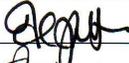
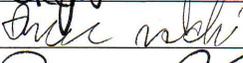
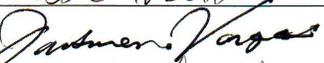
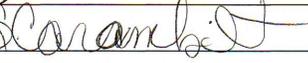
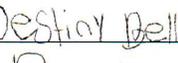
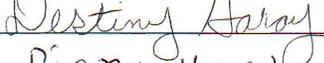
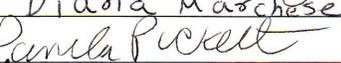
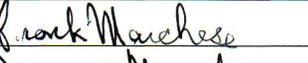
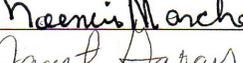
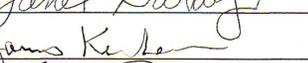
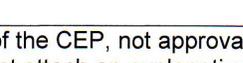


SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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
Frank J. DeGennaro	*Principal or Designee	
Omer Malchi	*UFT Chapter Leader or Designee	
Jasmine Vargas	*PA/PTA President or Designated Co-President	
Swyzene Carambot	DC 37 Representative, if applicable	
Destiny Bell	Student Representative	
Destiny Garay	Student Representative	
Diana Marchese	Student Representative	
Pamela Pickett	Parent	
Frank Marchese	Parent	
Noemi Marchese	Parent	
Janet Garay	Parent	
James Kernochan	UFT Teacher	
Raul Jimenez	UFT Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: STEPHEN D. MCSWEENEY SCHOOL

DBN: 75X721

PRINCIPAL: FRANK J. DEGENNARO

EMAIL: FDEGENA@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013, students will demonstrate improve content proficiency across basic subject areas as evidenced by successful completion of CCLS-aligned tasks appropriate to grade and content.

Comprehensive needs assessment

Our school received a “developing” score on the Quality Review for 2011-12. The QR states that we needed to strengthen our curriculum to increase rigor in academic tasks in order to cognitively engage all students. In the QR, our students claimed that the work was too easy for them and that they wanted to learn more content in different subject areas.

Instructional strategies/activities

School-based coach has given trainings to the teaching staff on the Common Core Learning Standards as well as the Citywide Instructional Expectations. The assistant principal and school-based coach attend the Children’s First Institute Meetings (CFI) and turnkey pertinent information regarding units of study.

Teachers will meet in teacher team meetings where these projects will be discussed. This is where the teachers will determine the projects they will be completing with their classes. Teachers will also develop the assessments they will be using to evaluate their students. Participants in these meetings will work toward connecting the CCLS to produce eight projects spread out through the year. Using a series of rubrics, teachers will collaboratively assess the quality of student work to ensure that it is connected to the CCLS. School-based coach will meet with the teachers during some of the periods to coordinate this work. Teachers will work with APs, school-based coach and students to develop rubrics for the projects.

Teachers begin their units of study in October and will complete one every month until May. They are given the content area, a theme and they are able to build a unit based on that theme. Each project is due by the last Thursday of the month. At that time, the school has a “share fair” where students can explain what they learned to their peers.

Strategies to increase parental involvement

Parents will be invited via letters home to participate in the Share Fair. Citywide Instructional Expectation Projects are discussed with parents at the School’s Leadership Team meetings. Progress in all academic areas will be documented in some cases through a communication notebook, in phone calls home to discuss the work that is being produced and in having parents sign homework if necessary.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here: \$10,000 for Race to the Top funds

Service and program coordination

We received \$10,000 in Race to the Top funds to spend on implementing the Citywide Instructional Expectations. It is being used to create resources such as assessments, sample units of study and guidelines for supporting teachers with implementation.

We are utilizing creative scheduling to program cohort as well as common planning periods in order for teachers to work with colleagues that are teaching similar populations. We are also utilizing common planning periods during the teacher’s admin to work on implementing the Citywide Instructional Expectations.

In addition, a very small amount of money is being spent on instructional resources to create the monthly projects.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June of 2013, there will be an increase in teacher use of targeted instructional strategies aligned to the students IEP as evidenced by an increase in student achievement of individual goals as measured by low inference observation and 80% proficiency in student achievement in ELA goals.

Comprehensive needs assessment

According to the Quality Review, the Unique Learning System Curriculum does not provide enough variety and limits teacher collaboration and engagement of all students. Higher order thinking skills and challenging, rigorous activities were not evident in the classrooms. We are in dire need of programs to supplement our Unique Learning System Curriculum in order to ensure academic achievement for all of our students.

Instructional strategies/activities

We would like to enhance ELA instruction with programs that are connected with the Common Core Learning Standards (CCLS). We will purchase Thinking Maps and implement it in at least five classrooms across the organization. Teachers will work collegially in common planning groups during their admin periods to improve instruction through the use of the new program.

Teachers involved in the Thinking Maps pilot will meet once a week with the school-based coach to review instructional successes as well as the areas that need improvement. Thinking Maps requires an 8 week roll out and one day of training. The program will be utilized for the balance of the school year, at which time it will be assessed to see if we would like to continue with it in September.

Strategies to increase parental involvement

Parents of the students who partake in this program will be invited into the school to see how the program works. The parents on the School Leadership Team will be informed about the changes in our instructional program. Teachers will communicate with parents (i.e. memos, letters) using different Thinking Maps. Progress in all academic areas will be documented in some cases through a communication notebook, in phone calls home to discuss the work that is being produced and in having parents sign homework if necessary.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Thinking Maps costs \$132.50 for each teacher's binder. We are purchasing ten binders so the cost would be \$1,325. Teachers will be trained by the school-based coach as well as a district level reading coach at no cost to the school.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By the end of June 2013, work opportunities for students will increase through the development of 5 new work study experiences. 80% of our graduates will have experienced at least one work study opportunity by June of 2013. In addition, 40% of our graduates will leave our school as independent travelers, which will lead to ACCES-VR referrals, leading to supported employment opportunities.

Comprehensive needs assessment

Due to the new regulations regarding issuance of IEP diplomas, our students need to be properly trained in work experiences that may lead to employment upon graduation. Students in our program should have experienced at least one work study program before they transition to one of the many agencies that will service them after graduation. Work ready students should be better suited for agency placement and should have an advantage over students who never had a work experience.

In the 2011-12 school year, 75% of our graduates had either a work study experience or graduated from our inclusion program at Lehman high school. In addition, 35% of our graduates were independent travelers.

Instructional strategies/activities

Work site teachers will consider changing from the Unique Curriculum to one that better suits their students. Based on teacher and student surveys, only 1 out of 11 existing full-time worksites would want to use the Unique Curriculum given an alternative. It is hoped that changing the curriculum and offering one that will be tailored for our work study students will have a positive effect on student achievement in our work study programs, including an increase in students getting hired for competitive and supportive employment.

Personnel: Principal who is in charge of the transition program, Assistant Principal, Job Developer, Transition Linkage Coordinator, full time work study teachers, part time work study teachers, in house work study teachers and work study paraprofessionals.

School administrators and the transition team (Job Developer and Transition Linkage Coordinator) will visit the sites to discuss each one with the teacher and paraprofessional assigned to each site. Full-time work study teachers meet in small groups at least once a month before our Faculty Conferences to discuss the curriculum and other issues pertinent to work study program.

By June of 2013, the work study program will have a more appropriate curriculum plan in action. By June of 2013, all sites will be visited by the Transition team on at least two occasions to discuss the effectiveness of each site with the teacher and paraprofessional.

Travel trainers will continue to work with our students at all of the school building sites as well as the worksites to improve our percentage of graduates who receive Travel Training and who can travel independently upon graduation.

Strategies to increase parental involvement

An introductory letter was sent home by the Transition Linkage Coordinator. Phone calls have been placed to invite parents to our school to meet with our transition team with priority offered to the parents of graduating students. Students with challenging attendance have received attention from our TLC, Attendance Teacher and the Assistant Principal in charge of attendance, who have scheduled Planning Interview Meetings with them in the hopes that they can convince their young adult of the benefits of attending school.

The TLC has visited the various agencies to become familiar with the services they provide to our students so she can inform our parents. In addition, the TLC will host a variety of workshops for our parents including: Legal Guardianship (2 per year), Transition Fairs (2 per year), Acces-VR Workshop, OPWDD MSC with

Goodwill and Travel Training Workshops with our travel trainers. The TLC apprises parents of workshops that take place outside of the school at the various agencies such as Acces-VR, OMRDD and FEES.

The TLC collaborates with other transition personnel in our district to hear what they do to better involve parents in their schools.

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Service and program coordination

Our school has two transition teachers who dedicate their time on a full time basis to improve our Transition Program. Our Job Developer is primarily responsible for work study placement and finding appropriate community-based work placement for our students. Our Transition Linkage Coordinator is primarily responsible for reaching out to our parents and providing a liaison to the agencies that will be serving the students upon graduation. We also have 11 full-time, community-based work experiences for our students. Each site has a full-time teacher and paraprofessional to work with the students. All of the work sites are visited and evaluated by the school's administration and by the Transition Team throughout the year to determine if the site is providing viable work experiences and skills that can lead to either competitive or supported employment at the site, at another site or upon graduation.

Our school has a full-time group of talented travel trainers on staff to train students to travel independently. In addition, the school provides a staff member who reroutes students who are already trained but need to be shown the best route to their new work study programs.

Parents will be treated to sustenance at their workshops and metro cards if necessary to further entice them to attend. Students who attend our full-time work programs will be given small stipends for their participation.

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/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,
 - d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading Thinking Maps Rewards Lehman Inclusion Program FEGS: computer program District-based ELL Coach Scantron RCT and Regents Prep	Small group or tutoring Full class Full class Small group and tutoring Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day During the day After school During the day During the day During the day
Mathematics	Lehman Inclusion Program District-based Math Coach Scantron RCT and Regents Prep	Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day During the day
Science	Lehman Inclusion Program Scantron RCT and Regents Prep	Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day
Social Studies	Lehman Inclusion Program FEGS: computer program Scantron RCT and Regents Prep	Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day After school During the day During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lehman Inclusion Program Behavior Intervention Plans and Functional Behavior Assessments	Small group and tutoring Counselors write these to describe a way to intervene with a student's behavior	During the day During the day

	Counseling services	1:1 and group counseling	During the day
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

We had a fairly high teacher turnover this past year, so we had to hire several teachers to fill vacancies.

The primary way in which we hired new teachers was through the Open Market System. This enabled us to hire people who had previous experience in the NYC DOE, with all of the teachers we hired coming from other District 75 schools. These teachers had experience working with students with disabilities, so their required training and mentoring was minimal.

We utilized the services of District 75's Human Resources personnel to send us applications of teachers who were certified in special education. This worked very well for us as we were able to hire highly qualified teachers to fill the vacancies we could not fill through Open Market.

In most cases, teachers were interviewed by a committee that included school administrators and UFT members. Many of the teachers who were hired were interviewed by personnel with like certifications. Questions were devised by the committee members and were tailored to each vacancy. In very few cases, and only because there was a deadline on hiring through Open Market, teachers were hired because they had previous experience with administrators of our school.

All new teachers are given the benefit of mentoring by our school's coach. The mentor often assigns the teacher to a colleague's class to observe an effective teacher who has experience working with the same population of students. All new teachers of speech are given mentoring from a certified teacher of speech or from the school's coach. All of our teachers are also given the opportunity to peruse the District 75 Professional Development catalog and are encouraged to sign up for training opportunities that would benefit their practice. In many cases, the school's administrative staff will inform the teachers that they were required to attend a Professional Development opportunity offered through District 75 or through the Department of Education. Some of these training opportunities come from the Chancellor's Weekly and some others are highlighted in the D75 weekly.

All of our teachers meet on a weekly basis in small group cohort meetings with colleagues who have students with similar educational, social-emotional and vocational needs. The vast majority of our teachers also chose to meet during their administrative assignments in small groups with their colleagues to discuss curriculum and student work or to plan units of

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Gary Hecht/Ketler Louissaint	District 75	Borough Bronx	School Number 721
School Name The Stephen D McSweeney School 721X			

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

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

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

D. School Demographics

Total number of students in school	518	Total Number of ELLs	134	ELLs as share of total student population (%)	25.87%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

As a District 75 School, our students are referred to us and placed by the Committee on Special Education. They usually have been in the New York City school system for many years since they are primarily high school age and come to us already designated as English Language Learners. 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										5	6	3	23	37
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										14	21	15	41	91
Push-In														0
Total	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
TOTAL	0	5	6	3	23	37								

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
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	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
TOTAL	0	14	22	17	43	96								

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

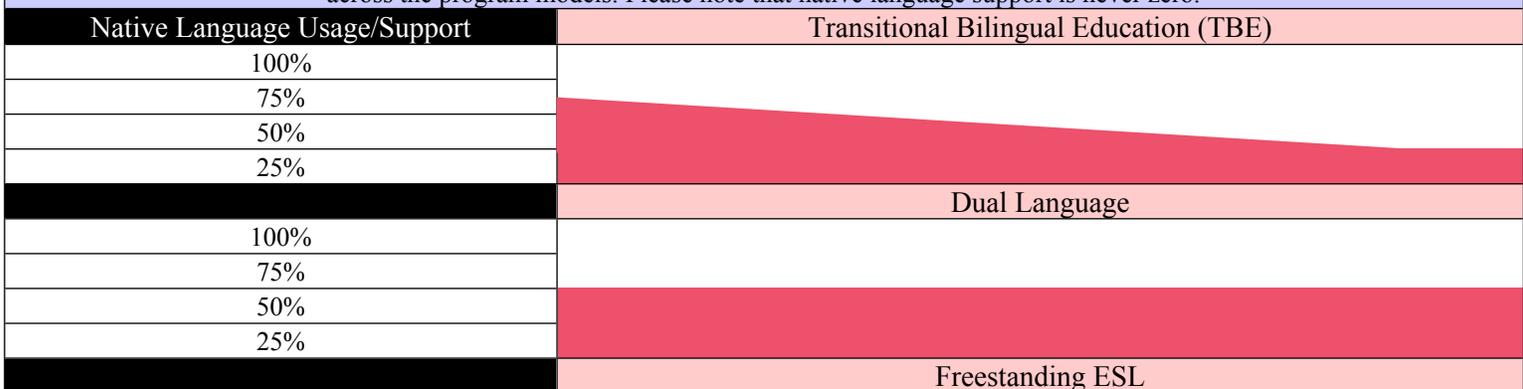
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 and daily living skills

All ELL students are included in every aspect of the school's instructional program and extra-curricular activities. ELL students have classes in Theatre, Chorus, A-Team Industrial Arts, Fine Arts, Culinary, Retail, and Consumer Science. The Friday Student Club House is a student choice activity. It is the belief that all students should acquire the skills of English Language Learning and develop the attitudes and knowledge needed to survive in a multicultural society. Because our students come from the Committee on Special Education we have continuous admission but all student's are given an orientation and paired with a buddy. Due to the nature of our school, language electives are not offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All ELL teachers participate in Chancellor's Conference Days. This year on November 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
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	1	3	2	9	15

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
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	2		1	
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 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 reading and writing sections of the NYSESLAT, they do score better on the listening and speaking sections. We have students who

function at full time worksites communicating effectively everyday in English but cannot score above the beginner level on the NYSESLAT.

On the NYSAA over 90% of the ELLs who participated scored at level 3 or 4.

We do not administer the ELL periodic assessment.

We use various tools to evaluate the success of programs for ELLs. We administer pre and post assessment surveys as part of our Title III program. For students in work programs we complete the Vocational rubric

We use teacher observations and functional based rubrics.

The goal of our program is to give our students the skills necessary to function independently in the community and many of our ELLS have made a successful transition to worksites and the community at large.

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: 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)
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

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)
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
Altragracia 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.