOLVEMENT POLICY**

### **Strategies to increase parental involvement:**

Providing materials and training to help parents work with their children to improve their achievement level and work-study placement supported by the school's;

-Job Developer meetings

-Transition Coordinator meetings

-Parent Coordinator

-OPT Coordinator

-D75 Travel Trainers

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

-Parent Handbook

-Bilingual Spanish school flyers and postings

-Supplementary Education After School Program Parent Engagement Initiative

-School Guidance Counselors

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- FEGS after school program
- CHAMPS after school sports program
- Open Door school policy
- SBST meetings
- Title III Supplementary Education afterschool programs providing assistance to parents in understanding City, State and Federal standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- The P721X school conducts ten to twelve (10-12) Annual Parent Workshops in collaboration with the Parent Association and School Transition Coordinator, Parent Coordinator and District Travel Trainer.
- School Staff provides Translation, and interpretation services in Spanish. Speakers of other languages are supported by paraprofessionals that speak the students' home language.
- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.
- Our school community will conduct two annual Surveys with input from the School Leadership Team to improve the academic and vocational mission of our school. The findings of the evaluation through school surveys and feedback forms will be used to provide parent professional development needs and educational support to their young adult student. This information will be maintained by the school' Transition Coordinator for post-secondary placements and current support needs.

The school's Parent Coordinator will serve as a liaison between the school and families.

- The Parent Coordinator, bilingual teachers and the identified Spanish speaking paraprofessional will provide translation and interpretation at parent workshops to ensure our school environment is welcoming and inviting to all parents;
- The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- Parent workshops are conducted once or twice a month with topics that may include: guardianship, SSI, Workstudy placements, understanding educational accountability, Transition services, travel training, accessing community and support services;
- Conduct a Parent Association and School Leadership Team a Parent Holiday Pot-luck celebration and a Spring Bar-B-Q fair;
- Our school will further encourage school-level parental involvement by holding the 5<sup>th</sup> Annual Cinco de Mayo culmination celebration with the school's Bilingual staff. All parents and students are invited to attend the formal presentation of the After School Supplementary Education Parent Involvement Initiative.
- Encouraging meaningful parent participation on School Leadership Teams and Parent Association
- Developing and distributing a school news, newsletter or web publication designed to keep parents informed about school activities and student progress;

Translate and interpretation language support in all critical school documents and during meetings and events as needed; the school's bilingual Spanish guidance counselors, Parent Coordinator, and bilingual Spanish office staff provide language translation and interpretation.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Recommendations from the D75 New Teacher Finder Hiring Hall events
- Mentoring support by P721X School Mentor Coaches
- Information from the Office of Teacher Recruitment and Quality.
- Candidates from the New Teaching Fellows Institute
- Weekly Teacher Cohort meetings
- In-house Professional Development opportunities
- D75 Professional Development opportunities
- D75 Instructional Support Services

#### **Service and program coordination**

- The school has a Positive Behavior Plan and Motto 'Keep it Real.'
- OORs Reporting system
- School Health Fair with community agencies participating,
- SWIS behavior tracking data.
- Guidance Counselors assigned to every classroom for student and family support
- FECS, AHRC, SSI, and other social service agencies,
- Community Base Organization Work-Study Partners

**Budget and resources alignment**

- Tax Levy Code 100: materials and supplies for the in-house publication workshop,
- Tax Levy Code 451: for metro cards for student travel and parent support,
- Tax Levy 400: celebration work accomplishments and parent meetings refreshments,
- Tax Levy Code 496: Student work stipends
- VATEA CW: Vocational Education
- Title III funds for Translation and Interpretation Services.
- TL/OTPS Parent Coordinator

-

## ANNUAL GOAL #4 AND ACTION PLAN

**Annual Goal #4** The school year 2011-2012, P721X will continue the expansion of technology and computer technology as a school-wide instructional tool for student learning.

By June of 2012, there will be an 10% increase in the use of technology as an instructional tool as evidenced in teacher's lesson planning, classroom preparation, classroom observations, students use of computer logs, and student project base learning fairs.

### **Comprehensive needs assessment**

The school has recognized the need for the whole school community (administration, staff, parents and students) to improve their technology skills in the use computer technology to support student learning and recreational activities. The Talent Management Pilot has developed an electronic feedback on the partial and full teacher observation feedback through the ARIS LEARN website. More teacher professional development is needed to access this data and make use of the rating information for teacher reflection; in order to make an positive change in instruction for student learning. Using computer technology to support instruction is an important responsibility for teachers to learn. Teachers must stay abreast of fast paced technology developments to meet the 2011-2012 Instructional Expectations, and to strengthen their teaching practices. The on-line Unique Learning System requires educators to access the thematic units of study and input student profiles. The P721X school has computer technology in every classrooms for student research projects, word processing, educational viewing, and e-mail to communicate. Students are able to use computers as an instructional tool to do classwork.

### **Instructional strategies/activities**

#### **a) strategies/activities that encompass the needs of identified student subgroups,**

- The Unique Learning System in the only standard based, on-line curriculum aligned to Common Core Learning and NYAGLI
- Teacher Lesson Plans and student class work will integrate technology and computer based learning activities.
- Bulletin Boards will reflect computer use in student work.
- Monthly student projects will demonstrate student work with computers.
- Seven (7) computer workshops will be given through the supplementary education program for bilingual students and their parents.
- The technology Coach's Teacher Request Technology Forms will provide laptops, IPADs and technical support to improve teacher skills..
- Work-study programs will have lap-tops for student use.
- Off-site schools will be upgraded with new computers, IPADs and printers to support instruction,

-school allocation provided for substitute coverage for teacher to participate in the D75 technology professional development offerings.

-School activities video taped and used as a teacher assessment tool and student learning activity.

**b) staff and other resources used to implement these strategies/activities,**

-Speech teachers will have IPADs for student speech improvement

-Guidance Counselors will have IPADs to input data at work-study programs,

-The music teacher will have student IPADs for music appreciation and learning,

-Whiteboards installed in 50% of classrooms to improve and support instruction,

-The school's student print shop squad will produce school news publications and Unique thematic Units.

- 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. Students will have more internet options.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the**

**strategies/activities,**

- Principal's Student Portfolio encompassing current student data for teachers to review.

-teacher generated Student Learning Portfolios

-Inquiry Team Meetings

-Monthly Cabinet Meetings

-Teacher feedback from professional development,

-Teacher feedback from Cohort and individual teacher and paraprofessionals meetings.

-SWIS reporting on student behaviors,

-Teacher participation at student Annual Reviews,

- Teacher weekly Cohort Meetings

**d) timeline for implementation.**

- Monthly student projects show technology use,

- Weekly administrative review of teacher access in Unique Learning System,

-Administrative feedback from short frequent teacher observations on ARIS LEARN,

-The school 'What's Happening' newspaper is published once a month using computer technology, video, and audio

equipment.

-Completions of on-line TMP school surveys by the administrative and teaching staff.

## **NOT A TITLE 1 SCHOOL- P721X PARENT INVOLVEMENT POLICY**

### **Strategies to increase parental involvement:**

Providing materials and training to help parents work with their children to improve their achievement level and work-study placement supported by the school's;

- Job Developer meetings
- Transition Coordinator meetings
- Parent Coordinator
- OPT Coordinator
- D75 Travel Trainers

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- Parent Handbook
- Bilingual Spanish school flyers and postings
  - Supplementary Education After School Program Parent Engagement Initiative
- School Guidance Counselors

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- FEGS after school program
- CHAMPS after school sports program
- Open Door school policy
- SBST meetings
- Title III Supplementary Education afterschool programs

Providing assistance to parents in understanding City, State and Federal standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

-The P721X school conducts ten to twelve (10-12) Annual Parent Workshops in collaboration with the Parent Association and School

Transition Coordinator, Parent Coordinator and District Travel Trainer.

- School Staff provides Translation, and interpretation services in Spanish. Speakers of other languages are supported by paraprofessionals

that speak the students' home language.

-Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians,

including parents/guardians of English Language Learners and students with disabilities.

-Our school community will conduct two annual Surveys with input from the School Leadership Team to improve the academic and vocational

mission of our school. The findings of the evaluation through school surveys and feedback forms will be used to provide parent professional

development needs and educational support to their young adult student. This information will be maintained by the school' Transition

Coordinator for post-secondary placements and current support needs.

The school's Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator, bilingual teachers and the identified Spanish speaking paraprofessional will provide translation and interpretation at parent workshops to ensure our school environment is welcoming and inviting to all parents;

-The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with The central office;

- Parent workshops are conducted once or twice a month with topics that may include: guardianship, SSI, Workstudy placements, understanding educational accountability, Transition services, travel training, accessing community and support services;

-Conduct a Parent Association and School Leadership Team a Parent Holiday Pot-luck celebration and a Spring Bar-B-Q fair;

-Our school will further encourage school-level parental involvement by holding the 5<sup>th</sup> Annual Cinco de Mayo culmination celebration with the school's Bilingual staff. All parents and students are invited to attend the formal presentation of the After School Supplementary Education Parent Involvement Initiative.

-Encouraging meaningful parent participation on School Leadership Teams and Parent Association

-Developing and distributing a school news, newsletter or web publication designed to keep parents informed about school activities and student progress;

Translate and interpretation language support in all critical school documents and during meetings and events as needed; the school's bilingual Spanish guidance counselors, Parent Coordinator, and bilingual Spanish office staff provide language translation and interpretation.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

-Recommendations from the D75 New Teacher Finder Hiring Hall events

-Mentoring support by P721X School Mentor Coaches

-Information from the Office of Teacher Recruitment and Quality.

- Candidates from the New Teaching Fellows Institute

- Weekly Teacher Cohort meetings
- In-house Professional Development opportunities
- D75 Professional Development opportunities
- D75 Instructional Support Services

**Service and program coordination**

- The school has a Positive Behavior Plan and Motto 'Keep it Real.'
- OORs Reporting system
- School Health Fair
- SWIS behavior tracking data.
- Guidance Counselors assigned to every classroom for student and family support
- Community Base Organization Work-Study Partners
- On going collaboration with community partner FECS to support the school in the establishment of an after-school technical education program for student on the autism spectrum.

**Budget and resources alignment**

- Tax Levy Title III Supplementary Education Program will support the after school, "Parent and Student Computer Initiative,
- Tax Levy Code 332: Upgrading the three computer labs, Off-site schools, multimedia Library, and identified work-study programs
- Reso A Technology grant will upgrade computer hardware, improved fiber optics, purchase of IPADS, laptops, and classroom white boards
- Tax Levy Inquiry Team
- Tax Levy software
- Tax Levy Instructional for computer library
- Title III Translation and Interpretation Services

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	2	2	2	2	2	-	-	-
8	4	4	4	4	4	-	-	-
9	4	4	4	4	4	-	-	-
10	10	10	10	10	10	-	-	-

11	10	10	10	10	10	-	-	-
12	14	14	14	14	14	-	-	-

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

- 1.type of program or strategy (e.g., Wilson, Great Leaps, etc.),
- 2.method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
- 3.when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>•Test prep strategies, tiered assignments, graphic organizers, curriculum adaptations, accommodations for assignments, test, project test, individualized student checklist. Test books.</li> <li>•Students are identified and scheduled for small group instruction, one to one tutoring; during and after school time.</li> <li>•Students identified for the Wilson Program are in a small group provided with intensive Wilson instruction: decoding and practicing strategies to connect what they are learning and reading.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>•Students are identified and scheduled for small group instruction, individualized and one to one tutoring service is available and provided before, during and after school.</li> <li>•Strategies used include: tiered assignments, graphic organizers, curriculum adaptations, test prep strategies, calculator techniques.</li> <li>•Accommodations for assignment, projects, test, individualized student checklist.</li> <li>•Teachers use computers to support AIS on-line: Frac-tac-toe, factor Bingo Baseball Multiplication and Beat the Computer. Teacher made materials, manipulative, flash cards and fractional puzzles.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>•Students are identified and scheduled for small group and/or individualized instruction, tutoring service provided before, during and after school. AIS include but not limited to: helping students understand task by having students preview vocabulary and practice problems.</li> <li>•Strategies used include: tiered assignments, graphic organizers, curriculum adaptations.</li> </ul>

	<ul style="list-style-type: none"> <li>•Accommodations for assignment, projects, test, individualized student checklist.</li> <li>•Extra lab-time use to create multiple versions of a lesson and practice problems.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>•Students are identified and scheduled for small group and/or individualized instruction, tutoring service available and provided before, during and after school.</li> <li>•Strategies used include: tiered assignment, graphic organizer, curriculum adaptations, multimedia use (computers, newspapers magazines, DCs and television).</li> <li>•Accommodations for assignment, projects, tests, individualized student checklist.</li> <li>•Small group learning to promote understanding through discourse in current events</li> <li>•Having students present and communicate alternate ways for self-questioning and self-monitoring what they think (higher order skills)</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>•Small group and individualized counseling to all students at risk. Counseling service provided to all classes as needed.</li> <li>•Service available during the school day.</li> <li>•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.</li> <li>•IEP Team Meetings to discuss progress reports, targeted academic intervention and support of related services.</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Gary Hecht/Ketler Louissaint</b>	District <b>75</b>	Borough <b>Bronx</b>	School Number <b>721</b>
School Name <b>The Stephen D McSweeney School 721X</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Jean Marie Chin</b>	Assistant Principal <b>Cheryl Green-Foster</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Guadalupe Reyes</b>	Guidance Counselor <b>Wanda Huertas</b>
Teacher/Subject Area <b>Patricia Marcillo/Bilingual</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Yvonne Encarnacion/Bilingual</b>	Parent Coordinator <b>Marilyn Alfano</b>
Related Service Provider <b>Altagracia Beltre</b>	Other <b>type here</b>
Network Leader <b>Ketler Louissaint</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>518</b>	Total Number of ELLs	<b>134</b>	ELLs as share of total student population (%)	<b>25.87%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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. If the student is new to the NYC Department of Education, during the oral informal intake process, the teacher member of the Intake Team will do the Home Language Identification Survey. If based on this survey, it is determined that the LAB-r needs to be administered then Janine Negron-Long, a licensed Bilingual Special Education teacher will administer the exam within 10 days of the student being admitted. Ms. Negron-Long is also qualified to administer the Spanish LAB-R

The parents and guardians of all students that are new to our school must come in to complete an intake before the students can be admitted. The intake process 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. During the intake interview process, 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. If we have a student who speaks a language other than Spanish, we attempt to provide an alternate placement paraprofessional. During the past few years we have had an increase in the number of Biligual (Spanish) students on the autism spectrum enrolling at our school. In response to this need, and parents' request, in September of 2011, P721X an additional Bilingual Spanish class for students on the autism spectrum was opened at our 368x location for students on the autism spectrum. Since we now have 3 Bilingual 12:1:1 (Spanish) classes, the majority of students whose parents choose this placement can be placed in a bilingual setting. Upon completion of the intake process, once the necessary paperwork is submitted and busing is put in place, a student can usually be in attendance within a week.

In District 75, Program Choice is determined at the CSE level based on the 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 community based work study programs, 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 the CSE.

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 home and provide interpretation services.

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 include worksites. Trained pedagogues travel to these various locations to administer the exam. Cheryl Green-Foster (AP), the ELL Compliance Person, trains all the teachers who administer the NYSESLAT each year, this includes all Bilingual Teachers, ESL teachers and Bilingual guidance counselors. Each teacher who administers the test, is given a detailed schedule of the time frame (administration periods) in which the test is to be

administered, and a list of student names that they are responsible for in either our main site, 2 off sites and 10 work study sites (see attached). Student lists are determined based the information supplied by a review of the RLER, RLAT and RLAB reports. Many of our severely physically and cognitively limited students cannot participate in the NYSESLAT; however, attempts are made to administer the NYSESLAT to every eligible student.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										5	6	3	23	37
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										14	21	15	41	91
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	19	27	18	64	128

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	134
SIFE	1	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	58

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	14		14	6	1	6	16		16	36
Dual Language										0
ESL	21		21	35		35	42		42	98
Total	35	0	35	41	1	41	58	0	58	134

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										5	6	3	23	37
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
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>23</b>	<b>37</b>								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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										12	21	14	40	87
Chinese														0
Russian														0
Bengali										2				2
Urdu												1		1
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian											1		2	3
Other												2		2
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>22</b>	<b>17</b>	<b>43</b>	<b>96</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Based on our school population P721X, during the year 2011-12, 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 59 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: 23 students are served in the ESL program. ESL is provided by 2 certified ESL teachers and 1 Special education teacher in the TESOL program through a self-contained model and a push in model of instruction at the main site, and The Glebe Senior Center (a worksite). Our newcomers receive peer tutoring through 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 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 and intermediate students receive 360 minutes per week and advanced students receive 180 minutes of ESL and 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 ELA. Students are grouped for instruction according to age and level of performance. The use of technology is used in all aspects of instruction along with multisensory techniques. In addition to the school library as a literacy resource, each class has access to a level library that addresses the interests and needs of the students.

Content Area Instruction: For all students at the main site, all content subject areas are taught through ESL Methodologies in English by Special Education/ESL Certified teachers. ESL methodologies include Language Experience, Whole Language, the use of graphic organizers, multisensory approach and Mayer Johnson Symbols. These methodologies are also used in the other content areas including mathematics, social studies and science. This year we began using a new web based curriculum UNIQUE. This program was created for special education students and is aligned with the new York State Standards, the Common Core and the Alternate Grade Level Indicators.

## A. Programming and Scheduling Information

The ELLs perform as well as other 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 includes the use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and/or 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, 1 bilingual class for students on the autism spectrum and 1 bilingual worksite. The four 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. At least one other content area per day is taught in the Native Language in each of bilingual classes. 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.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

•foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

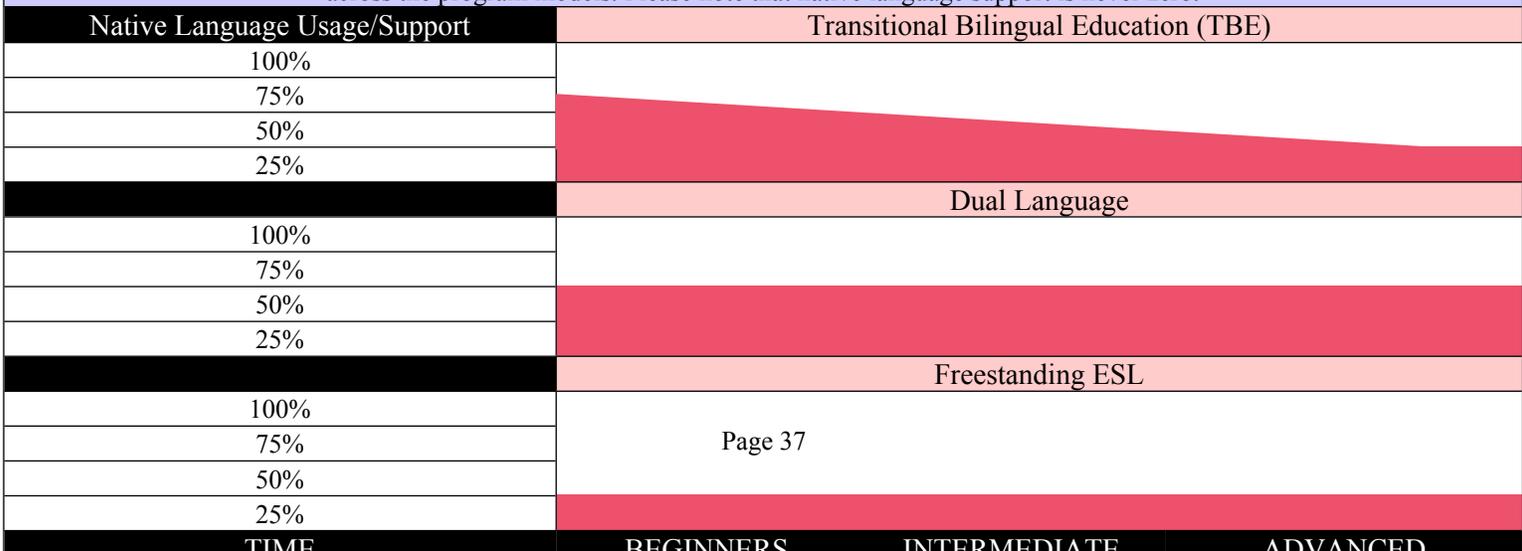
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

**Native Language Usage and Supports**

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



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 @ 368x 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 thirty one (131) students mandated for ELL services, which equals 26% of the population. The one hundred and thirty one (131) ELL students are NYSAA students and exempt from standardized testing except for three ESL Inclusion students at 721X@Lehman H.S. and one visually impaired student 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 we opened up a Bilingual 6:1:1 to meet the needs of the students and both parents and students have responded positively. 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 classes at all but our Lehman Inclusion program are Alternate Assessment and therefore in ungraded classes. Our students all have IEPs and receive their mandated services which includes Speech, Counseling, Occupational Therapy and Physical Therapy, 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 (4 to 6) years of service and SIFEs are also provided with additional linguistic support, through AIS, Title III, "The WAVE" (Work, Achievement, Vocation and Employment"), and UNIQUE curriculums. 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, hospitals, nursing homes, nursery schools and State parks. ELL students are fully immersed in the Transitional process of work-study and vocational training. The school teaches "The WAVE" (Work, Achievement, Vocation and Employment") curriculum to prepare students for transitional services prior to transitioning to least restrictive environments and graduation. Content area instruction, ELA, math, science and social studies are provided through a functional and vocational learning approach using the Content Area Pacing Calendars.

The four 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. In addition students speaking languages other than Spanish

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 @ 368x 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 thirty one (131) students mandated for ELL services, which equals 26% of the population. The one hundred and thirty one (131) ELL students are NYSAA students and exempt from standardized testing except for three ESL Inclusion students at 721X@Lehman H.S. and one visually impaired student 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 we opened up a Bilingual 6:1:1 to meet the needs of the students and both parents and students have responded positively. 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 classes at all but our Lehman Inclusion program are Alternate Assessment and therefore in ungraded classes. Our students all have IEPs and receive their mandated services which includes Speech, Counseling, Occupational Therapy and Physical Therapy, 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 (4 to 6) years of service and SIFEs are also provided with additional linguistic support, through AIS, Title III, "The WAVE" (Work, Achievement, Vocation and Employment"), and UNIQUE curriculums. 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, hospitals, nursing homes, nursery schools and State parks. ELL students are fully immersed in the Transitional process of work-study and vocational training. The school teaches "The WAVE" (Work, Achievement, Vocation and Employment") curriculum to prepare students for transitional services prior to transitioning to least restrictive environments and graduation. Content area instruction, ELA, math, science and social studies are provided through a functional and vocational learning approach using the Content Area Pacing Calendars.

The four 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. In addition students speaking languages other than Spanish have an Alternate Placement paraprofessional for language. 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 the use of Computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used to improve independence

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 @ 368x 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 thirty one (131) students mandated for ELL services, which equals 26% of the population. The one hundred and thirty one (131) ELL students are NYSAA students and exempt from standardized testing except for three ESL Inclusion students at 721X@Lehman H.S. and one visually impaired student 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 we opened up a Bilingual 6:1:1 to meet the needs of the students and both parents and students have responded positively. 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 classes at all but our Lehman Inclusion program are Alternate Assessment and therefore in ungraded classes. Our students all have IEPs and receive their mandated services which includes Speech, Counseling, Occupational Therapy and Physical Therapy, 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 (4 to 6) years of service and SIFEs are also provided with additional linguistic support, through AIS, Title III, "The WAVE" (Work, Achievement, Vocation and Employment"), and UNIQUE curriculums. 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, hospitals, nursing homes, nursery schools and State parks. ELL students are fully immersed in the Transitional process of work-study and vocational training. The school teaches "The WAVE" (Work, Achievement, Vocation and Employment") curriculum to prepare students for transitional services prior to transitioning to least restrictive environments and graduation. Content area instruction, ELA, math, science and social studies are provided through a functional and vocational learning approach using the Content Area Pacing Calendars.

The four 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. In addition students speaking languages other than Spanish have an Alternate Placement paraprofessional for language. 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 the use of Computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used to improve independence

## 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 ELLS 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 presenting in both English and Spanish. We also have other parent workshops, including guardianship where lawyers come to address the parents, again, in both 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. Parents are also asked for their input at IEP and CSE meetings. 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. We also have other parent involvement activities including workshops on such topics as travel training and guardianship.

## 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 8, 2011 two attended Jose P Training offered by District 75. All staff at every level is involved in Professional Development related to ELLs students. Ms. Encarnacion, the 6:1:1 Bilingual teacher attended the district wide Professional Development workshops and will do turnkey training on June 7, 2012. She is also part of a cohort group at 368 who meet weekly and they share instructional strategies and look at student work. The other ELL teachers in the main building are also part of different cohort group that meet weekly. Our ELL Compliance person is one of the Assistant Principals. She attends the mandated workshops and brings back information and materials to share with other members of the Administrative Team and Principal's Cabinet.

ELL teachers 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 7, 2012. 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 works closely with the Transition Coordinator as they help our older students transition from the Department of Education to adult services and outside agencies. ELL staff and guidance counselors work with students and families to make the transition from the main site to a worksite smooth. They set up orientations and interventions. Most of the teaching staff have Jose P Training. A copy of this list is kept by the school secretary and included in the ELL

## 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 8, 2011 two attended Jose P Training offered by District 75. All staff at every level is involved in Professional Development related to ELLs students. Ms. Encarnacion, the 6:1:1 Bilingual teacher attended the district wide Professional Development workshops and will do turnkey training on June 7, 2012. She is also part of a cohort group at 368 who meet weekly and they share instructional strategies and look at student work. The other ELL teachers in the main building are also part of different cohort group that meet weekly. Our ELL Compliance person is one of the Assistant Principals. She attends the mandated workshops and brings back information and materials to share with other members of the Administrative Team and Principal's Cabinet.

ELL teachers 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 7, 2012. 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 works closely with the Transition Coordinator as they help our older students transition from the Department of Education to adult services and outside agencies. ELL staff and guidance counselors work with students and families to make the transition from the main site to a worksite smooth. They set up orientations and intervisitations. Most of the teaching staff have Jose P Training. A copy of this list is kept by the school secretary and included in the ELL Compliance Binder.

## 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 ELLs 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 presenting in both English and Spanish. We also have other parent workshops, including guardianship where lawyers come to address the parents, again, in both 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. Parents are also asked for their input at IEP and CSE meetings. 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. We also have other parent involvement activities including workshops on such topics as travel training and guardianship.

# 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)										15	15	9	30	69
Intermediate(I)									1	2	2	2	7	14
Advanced (A)											1	1		2
Total	0	0	0	0	0	0	0	0	1	17	18	12	37	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										15	15	9	30
	I									1	2	2	2	7
	A											1	1	
	P													
READING/ WRITING	B										15	15	9	30
	I									1	2	2	2	7
	A											1	1	
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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. This year we introduced a new assessment SANDI (Student Annual Needs Determination Inventory) for our multiply handicapped 12:1:4 students. We also are doing benchmarking for Unque our new curriculum where students are pr-assessed at the beginning of each month and then again at the end of the month to determine progress.

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 from standardized assessment due to their severe cognitive delays. For these reasons while our students do not score well on the

### 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.

### 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									0
8									0
NYSAA Bilingual Spe Ed	0		4		4		9		17

### 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	1		3		0		8		12

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	2		1	
Biology				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography	1		0	
US History and Government	1		0	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

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.

This year we introduced a new assessment SANDI (Student Annual Needs Determination Inventory) for our multiply handicapped 12:1:4 students. We also are doing benchmarking for Hispanic students to see how they are performing at the beginning of each month.

## 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.

## Part VI: LAP Assurances

School Name: <u>Stephen D. McSweeney</u>		School DBN: <u>75X721</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean Marie Chin	Principal		1/1/01
Cheryl Green-Foster	Assistant Principal		1/1/01
Marilyn Alfano	Parent Coordinator		1/1/01
Guadalupe Reyes	ESL Teacher		1/1/01
	Parent		1/1/01
Yvonne Encarnacion	Teacher/Subject Area		1/1/01
Patricia Marcillo	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Wanda Huertas	Guidance Counselor		1/1/01
Ketler Louissaint	Network Leader		1/1/01

**School Name: Stephen D. McSweeney**

**School DBN: 75X721**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Altagracia Beltre	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

**DBN: 75X721      SCHOOL NAME: STEPHEN D. MCSWEENEY**

**CLUSTER:      NETWORK 5**

**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 Spanish bilingual teacher, Spanish bilingual paraprofessional or Spanish 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 requires written translation and interpretation are Spanish, Urdu and Bengali. We currently have but could use more translation and interpretation assistance for the 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 Urdu and Bengali paraprofessional is on staff to support the home language. Staff members who speak the home 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 and Parent Coordinator. Staff language 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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Stephen D. McSweeney	DBN: 75X721
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissaint
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 36 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> 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 type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P721X is an ungraded high school age school (Estimated grade levels are 10th -12th grade.) Students that will be in the Supplementary Education program, ages range from 16-21 years of age. 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 \$21,440.00 and this year \$17,580.00. The 2011-2012, Supplementary Education allocation provides a six weeks, once a week, four hours a day on Friday afternoons from 3:00pm-7:00pm instructional program. The afternoon program will prepare students with ELA and Vocational Math instruction aligned to the New York State Career Development and Occupational Studies (CDOS) Curriculum, addressing four interrelated subject areas: Consumer Education, Family Living, Computers, and Cash Register Training. The program will provide ELL students with the opportunity to engage in cooperative learning activities in English and Bilingual\ESL best practice strategies connecting math and language acquisition to the real world. The language of instruction will be English.

To assess academic knowledge, authentic learning projects will be constructed independently or by small groups of students working together cooperatively. The authentic learning projects provide English Language Learners with the opportunity to interact and communicate in small cooperative groups to accomplish a given task. Students will have the opportunity to write and communicate what they learned.

The instructional planning is focused on ELL (English Language Learners) students' needs. The bilingual Spanish\ESL teacher 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 student textbook used this school year for math will be Everyday Math Demystified (2204) written by Stan Gililisco. Three Samsung cash registers were purchased with the needed recommended accessories and instructional software. The math lesson objectives will give students a deeper understanding of the consumer and entrepreneur's work situation and the need to read, write, learn mathematics for real life; counting, measurements, fractions and graphics. Last year's, curricula material, The Working Experience, low beginning, high beginning, and low intermediate will continue to be taught and reviewed.

Our ELL students are not independent travelers and cannot travel to or from school independently. There are no school bus services for the after school program and our students need parental support

## Part B: Direct Instruction Supplemental Program Information

traveling on public transportation after school hours. We have established a Parent Learning Initiative to engage parents to learn technology (computers and cash registers) with their young adult child. Without parental participation and support, students would not be able to stay after school and have the opportunity or benefits of supplemental education. An allocation for metro cards for both student and parent was made to ensure the program's success.

The Title III instructional supplementary program will employ four teachers: two certified bilingual Spanish teachers, one dual bilingual Spanish and ESL certified teacher, and one content area computer teacher. The content area computer teacher and bilingual teachers will use an interdisciplinary teaching approach of Career Development and Occupational Studies, Spanish and ESL development.

The bilingual guidance counselor will provide instructional support in the area of transition planning to work, work-related opportunities and post-secondary school opportunities. The staffing ratio of the 12:1:1 classes, age levels, 10th-12th grades will be maintained. The Supplementary Education Program will have three (3) classes. The three classes will have twelve students, one teacher and one classroom paraprofessional. There is an additional mandated 1:1 health paraprofessional for one of the students, NYC# 262468507.

Two teachers are licensed Spanish Bilingual Education teachers; Ms. Janine Long and Ms. Encarnacion. There is one dual licensed teacher in both Spanish Bilingual Education and ESL, Ms. Patricia Marcillo; and one licensed content area math and computer teacher, Mr. Joesph Kohler. The math and technology teacher is the 721X Technology Coach. He will provide professional development and math/technology support to students, teachers, and paraprofessionals. The guidance counselor, Ms. Wanda Huertas will do push-in to classroom instruction on career development, meet with parents in small groups and individually; instruction both students and parent on the transitional processes of the school. Often times, many bilingual parents hesitate to address educational concerns because they lack strong English communication skills. The Supplementary Education Programs opens the doors by making parents feel supported and needed with the education and transition planning of their young adult child. Transition planning is crucial for guiding young adult students towards work, work-related opportunities, and post secondary high school placements. The school's Transition Coordinator is not Spanish speaking and Ms. Huertas provides support, information and instructional guidance to students and their parents in this important area.

Ms. Cheryl 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. The four Spanish speaking paraprofessional are: Ms. Maria Gonzales, Ms. Aida Vega, Marjuli Chavez, Justina DeJesus. Ms. Marjuli Chavez, is the 1:1 health paraprofessional. An administrative observational report will also be made on teacher performance and student learning.

The afterschool Supplementary Education Program will provide 36 ELL learners the opportunities to reinforce prior knowledge and engage in active language and ESL acquisition experiences that incorporate a multicultural educational approach. We are targeting all students who have not shown progress in moving from the beginning level to intermediate level. The program schedule and duration will be for six (6) weeks for four hours per day on Friday afternoons from 3:00pm-7:00pm (03/09/12,

## Part B: Direct Instruction Supplemental Program Information

03/16/12, 03/23/12, 03/30/, 04/20/, 04/27). This schedule provides parents with the opportunity for parent engagement and participation in their child's learning and ensures ELL students receive the required educational support from the Supplementary Education Program. One teacher and paraprofessional will instruct each group for four hours in the area of ELA, native language instruction, Consumerism and Family living. The content area teacher in technology will do push-in to the three classes to support technology instruction to both students and parents. Students will have the opportunity to be actively engaged in the areas of English language arts, family finance, budgeting, mathematical data interpretation, problem solving, and mathematical reasoning in both native and English language. The hand-on activities will include instruction with community trips to retail markets. This community interaction will strengthen math and reading skills by using money and grocery flyers for problem solving as a real consumer. Prior to community trips, students will have math and technology instruction using the computer and electronic cash register to shaffold the learning interactions in the community. The computers, cash register, and hand calculators will support learning skills for future employablity as a cashier, money handler by learning the use of the cash register, computers and hand calculators.

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 understand the principles 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. Furthermore, the Title III parent involvement componet will be focused on promoting and developing effective parent and student language interaction for life. Considering the scientific fact which supports the belief that parents can make an immediate impact in a student's language acquisition skills and experiences (Topping, Dekhinet, ad Zoody, 2011). To help parents work alongside with teachers, paraprofessionals, school counselor and assistant principal, they will be encouraged to discuss and have input in the development of instructional materials, class trip planning, safety issues, positive social behaviors (Bradshaw, O'brennan& Sawyer, 2008; and Resources for Children with Special Needs, (2003). In summation, a second language acquisition learning experience with parental participation can support the young adult in learning and practice of proper English so students can gradually replace slang expressions in English with appropriate academic school language (Topping et al, 2011).

The P721X school vision for the Title III Supplemental Instructional Program for the year 2011-2012 is focused in connecting the students' IEPs learning mandates to the Career Development and Occupational Studies (CDOS) Curriculum to serve young adults with developmental disabilities. The visualization of the instructional program and its accountability is significance in training young adult ELL

## Part B: Direct Instruction Supplemental Program Information

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 computers and cash register technology. There are three second language acquisition principles that teacher will incorporate into instruction (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 a less restrictive environment 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. P721X provides a transitional process, beginning at the age of 13 years old to 21 years old that can lead to pursuing a career and job placement (Homes, 2000). By addressing these needs of young adult ELL students in special education, who also need bilingual instruction and/or English as a second language instruction. It is important that the school supports and integrates the whole family into the school community and school practice. This parent support and 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 a dual language. Educators will implement practices that provide students with the opportunity to do class work that is authentic, connected to real life situations, students working with peers, supported by family involvement and engagement. Honoring the fact that we want students to have better second language acquisition skills, we recognize the importance of teaching parents the proper teaching and learning behaviors in language interactions (Topping et al., 2011)

The assessment methods used to determine student progress and success in Family Living and Consumer Math Education is teacher observation and parent input from the Parent Engagement Initiative, teacher observation and evaluation of classroom performance, data, student's self-assessment rubrics with a student learning portfolio. Another method of assessment will be a visual sample of student's hands-on learning with the creation of a DVD on classroom instruction by students. The DVD will be the student's exit project and include the programs' culmination learning celebration and student awards.

### Part C: Professional Development

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

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

Begin description here: PROFESSIONAL DEVELOPMENT 2011-2012, FOUR WEEKS , WEDNESDAYS AFTERSCHOOL 3:30-5:30 pm,TOTAL EIGHT (8) HOURS: 02/29/12, 03/14/12, 03/28/12, 04/25/12.

During the school year, P721X has put into effect the following Professional development for all staff (teachers, paraprofessionals, guidance counselors, related service providers and assistant principal) responsible for the delivery of instruction and services to ELL students. There are weekly cohort meetings to discuss student Vocational Rubrics and Professional Teaching Standards. The teacher's review of the Principal's Vocational Rubrics will provide peer support in identifying student readiness for transition, placement into LRE of work-study and vocational learning, and individual student 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 meetings, ELL mandates, actions, strategies, and activities that will help accomplish the IEP educational goals set for the ELL population.

The 2011-2012 school year, The Supplementary Education Program's Orientation and Professional Development Initiative will be conducted once a week for four weeks for two hours. The Professional Development is scheduled on Wednesday afternoons. The first week we will hold a two hours staff and Parent Orientation and on the other three days, two hours of instructional professional development.

As outlined, there will be four (4)meetings:

Week one 2/29/2012, Wednesday afternoon, two hours, 3:30pm-5:30pm

Staff and Parent Orientation conducted by Ms. Cheryl Green-Foster, Assistant Principal and Ms. Wanda Huertas, bilingual Spanish Guidance Counselor. At the Orientation, teachers and parents will receive instructional materials, the curriculum design, educational goals and objectives, plan and discuss community based activities, parental meetings and class schedules.The procedural activities will introduce classroom teachers and parents on the goals and objectives of the program, alignment to the student's IEP goals and objectives and post-secondary Transition supports provided to students.

The planned goals introduced:

- 1.to motivate parents on how to form a closer teaching and learning connection from home to school.
- 2.To support and education parents on the importance of being well-trained as a parent educator.
- 3.To prepare parents to help their young adult build self-advocacy by building communication skills, literacy, and math consumerism.
4. To use English for personal expressions with family, friends and community for academics, enjoyment,

## Part C: Professional Development

work and work related activities

Week two- 03/14/2012, Wednesday afternoon, two hours, 3:30pm-5:30pm

Instructional Professional Development conducted by Mr. Joseph Kohler, Math and Technology teacher and Ms. Yvonne Encarnacion Bilingual Spanish teacher. Topics presented to staff and parents: the integration of Computers, Cash Register and Calculator as an instructional tool for everyday mathematics use.

1. will be the understanding of hands-on work practice using the electronic cash register, computers for supporting learning and enjoyment. The methodology will help students gain an understanding of the use of daily math calculation in everyday life and using the tools (computers, cash registers, calculators) to support learning to make life easier.
2. Mr. Kohler will demonstrate techniques, use and methods to navigate the computer for research, electronic cash register and calculator for computations for business and personal use.
3. The Everyday Math Demystified text will be reviewed and outlined for instruction and incorporated using an interdisciplinary instructional approach.
4. The software for the cash register will be reviewed for classroom and student use.

Week three- 03/28/2012, Wednesday afternoon, two hours 3:30pm-5:30pm.

Instructional Professional Development conducted by Ms. Janine Negron-Long bilingual Spanish teacher and Ms. Patricia Marcillo, bilingual Spanish teacher and certified ESL teacher. Topics presented to all staff and parents: Connecting Language Acquisition to the Real World.

1. Introduction of independent living and vocational skills in the areas of Family Living and Consumer Education, food purchases, living expenses, and food purchase and preparation.
2. Establish protocols for lesson plans, student portfolio binder.
3. Outline the workshop goal on applying academic knowledge during community based activities to improve communication and money budgeting skills.
4. Family responsibilities, health, and Food safety handling.

Week 4 -04/25/2012, Wednesday afternoon, two hours, 3:30pm-5:30pm

Instructional Professional Development conducted by Mr. Joseph Kohler, Math and Technology teacher and Ms. Yvonne Encarnacion, bilingual Spanish teacher. Topics presented to staff and parents, organizing, graphing and charting the connection between second language acquisition and mathematical concepts.

1. How specific math instructional learning strategies with the use of modern technology will assist ELL students with developmental disabilities to acquire academic and vocational career knowledge.
2. The group will review questioning techniques for rigor and higher-order thinking skills.
3. The instructional staff with parental support will design vocational and career second language vocabulary acquisition lessons for ELL students addressing metacognitive learning strategies and modeling techniques.
4. A focus on lessoning planning incorporating multi-linguistic and multi-cultural topics.

## Part C: Professional Development

## Part D: Parental Engagement Activities

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

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

Begin description here:

This will be the fifth year for after school program that is focused on the Parent Engagement Initiative. The School Leadership Team has approved the program again. 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 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 that will be designed for both students and parents. A series of technology instructional activities will be designed for both students and parents that will give them the opportunity to learn together; to access English as a Second Language experiences through the development of planned activities and lessons taken from the Family Living and Consumers Science standards, and electronic cash register software technical support instruction. Within the Title III program, parents will be encouraged and invited to participate in all four professional development sessions presented to Title III staff. The professional development workshops run for four Wednesdays (02/29/12, 03/14/12, 03/28/12, 04/25/12) after school starting on February 29, 2011. On this day, we will host a special staff and parent orientation meeting from 3:30pm-5:30 pm.

Futhermore, The Title III parent involvement component will be focused on promoting and developing effective parent and student language interaction for life. Considering the scientific fact which supports the belief that parents can make an immediate impact in a student's language acquisition skills and experiences (Topping, Dekinet, ad Zoody, 2011). To help parents work alongside the teachers, paraprofessionals, school counselor and assisant principal, they will be encouraged to discuss annd have input in the development of instructional materials, class trip planning, safety issues, positive social behaviors (Bradshaw, Obennen & Sawterm 2008; and Resources for Children with Special Needs, (2003).

## Part D: Parental Engagement Activities

In summation, a second language acquisition learning experience with parent participation can support the young adult in learning and practicing of proper English and replace slang expressions in English with appropriate academic school language (Topping et al, 2011).

Ms. Huertas, the bilingual Spanish Counselor, and Ms. Green, the Assistant Principal, will conduct the Orientation on Parental support. Parent participation is encouraged to have parents fully integrated into the development of the Title III instructional planning of the Supplementary Education Program. 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). Parents will be informed on the importance of their participation. They will understand their input can make a significant difference in their young adult child's school life second language acquisition learning experience. Students that can express themselves develop a higher foundation for both Native and English literacy skills (Topping et al., 2011).

The primary goal of the ELL school counseling intervention after school program for the year 2011-12 is to educate and support students and parents in the area of transition planning, and other related school counseling service areas. To address the transition needs of ELL students to less restrictive work study placements and post-secondary graduate opportunities, the support of the bilingual guidance counselor is needed. During the regular school day, the Transition Coordinator is not Spanish bilingual and unable to fully support Spanish speaking bilingual parents and students in the mandated transition processes. According to Wehman (2006), transition planning is an area of great need as it provides opportunities for adolescents to plan how to assume adult roles in the community such as keeping a job, living independently, being involved in the community, and establishing and maintaining good relationships with other people.

The transition process is a life-changing event in which an individual needs to learn how to adjust to new experiences while moving from the school environment to independent living and work (Winkelstern & Jongmsa, 2001; and Wehman, 2003). The primary goal of a transition plan is to educate individuals on how to assume adult roles in the community such as employment, maintaining a home, involvement in the community as an exemplary citizen, and experiencing satisfactory personal and social relationships and networking for success and confidence. Transition planning can be considered as a treatment program plan based on accountability in which professional personnel serve an individual with disabilities in the school system by documenting what has been done, what is planned for the future, and what outcomes can be anticipated from an intervention as a service provision goal (Winkelstern & Jongmsa, 2001). Consequently, with the use of The Transition & Independent Living Skills Assessment (TILSA) instrument the bilingual school counselor will plan a series of assessment and counseling intervention activities for students and parents. The intention is for each ELL student and parents to have a profile assessment list of needed support for future IEP transition planning.

## Part D: Parental Engagement Activities

ELL After School Counseling Intervention Plan:

Preparing ELL Students' for Education and Vocational Programs in the Community

### I. School Counseling Intervention Plan: Planning for Education 1.

Identify from the Transition and Independent Living Assessment Skills the needed supports for the postsecondary education setting.

2. Identify youth's long-term career goals.
3. Discuss health care issues that may impact student in post-secondary setting.
4. Identify needed natural supports, academic or physical accommodations, and support services.
5. Assessment that identifies strengths, needs, interests, preferences for post-secondary Education.
6. Assess student's self-advocacy skills.
7. Assess student's technical skills, social skills, and independent living skills.
8. Interview youth regarding education setting interests and preferences--size, setting, programs

### II. School Counseling Intervention Plan: Planning for Employment for an Individual Student. 1.

Assessment to identify current strengths, needs, interests, and preferences for post-school employment, independent living, and post-secondary training and/or education.

2. Interview youth regarding vocational interests, and preferences.
3. Develop student's awareness of different jobs.
4. Discuss health care issues that may impact Employment.
5. Discuss possible job placement options and awareness of skills needed by analyzing local labor market to identify job openings and local labor needs.

### III. School Counseling Intervention Plan: Barriers Faced in the Workplace 1.

Inability to communicate effectively.

2. Difficulty understanding instructions.
3. Failure to understand task requirements.
4. Failure to understand social rules.
5. Poor hygiene.
6. Unable to work independently.
7. Lack of initiative.
8. Inability to monitor own progress Development of inappropriate work patterns.
9. Resistance to change in routine.
10. Coping with promotion.
11. Mistreatment by others.
12. jobs without modifications.
13. Job with modifications/Restructuring.
14. Job Carving--Breaking jobs down into their key components and reassigning those pieces in more efficient or understandable ways.

Due to the 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

## Part D: Parental Engagement Activities

anticipate thirty-six (36) students and parents will participate in the supplemental after school program on Friday afternoons from 3:00pm-7:00 pm. In addition, the six (6) days of the Friday after school Supplemental Education Program incorporates a Parent Engagement Initiative, in which school 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 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.

Many of the ELL parents are exceptionally 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.

### References

Baca, L.M. & Cervantes, H.T. (2004). *The bilingual education interface*. Columbus, OH.; Pearson Merrill Prentice Hall.

Bowder, D.M., & Spooner, F. (2011) *Teaching students with moderate and severe disabilities*. New York New York: Guildford Press.

Bradshaw, C.P., O'Briennan, C.M., Sawyer, A.L. (2008). Examining variation in attitudes toward aggressive retaliation and perception of safety among bullies. *American School Counseling Association: Vol.12 Num.1 (pgs-10-21)*.

Burke, K. (2009). *How to assess authentic learning (third edition)*. Arlington Heights, IL: Sky Light Training and Publishing Inc.

Ford, A., Schnorr, L.r., Meyer, L., Davern, L., Black, L., & Dempsey, P. (2003). *The Syracuse Community-Refernced Curriculum for children with moderate and sever diabilities*. Baltimore, MD: Paul Brookes Publishing Co.

### Part D: Parental Engagement Activities

Gibilisco, S. (2004). *Everyday math de-mystified*. New York, New York: Mc-Graw Hall Company.

Herell, A. L. & Jordan, M. (2008). *50 strategies for teaching English learner*. Upper Saddle River, NJ: Pearson Merrill Pearson Hall.

Holcomb, E.L. (2004). *Getting excited about data: Combining people, passion, and proof to maximize student achievement*. Thousand Oaks, CA; Corwin Press.

Hones, D.F. (200). *In quest of freedom: Towards critical pedagogy in the education of bilingual youth*. University of Wisconsin Oshkosh; US Department of Education Resource and Information Center @Eric.Com.

Morrison, G. R., Ross, S. M. , & Kemp, J.E. (2007). *Designing effective instruction*. Danvers, MA: John & Sons.

Mowschenson, J.J. & Weintraub, R.J. (2009). *Beyond special education: A new vision of academic support*. Phi Delta Kappan Organization: Vol.; Num. 20; pp-751-55.

Owen, R.E. (2001). *Language Development: An introduction*. Needham Heights, MA: Allyn & Bacon, Inc.

*Resources for Children with Special Needs* (2003). *Transition matters: From School to independence*. New York City: Resources for Children with Special Needs Inc. (Author).

Thorndike, R.M. (2005). *Measurement and evaluation in psychology and education*. Upper Saddle River, NJ: Pearson Education.

Topping, K., Dekhinet, R.S. & Zeedyk, S. (2011). *Hindrances for parents in enhancing children language*. *Journal of Educational Psychology*: Vol. 23 (pgs.: 413-455).

Wehman, P. (2004). *Functional curriculum for elementary, middle, & secondary age students with special needs*. Austin, TX; Pro-Ed Publisher.

Wehman, P. (2006). *Life beyond the classroom: Transition strategies for young people with disabilities*. Baltimore, Maryland; Paul H. Brookes Publishing Company.

Winkelstein, J.A. & Jongsma, A.E. (2001). *The special education treatment planner*. New York, New York: Johnson Wiley & Sons. Inc.

### Part E: Budget

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

Allocation Amount: \$17580

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$9,810.04	Instructional After School Program six Fridays 3:00 pm-7:00 pm



**Part E: Budget**

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

Allocation Amount: \$17580

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>supplemental.</p> <ul style="list-style-type: none"> <li>•Additional curricula, instructional materials.</li> <li>•Must be clearly listed.</li> </ul>	<p>Total: \$2,971.36</p>	<p>13-0071431195            47 books@\$10.81=\$508.07            *Computer Ink Cartridges            3@\$71.00=\$213.00            *Three Electronic Cash Registers (with free lifetime technical support)            3@ \$269.00=\$807.00            *Silicone Keyboard Cover for Samsung ER-265 3@\$29.00= \$87.00            *100 Rolls of Thernal Paper= \$138.00            * Postage \$.44x4 mailings x 36 families= \$63.36 *</p> <p>Supplies and materials:</p> <p>*Culminating schoolwide celebration and awards recogniton (award certificates, posters, and project demonstrations for students)= \$1,154.93</p>
Educational Software (Object Code 199)	\$447.00	*Software Instructions/polling/w 14' cable 3@ \$149.00=\$447.00
Travel	\$972.00	*72 metro cards (36 parents/36 students) x 6 weeks x \$2.25 =\$972.00 There is no afterschool bus service.
Other		
<b>TOTAL</b>	\$17,580.00	