

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: **STEPHEN D. MCSWEENEY SCHOOL**

DBN (i.e. 01M001): **75X721**

Principal: **FRANK J. DEGENNARO**

Principal Email: **FDEGENA@SCHOOLS.NYC.GOV**

Superintendent: **GARY HECHT**

Network Leader: **KETLER LOUISSAINT**

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Frank J. DeGennaro	*Principal or Designee	
Antonio Loubriel	*UFT Chapter Leader or Designee	
Pamela Pickett	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Destiny Bell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Diana Marchese		
Ryan Arguinzoni		
	CBO Representative, if applicable	
Nicholas Kinas	Member/ Teacher	
Rafael Montoya	Member/ Teacher	
Francis Cruz	Member/ Teacher	
Frank Marchese	Member/ Parent	
Noemi Marchese		
Jasmine Vargas	Member/ Parent	
Ellen Nayal	Member/ Parent	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

By January of 2015, all Professional Learning Communities (PLCs) will have developed a PLC Plan based upon a school-defined area of need. These areas of need will be based on student achievement data and will improve student progress in reading, transition, communication, social development, independence and advocacy. By June of 2015, 80% of these Professional Learning Communities will have met their objectives set forth in their PLC Plans.

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.

Based on our Quality Review from May of 2014, our teacher teams need to focus on targeted areas of school improvement and a system needs to be in place to evaluate the effectiveness of these teacher team groups. By instituting Professional Learning Communities (PLCs) we will work on multiple targeted areas of concern in our school in the areas of instruction, social development and transition. The work done by the PLCs will help to build coherent data-driven targeted practices to improve the quality of the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Common planning times will be structured as Professional Learning Communities by December in order for teachers to analyze student work, identify trends, discuss next steps and start the cycle again.
2. Teachers will write PLC plans to target specific areas of student instructional, social, communication and transition need.
3. Groups will keep copious notes about their findings and will present them to administrators on a quarterly basis or sooner if necessary.
4. Administration and school-based coach will debrief, develop next steps and provide feedback to the teams.
5. The School's Leadership Team will be informed on the progress made.
6. The Student Council will be apprised of important decisions that are made in these PLCs.
7. The school will be informed on progress of the Professional Learning Committees at special professional development days such as the Chancellor's PD Day in June and through communication with administrators. Cohort Days, when there is a larger gathering of teachers, will often serve as days when PLC progress is discussed.

B. Key personnel and other resources used to implement each strategy/activity

1. Scheduling, school-based coach, administration, teachers, School Leadership Team members

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional Learning Communities will assess their progress on a weekly basis.
2. Professional Learning Communities will meet on a quarterly basis with the school-based coach and the administrative staff.
3. The principal will meet with the Student Council on a monthly basis.

D. Timeline for implementation and completion including start and end dates

1. November of 2014- June of 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Scheduling to incorporate Professional Learning Communities with members who teach similar students.
2. School-based coach spending some time working with each PLC
3. Administrators supervising each PLC
4. Discussions on PLCs held at SLT meetings
5. Principal meeting with the Student Council once a month to discuss instructional matters
6. Scheduling for PLC discussions on PD days and during cohort meetings.

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).

School's Leadership Team will be informed on the progress and will be involved in the decision making.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 P721X will increase the level of student support through the strategic integration of quality intervention programs to support instruction and the generalization of skills resulting in a 10% increase in literacy / reading skills for students as measured by summative assessment for students in alternate assessment.

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.
 Based on SANDI data, the vast majority of our students struggle with reading. The data showed the need for beginning reading programs such as SMILE and phonics-based programs such as Wilson as well as reading comprehension programs for more advanced students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will be trained in the use of SMILE, Wilson and Achieve 3000
2. Perform SANDI assessment in October 2014 to determine baseline data for "Foundational Skills" and "Reading Comprehension through Informational Text."
3. Utilize SANDI data to identify students who would benefit from SMILE, Wilson or Achieve 3000 Programs.
4. In January 2015 and May 2015, conduct SANDI reassessment in the areas of "Foundational Skills" and/or "Reading Comprehension" through Informational Text".
5. Report progress to administrators to make informed decisions on instruction including groupings.

B. Key personnel and other resources used to implement each strategy/activity

1. School-based coach, Model Teacher, district literacy coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Meetings with teachers who are working with these programs to determine progress.
2. District coaches, school-based coach and Model Teacher will push in to monitor the implementation and the progress of the programs.
3. Teachers will analyze SANDI data from 2013-14 for a baseline
4. Teachers will base their IEP goals on their SANDI data
5. Teachers will utilize Student Learning Datafolios (SLDs) to track attainment of IEP goals.
6. Teachers will reassess with SANDI in May to determine if the student made progress

D. Timeline for implementation and completion including start and end dates

1. December 2014 to June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. NYSTL funding to purchase SMILE kits.
2. Scheduling and programming

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).
 Before purchasing these programs we will discuss the benefits of the programs with the School's Leadership Team. Teachers will have ongoing communicate with the parents regarding the progress students are making.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

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

By June 2015, through functional partnerships with community agencies and vocational rehabilitation sites, while students are in their graduating year, 721X will increase the number of graduating students gaining competitive and/or supported employment by 15%.

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.

While we have had more success in the past two years with gaining both competitive and supportive employment for our students, we feel that more can be done. We have partnered with many community-based organizations that serve as work sites for our students but the depth of our collaboration is often limited. Incidences of students getting hired have been limited while our statistics for gaining supportive employment have been much better. We were given the opportunity to form a unique partnership between FECS, Project Search and Montefiore Hospital for the 2014-15 school year. Project Search, an internationally known organization, has a successful track record of getting jobs either through supportive or competitive employment for more than 80% of the students who participate in the program. While the opportunity exists for the vast majority of our students, many do not take advantage of the situation. Through better communication with parents, we hope to increase our percentage of competitive and supportive employment for our students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Parental buy in for Project Search site including meetings with them to introduce the program.
2. Job Developer, Transition Coordinator and principal meet with the partners to discuss how to launch the program with "steering committee" meetings afterward.
3. Identify and implement business advisory council
4. Job Developer and Transition Coordinator choose students from students at worksites
5. Introduction of the students and the teaching staff to the staff of Montefiore Hospital. Students will interview for positions at Montefiore.
6. Students will be placed into a rotation where they will work at specific jobs for a 10 week period. They will not be rotated if they have an excellent chance at getting hired.
7. Evaluation of the program in June to determine next steps for the following year's class.

B. Key personnel and other resources used to implement each strategy/activity

1. Worksite teacher and paraprofessional, Job Developer, Transition Coordinator, counselors, FECS, Project Search personnel, Job Coach, business liaison at host site, ACCES-VR and OPWDD personnel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Meetings with parents throughout the initial phases of the program.
2. Monthly meetings with a steering committee that will discuss the positive and negative attributes of the program.
3. Observations between the teacher and the administrator in charge of the site.
4. Level 3 Vocational Assessments to determine progress of the students in the program.
5. By January 2015 business advisory council will be identified.
6. End of the year evaluation meeting to determine the program's successes and failures.

D. Timeline for implementation and completion including start and end dates

1. By September of 2014, students will be in place at the Montefiore worksite
2. By October of 2014, students will be placed into departments.
3. Students will be rotated to other departments by January of 2015 and then again in March.
4. By June of 2015, upon graduation, the vast majority of the students will be placed in competitive or supportive employment.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Worksite pacing calendar utilized as a curriculum guide for teacher and assistants
2. Association with FECS will bring us a Job Coach for the site

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).

Parents will be an integral factor to the success of this worksite. They will be part of the planning for it and they will be informed of progress throughout the year. Parents will be given the opportunity to attend functions at Montefiore Hospital and they will have open communication with the teacher and the school about the program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	SMILE Reading Program Wilson Reading Program Thinking Maps Achieve 3000 FEGS: computer program District-based ELL & Math Coach Lehman Inclusion Program Scantron RCT and Regents Prep	Full class, small group or tutoring Full class, 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 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	Discovery Science Lehman Inclusion Program Scantron RCT and Regents Prep	Full class Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day During the day
Social Studies	Discovery Social Studies Lehman Inclusion Program FEGS: computer program Scantron RCT and Regents Prep	Full class Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day 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 Counseling services	Small group and tutoring Counselors write these to describe a way to intervene with a student's behavior 1:1 and group counseling	During the day During the day During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: The Stephen D. McSweeney	DBN: 75X721
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of ELLs to be served: 24	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 2	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 0	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on the population during the year 2014-15, P721X will have both Transitional Bilingual Education and Freestanding English As a Second Language (ESL) programs. ESL instruction will be delivered through a push-in model. The goal of our transitional bilingual/ESL program is to ensure that all our students can communicate effectively in English in both academic and social settings as well as at our work study sites with the support of their native language. Students are immersed in an instructional environment that is rich in both academic and functional content.

ESL Program: ESL @721X is provided by a certified ESL teacher through a pull-out model of instruction at the main site, P721X@368 and P721X@the Monroe Annex and some worksites. Our newcomers receive peer tutoring through a buddy system. Our plan for students receiving more than three years of service includes the following enrichment strategies: One to one tutoring, Academic Intervention Services (AIS), Instructional Technology, Augmentative Communication Devices, Picture Exchange Communication (PECS) and Arts Enrichment through various arts disciplines.

ESL Instruction: In order for our ELLs to be successful in meeting Common Core Learning Standards and passing the required state and local assessments, ESL instruction follows the New Language Arts Progressions (NLAP) and incorporates ESL strategies and methodologies such as Whole Language, cooperative learning, Total Physical Response and The Language Experience Approach. As per CR Part 154 mandates, students receive ESL instructional minutes 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 and 180 minutes of ELA. Students are grouped for instruction according to age and cognitive ability. 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 leveled library that addresses the interests and needs of the students.

P721X is an ungraded high school (estimated grades nine through twelve) Students that will participate in the Title III program range in age from 14 to 21. The Title III program, entitled "Preparing for the World of Work/Consumer Skills for Young Adults" will take place on Wednesdays beginning in late February from 3:00pm to 7:00pm for twelve weeks. An Assistant Principal will work from 3:35pm to 7:05pm and supervise dismissal. Our school day ends at 2:50pm. The afternoon Title III program will

Part B: Direct Instruction Supplemental Program Information

prepare students for young adulthood with ELA and Vocational Math instruction aligned to the New York State Career Development and Occupational Studies (CDOS) Curriculum, addressing four interrelated subject areas: Consumer Education, appropriate conversations, budget management and computer and workplace etiquette. The Program will provide ELL students with the opportunity to engage in cooperative learning activities in English using ESL methodologies/strategies and best practice. The language of instruction is English.

In order to assess academic knowledge, the students will create learning portfolios working independently or in small collaborative groups. The authentic learning projects provide English Language Learners with the opportunity to interact and communicate in small cooperative groups to accomplish a task. Students will have the opportunity to use writing to communicate what they have learned.

The program will begin with a pre-assessment which will drive the planning, instruction and supporting activities. The activities in the learning portfolio will meet the needs of each student.

The Title III program will employ two teachers: One certified Bilingual teacher and one certified ESL teacher. The Title III program will service students in grades 9 to 12; with a 12:1:1 ratio, serving a total of 24 students. This population was selected because these are the students who primarily transition into our full time worksites and gain competitive employment. The Program will be supervised by an Assistant Principal. A school administrator is needed to ensure all compliance and instructional requirements are met. There will be three paraprofessionals: two classroom and one health, mandated for one of the students. These individuals speak Spanish, the language of most of the students attending the program. The program will provide 24 ELLs opportunities to reinforce prior knowledge and engage in a variety of learning experiences. The schedule provides the opportunity for parental engagement and participation in their children's learning. The program will consist of two classes. Each one supported by one teacher and one paraprofessional. Students will have the opportunity to be actively engaged in the areas of appropriate conversation skills, following verbal and written directions, budget management, how to be a good worker, computer etiquette, and consumer education. Smartboards, computers, iPads, and calculators will support learning skills for employment and future independent living.

Smartboards will be used extensively in the Title III program to enhance the learning experiences of our ELLs. Therefore, we are purchasing an additional smartboard to be used by the bilingual teachers.

We will also use seven iPads and a cart that were purchased over the last two years. These iPads will be equipped with specific software and the entire cart will be designated for use with our English Language Learners. The students participating in our Title III program this year do not need assistive communication devices so we do not plan to purchase any this year.

Morrison, Ross & Kemp (2007); Wehman (2006); and Owen (2001) state that "A language learning experience is not a linear process, but a developmental learning sequence from the lowest level of functioning to a level of expertise and success. Therefore, success and achievement for individuals in the process of learning a second language is directly based on the school's ability and availability to provide

Part B: Direct Instruction Supplemental Program Information

quality and equitable support that engages the school, home, and community".

The P721X School vision for the Title III Supplemental Instructional Program is to prepare our young adults to become productive, functioning members of their communities.

According to Mowschenson and Weintraub(2009); and Wehman (2006) "Teaching Consumer Education through a multi-disciplinary model, including the use of technology, provides students with the opportunity to experience hands-on work practices". P721X provides a transitional process beginning at the age of 13 years old to 21 years old that can lead to pursuing a career and job placement. Educators will implement practices that provide students with the opportunity to do authentic work connected to real life situations. Students, working with peers, will be supported by family involvement and engagement.

The assessment methods used to determine student progress and success in the Title III Consumer Skills program are teacher observation, pre and post assessments, evaluation of learning portfolios, and student self-assessment rubrics.

Part C: Professional Development

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

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

Begin description here: The Professional Development which will take place beginning in late February from 3:30pm to 5:30pm every other week for 4 sessions on Tuesdays, will instruct the teachers in the proper ways of assessing student work and other methods of authentic assessment using the text Research Based Methods of Reading Instruction for English Language Learners and the toolkit/ Strategies for Success with English Language Learners / AN ASCD Action Tool. The first session will be led by the Assistant Principal Cheryl Green-Foster and will focus on why we need to introduce explicit reading instruction with our English Language Learners.

After the Initial Professional Development, the different sections of the book will be divided among the two teachers in the Title III program. This will be determined at the end of the first Title III professional development session. Each Title III ESL and Bilingual teacher will prepare a presentation for her colleagues (teachers, paraprofessionals, assistant principal) on the sections assigned and will create a task which all members of this learning group will complete by the next professional development session. The last session will focus on a hands-on unwrapping of the toolkit. Each task will be aligned to the Title III Consumer Skills for Young Adults Program.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Information about the Title III programs will be disseminated in parents' native languages by US mail and student backpacks. Follow up telephone calls will be made to students' homes in the native language.

The Parent Engagement Component will consist of four two-hour workshops that will take place every other Tuesday beginning in late February alternating with the Professional Development from 3:30 - 5:30 p.m

The Title III parent involvement component will be focused on promoting and developing effective parent and student language interaction for improved communication. To address the transition needs of ELL students to less restrictive work study placements and post-secondary opportunities, the support of the Transition Coordinator Jeannie Baez is needed. According to Wehman (2006), transition planning is an area of great need as it provides opportunities for adolescents to plan how to assume adult roles in the community such as keeping a job, living independently, being involved in the community, and establishing and maintaining good relationships with other people. The Transition process is a life-changing event in which an individual needs to learn how to adjust to new experiences while moving from the school environment to independent living and work (Winkelstein & Jongsma, 2011 and Wehman, 2003). The primary goal of a transition plan is to educate individuals on how to assume adult roles in the community such as employment, maintaining a home, involvement in the community as an exemplary citizen, experiencing satisfactory personal and social relationships, and networking for success and confidence. Transition planning can be considered a component in assisting a young adult with disabilities to learn accountability, whereby a professional in the school assists the young adult by documenting for him/herself what has been done, what is planned for the future, and what outcomes can be anticipated from the intervention, so as to serve as a provisional goal. Consequently, with the use of the Transition & Independent Living Assessment (TILSA) instrument the teachers along with the transition coordinator will plan a series of assessment and counseling intervention activities for students and parents. The intervention is intended for each ELL student and parents to have a profile assessment list of needed support for future IEP transition planning.

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

- 1- Identify from the transition and Independent Living Assessment Skills the needed supports for the post-secondary education setting.
- 2- Identify the student's long term career goals.

Part D: Parental Engagement Activities

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

Planning for Employment of an Individual Student:

- 1- Assessment to identify current strengths, needs, interests, preferences for post school employment, independent living, and post-secondary training and/or education.
- 2- Interview student regarding vocational interests and preferences
- 3- Develop student's awareness of different jobs.
- 4- Discuss health issues that may impact employment
- 5- Discuss possible job placement options and awareness of skills by analyzing local labor market to identify job opening and local labor needs.

Since our Parent Engagement focuses on communication, transition, and preparation to go out into the community, a different invited guest speaker will address the parents at each session.

Session One Week Two: A speech teacher will come into address communication issues and speech and language skills that are necessary to make a smooth transition to the community. The speech teacher will also talk about how to use an iPad to reinforce communication skills.

Session Two Week Four: The Transition Linkage Coordinator Jeannie Baez will address preparing the ELL student for education and vocational training in the community.

Session Three Week Six: The Job Developer Nichole Yezzo-Rivera will address individual student's employment, career and post-secondary educational goals.

Session Four Week Eight: An experienced Worksite Teacher will address with parents some of the specific job related skills needed for success in the workplace, workplace etiquette, and will invite various agencies and community based organizations in to make presentations.

There will be a paraprofessional available to translate into Spanish as needed for all four sessions.

Part E: Budget

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

Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	14,548.42.	Instructional After School Program Twelve Wednesdays One supervisor 1 day per week $3.5\text{hrs} \times 12\text{weeks} = (\$52.84) = 2,219.28$ 2 teachers 1 day per week x $4\text{hrs} \times 12\text{weeks} (\$50.50) = 4,848$ 3 paraprofessionals 1 day per week x $4\text{ hrs} \times 12\text{ weeks} (\$29.05) = \$4,183.20$ 1 secretary x 10 $(\$31.12) = \311.20 PROFESSIONAL DEVELOPMENT 4 days 2 hr sessions Tuesdays 1 supervisor, 4 days x 2hrs $(\$52.84) = \422.72 2 teachers, 4 days x 2hrs = $(\$50.50) = \808 3 paraprofessionals, 4 days x 2hrs = $(\$29.05) = 697.20$ PARENTAL INVOLVEMENT Speech Teacher 2hrs $(\$50.50) = \101 Job Developer 2hrs $(\$50.50) = \101 Transition Coordinator 2hrs $(\$50.50) = \101 Experienced Worksite Teacher 2hrs $(\$50.50) = \101 1 supervisor 2hrs x 4 sessions $(\$52.84)$ $= \$422.72$ 1 paraprofessional for translation $2\text{hrs} \times 4\text{ sessions} = (\$29.05) \$232.40$

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

Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$5,050.69	One Smartboard \$3,782.15 Books from ASCD Learn for Professional Development sessions: Getting Started with English Language Learners; How Educators Can Meet the Challenge 6 Books \$23.95=\$143.70 Research Based Methods of Reading Instruction for English Language Learners 4 Books \$22.95=\$91.80 Strategies for Success with English Language Learners: AN ASCD Action Tool 2 Kits \$79.00=\$158 Total for Books =\$393.50 6 boxes of copy paper(\$34)=204 6 ink cartridges(\$80)=\$480 8 boxes of velcro (\$15)=\$120 24 Binders for instruction (\$2.96)=\$71.04 TOTAL \$ 1,268.54
Educational Software (Object Code 199)	\$540.89	Software for current iPads

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$21640

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$1,250	500 x \$2.50=\$1,250 metrocards There is no afterschool bus service. Also for Parent Involvement meetings
Other	\$250	Refreshments for Parent Involvement sessions
TOTAL	21,640	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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](#)

District 75	Borough Bronx	School Number 721
School Name The Stephen D McSweeney School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Frank DeGennaro	Assistant Principal Cheryl Green-Foster
Coach type here	Coach type here
ESL Teacher Rafael Sepulchre	Guidance Counselor Justine DeJesus
Teacher/Subject Area Carmen Luciano/Bilingual	Parent Guillermina Paredes
Teacher/Subject Area Yvonne Encarnacion/Bilingual	Parent Coordinator Marilyn Alfano
Related Service Provider Altagracia Beltre/Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	539	Total number of ELLs	177	ELLs as share of total student population (%)	32.84%
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Part II: 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 checked="" 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										2	4	8	25	39
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained											3	1	6	10
Pull-out										11	5	14	10	40
Total	0	0	0	0	0	0	0	0	0	13	12	23	41	89

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	177
SIFE	15	ELLs receiving service 4-6 years	55	Long-Term (completed 6+ years)	64

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE		5	12		1	12			15	0
Dual Language										0
ESL			12			8			30	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	0	5	24	0	1	20	0	0	45	0
Number of ELLs who have an alternate placement paraprofessional: <u>12</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	4	8	25	39
SELECT ONE														0
SELECT ONE														0
TOTAL	0	2	4	8	25	39								

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	8	14	13	45
Chinese														0
Russian														0
Bengali													2	2
Urdu										1				1
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	11	8	15	16	50								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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 (SWD)		2		19	21

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 (SWD)	1		1		1		18		21

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	1						18		19

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	1			
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1			
Living Environment	1			
Physics				
Global History and Geography	1			
US History and Government	1			
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	21		20	
NYSAA Mathematics	21		19	
NYSAA Social Studies	21		19	
NYSAA Science	21		20	

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses a variety of assessment tools to assess the early literacy skills of our students including the SANDI Student Assessment Needs Determination Inventory and (SMILE) Structured Methods In Language Education. The assessments helps to determine the placement of the students within the building and if they are ready to move to a worksite.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT while a reliable tool it may be inappropriate to measure the progress of our students because it is a standardized assessment and our students are exempt for standardized assessment due to their severe cognitive delays. For this reason our students don't do well on the NYSESLAT but they do better on listening and speaking portions. We have students who function at full time worksites communicating every day in English but cannot score above the beginner level. In the past on the NYSAA over 90% of the ELLs who participated scored level 3 or 4. We are currently administering the baseline part of the new NYSAA. The final assessment of NYSAA will measure the student's growth on the extensions in ELA and Mathematics and the alternate grade level indicators in science and social studies.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))
Analysis of the students' performance across the modalities tested in NYSESLAT shows that our students score the best in speaking with listening following second. We therefore will focus our attention on building our students' reading and writing skills when providing NYSESLAT test preparation. There is no trend in scoring based on grade level but more on classification level with our students in the 12:1:1 and 8:1:1 population scoring the highest. Age/grade level will not play a role in our students advancing to the proficiency level of intermediate or advanced. Cognitive ability will play the largest role in students advancing in terms of proficiency.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Since we are primarily an Alternate Assessment school our students do not take the ELL Periodic Assessments Twenty one of our ELLs participated in NYSAA last year and over ninety percent of them scored level 3 or 4.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school has only high school students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Most of our non ELL teachers have received Jose P training, other workshops on using ESL methodology, and are aware of the ELL students they have in their classroom. Each student has an annual review meeting each year to review their progress and current placement and second language development is taken into consideration.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use various tools to evaluate the success of programs for ELLs. We administered pre and post assessment surveys as part of our Title III program.
We also use teacher observations, student learning portfolios with student self reflection and functional based rubrics.
The goal of our program is to give our students the skills necessary to function independently in the community and the ultimate success for many of our ELLs is the transition to worksites and the community at large. Success for ELLs is also the mastery of IEP goals.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

As a District 75 School our students are referred to us and placed by the Committee on Special Education. They usually have been in the New York City school system for many years since they are primarily high school age and come to us already designated as English Language Learners. The parents and guardians of all students that are new to our school must come in to complete an intake before the students can be admitted. This intake is completed by a team that includes the Parent Coordinator, School Nurse and a teacher. If the student/family speaks another language the teacher involved will be a qualified ELL/ESL Teacher who has been trained to administer the HLIS and the LAB-R.

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.
During the initial intake interview the parents are informed of the various programs we offer English Language Learners: Transitional Bilingual classes (Spanish), a Bilingual worksite (Spanish), a self contained ESL class and free standing ESL. Once the necessary paperwork is submitted and busing is put in place, a student can begin usually within a week. If we have a student who speaks a language other than Spanish we try to provide an alternate placement paraprofessional.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
In District 75 parents are not given entitlement letters and instead are told at the CSE level that their child is entitled to ELL Services. Similarly parents of ELLs are notified by CSE of their child's placement in a bilingual or ESL program. District 75 does not currently offer a Dual Language program. Although this decision is made with parent involvement and discussion of program options and availability, District 75 does not give parents surveys or program selection forms. The CSE provides parents with information in the language which they prefer to ensure that have a through understanding of the decisions being made.
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.
In District 75 Program Choice is determined at the CSE level based on students' cognitive and physical disabilities. During the initial intake process parents are advised of the stages their students will go through while attending the Stephen D. McSweeney 721X School. PTA meetings, Transition Meetings and IEP Conferences are also held during the school year to further explain the school's program options and to continually evaluate student progress. Parents have been choosing programs, such as work study, that enable their young adults to move into a least restrictive environment where they will be able to learn and use English in a community based setting. During the intake process at the school level, we administer an informal speech assessment in addition to the results we are given from CSE.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each Spring we administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all eligible LEP students. We have eligible LEP students in various locations within our school organization which include, offsites and worksites. Trained pedagogues travel to all locations to administer the exam. The Assistant Principal who is also the ELL Compliance person attends district training and turn keys this training to all the pedagogues who will be administering the NYSESLAT. They are each given a timeline of when the test must be administered and a list of the students they are responsible to assess.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Beginning approximately 6 years ago we began to receive students who required a 6:1:1 Bilingual Spanish class. As a response to this need and parental choice we opened a 6:1:1 bilingual class Y80 at our site at 368. This class is in constant demand and remains full.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Based on our school population P721X, during the year 2013-14, 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 a self-contained class and the pull out model. Our four bilnigual classes are all self contained. In the main building the two bilingual classes are mixed grades but grouped based on proficiency in reading. 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 eighty nine 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: Fifty students are served in the ESL program. ESL is provided by 2 certified ESL teachers through a self-contained model and a pull out model of instruction at the main site, P721X @368. P721X @Monroe and some worksites.

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)?

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 receive 180 minutes of ESL 180 minutes of ELA per week: in high school, beginner level students will receive 540 minutes of ESL instruction per week.) Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week and 180 minutes of ESL. Students are grouped for instruction according to age and level of performance. The use of technology is used in all aspects of instruction along with multisensory techniques. In addition to the school library as a literacy resource, each class has access to a level library that addresses the interests and needs of the students.

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

English Language Arts: Literacy instruction for all students follows the NYC Balanced Literacy Program. The literacy program for

ELLs makes use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and school libraries. Commercial books used include: Real Life English and New Readers Press – The Working Experience –Level 1.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

All homeroom teachers use the Unique curriculum which is incorporates science and social studies and is aligned to the common core standards. Mathematics is taught through functional real life applications.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Over ninety percent of our ELL students have Spanish as the native language and we have Spanish speaking staff in almost every classroom to provide additional support. They all participate in functional based academic programs that afford them ample opportunity to build their English skills while through books, apps in their native language and Alternate placement paraprofessionals support the teacher to scaffold instruction and evaluate their progress in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our students historically score highest in the speaking and listening modalities and these are the two modalities that we focus on most on our school giving our students the opportunity to communicate their basic wants and needs. The classroom teacher use informal assessments, observation, rubrics, SANDI, NYSAA ELA to determine the students ideal forms of communication. They also collaborate with the speech teachers to assess speech and language as part of the annual review process. Reading and listening is accessed primarily through functional skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our Newcomers receive peer tutoring and a buddy system Our plan for students receiving an extension of service and long term ELL students includes the following enrichment strategies: One to one tutoring, AIS, Instructional Technology, Augmentative Communication Devices, Picture Exchange Communication (PECS) and Arts Enrichment through various arts disciplines. Currently our SIFEs are provided support through the following: One to One tutoring, AIS, Instructional Technology and visual arts enrichment. Many of our long term ELLs are the students at worksites who are exposed to language enrichment through real life applications every day. Because of their cognitive delays few students ever test proficient but if they did we would monitor their progress for a minimum of one year.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Transitional Bilingual Education: The program is composed of 2 bilingual Spanish high school classes located at the main site(12:1:1), A 6:1:1 bilingual Spanish class for student on the autism spectrum and 1 bilingual worksite. All 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 eight 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.

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.

We have had many of our ELL students move from a self contained class to a worksite which is a least restrictive environment where they are required to work on their English proficiency everyday.

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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week

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

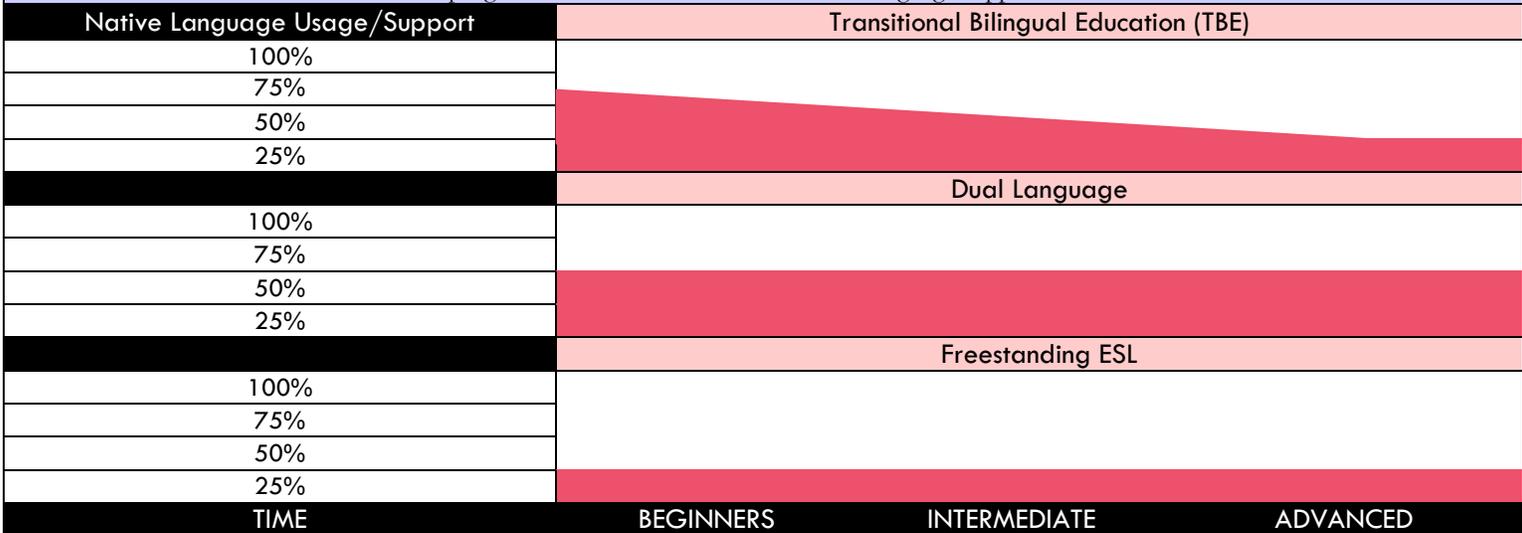
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

9. 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.

The 721X Stephen D. McSweeney School is an Occupational Training Center for high school age special education students. The OTC is comprised of grades 9 to 12 in the main site, 721X @ 368, and 721X@ the Monroe Annex. The student body is comprised of five hundred and thirty-nine (539) students with one hundred and seventy seven English Language Learners, which equals 32% of the population. The one hundred and seventy seven English Language Learners students are NYSAA students and exempt from standardized testing except for four ESL Inclusion students at 721X@Lehman H.S. 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 12:1:1, an ESL self contained class and several ESL pull out groups. In the Work-study Community Based Organizations (CBO) there is Bilingual Certified teacher teaching a bilingual class of Spanish speaking students and one of the ESL teachers visit two other worksites. At 721X@368X and P721X@the Monroe Annex there are fourteen students receiving English As a Second Language in a pull-out program. There is also a 6:1:1 bilingual Spanish class. In all classes, both Transitional Bilingual Education students and ESL students are taught by licensed certified teachers in the language of instruction.

In all classes (12:1:1, 8:1:1, 6:1:1 and 12:1:4 are the student to staff ratios), the students are involved in work-study and community based instructional planning. All classes use the Common Core, the Alternate Assessment Curriculum frameworks and Unique. There is an assessment focus of student learning portfolios where every student is required to produce eight learning projects. The eight 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. Our measures of student learning (MOSL) is NYSAA. ELL teaching strategies encompass scaffolding and an English Language Learning Approach. The language of instruction is English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All ELL 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, where possible. They will also receive support in the form of AIS and Title III. Students who receive extension of services are also provided with additional linguistic support, through AIS, Title III and the the Unique Transition Curriculum. The bilingual staff will provide work study training which will support their linguistic growth through intervention, counseling support services and job coaching. The instructional focus will address self- advocacy and career development. Monthly scheduled parent meetings are held to inform and support transition linkage to adult services prior to graduation.

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

The three bilingual classes follow the English Language mandated requirements as follows: 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 eight week after school Supplementary Education Program (Title III program) emphasizes a Parent Engagement Initiative, to include parents in their child's education to improve English language learning and using Computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used to improve independence and daily living skills

11. What new programs or improvements will be considered for the upcoming school year?

We will continue to look at placing as many ELL students in the least restrictive environment (LRE) wherever possible including worksites.

12. What programs/services for ELLs will be discontinued and why?

We continually evaluate the programs for all our students and make modifications where appropriate. We do not currently have any programs/ services for ELL students that we plan to discontinue.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are included in every aspect of the school's instructional program and extra-curricular activities. ELL students have classes in Theatre, Chorus, A-Team Industrial Arts, Fine Arts, Culinary, Retail, and Consumer Science. The Friday Student Club House is a student choice activity. It is the belief that all students should acquire the skills of English Language Learning and develop the attitudes and knowledge to survive in a multicultural society.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELL students have access the the same techology as all the other students at our various locations. One bilingual class and the self contained ESL class have smartboards mounted in their rooms. The other classes can also access the portable smartboards. There are at least two computers in every classroom. There are iPads available for classroom use with apps appropriate for English Language learners. Some of our ELL students are non verbal and through the use of picture symbols and assistive technology we provide them with opportunity for communication.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts: 95% of ELLs in our bilingual program are at the beginning level of English Language proficiency. NLA is taught for a minimum 180 minutes per week as per CR Part 154 mandates. NLA follows the guidelines of the Balanced Literacy program. The NLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. The students' literacy skills in their Native Language vary based on abilities and cognitive delays, and the teachers use differentiated instruction to meet their students' individual needs. Adapted materials include books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. In addition, the commercial materials include: Santilana – Lectura y Comunicacion, Lenguaje y Comunicacion, Escritura y Comunicacion, Levels 1-3; Santilana – Ortografia Levels A-C; Real Life English; New Readers Press – The Working Experience –Level 1.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELL students receive the services that are mandated on their Individualized Education Plan (IEP). These services could include speech, couseling, occupational and physical therapy.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ELL students that are articulating to our school in September have the opportunity to participate in a six week summer program called Chapter 683. Here they receive all of the supports and services that they will receive in the upcoming school year.
18. What language electives are offered to ELLs?
- Presently our school does not offer any language electives
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

In the beginning of the year all ELL personnel attended in-house workshops on Advance, the Common Core, the new Alternate Assessment Curriculum Frameworks and NYSAA. All ELL staff participated in Chancellor's Conference Day on Tuesday, November 5, 2013. The workshops offered included Advance Examining the Domains, Instructional Expectations, Thinking Maps and Touch Math.

The Assistant Principal, who is the ELL Compliance person, attends all mandated district training. The ELL teachers can also attend other professional development workshops given by District 75. Our new bilingual teacher is attending the four Professional Development series for new teachers being offered by the district office of English Language Learners.. Our school staff have registered for over 110 professional development opportunities this year covering such topics as Using Data to drive Social Emotional Learning Supports, Questioning and Discussion within Literacy and CCLS Foundations. The ELL teachers all participate in weekly cohort meeting and do common planning with non ELL teachers. In the spring, the ELL staff will have the opportunity to participate in the Supplementary Instructional Program part of Title III. A component of this is the six hour professional development program that will address ELL Strategies, Data Collection, Using the Computer as an Instructional Tool for ELLs and Differentiation of Instruction for ELLs. We are a high school so our students transition from us to adult services. The transition coordinator, who is bilingual Spanish, conducts workshops for parents and staff to assist ELLs and their families in the transition from the DOE to adult services when they turn twenty-one. A record of teachers who have completed Jose P training is kept in the ELL Compliance Binder

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 hosts a yearly Transition Fair during open school night with representatives from over a dozen agencies in both English and Spanish. We also have other parent workshops, including guardianship where lawyers come to address the parents in English and Spanish. During open school we give the parents a survey to complete addressing their needs and use the results to plan future workshops. Since our ELL parents hold leadership positions they are comfortable approaching the administration, who have an open door policy with them to discuss their needs.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name:

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75X721** School Name: **Stephen D McSweeney**

Cluster: **775** 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 bilingual teacher or bilingual guidance counselor to determine the parent's translation and interpretation needs. In addition, we use ATS, CAP and the student's IEP to determine the home language. Parents are provided with appropriate and timely translations using schools and district resources.

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

• From our findings, the languages that primarily require written translation and interpretation are Spanish, Albanian and Bengali. We currently have, but could use more, translation and interpretation assistance for the 168 Spanish speaking ELL parents, 5 Albanian speaking ELL parent(s) and 3 Bengali speaking parent(s) and one Urdu. After the intake process and determination of a parent's translation and interpretation needs, the bilingual teacher or guidance counselor 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, if a bilingual staff member who speaks and writes that language is available they will translate/ many DOE communications are available on line in many different languages that you can access. All Spanish translation is done by the Spanish Bilingual teachers, Bilingual Guidance Counselor or Bilingual Transition 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 parents 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 and paraprofessionals.

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, and bilingual guidance counselors call parents of ELLs at home by providing 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.