



P.S. 811Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75/811Q
ADDRESS: 61-25 MARATHON PARKWAY
TELEPHONE: (718) 224-8060
FAX: (718) 224-5914

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 811Q SCHOOL NAME: Marathon School

SCHOOL ADDRESS: 61-25 Marathon Parkway, Little Neck, NY 11362

SCHOOL TELEPHONE: (718) 224-8060 FAX: (718) 224-5814

SCHOOL CONTACT PERSON: Penny Ryan EMAIL ADDRESS: Pryan@schools.
Nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Mattes-Schwartz

PRINCIPAL: Penny Ryan

UFT CHAPTER LEADER: Risa Serota

PARENTS' ASSOCIATION PRESIDENT: Maritza Tong

STUDENT REPRESENTATIVE:
(Required for high schools) Narvin Bachan

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: _____

SSO NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Penny Ryan	*Principal or Designee	
Risa Serota	*UFT Chapter Chairperson or Designee	
Maritza Tong	*PA/PTA President or Designated Co-President	
Narvin Bachan	Student Representative	
Susan Bellack	Member/Teacher	
Keisha Burrell	Member/ Parent	
Anita Chiang	Member/Parent	
Michael DiAngelo	Member/Instructional Support Teacher	
Kerbanoo D’Rozario	Member/Parent	
Todd Faude	Member/Occupational Therapist	
Janet Kregler	Member/Parent	
Sandra Mattes-Schwartz	Member/ Instructional Support Teacher	
Lori Panetta	Member/Instructional Support Teacher	
Jose Siguenza	Member/ Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 811 Queens received the distinction of an “Outstanding” rating in all areas of the Quality Review from the Chancellor's office for school year 2007 – 2008 and a “Well Developed” rating in all areas of the Quality Review for school year 2006 – 2007. These ratings demonstrate that PS 811Q was recognized by the Chancellor's office with the highest rating possible two years in a row. The school is now lead by a new principal, Penny Ryan.

The mission of PS 811Q is to promote challenging educational experiences, with equity of opportunity and access, that will enable all students, commensurate with their abilities to become participating and contributing members of a multicultural society. PS 811Q is committed to supporting the development and implementation of comprehensive programs which enable students to maximize their potential in environments within our public schools and the larger community.

PS 811Q will achieve this mission by placing and educating students in programs which integrate academics, technology, related and support services, occupational training, recreational/leisure activities, career education, and community-based instruction. These services will be driven by Individualized Education Programs (IEPs) developed in consultation with parents and students. The students and families of PS 811Q are encouraged to make choices throughout the students' educational careers. Their participation in the Individualized Transition Planning process will further help to direct the on-going delivery of services, even after the students' public school experience has ended.

PS 811Q currently has nine sites, largely due to its commitment to providing inclusive education whenever possible. The Main site holds approximately 50% of the total students

on register with the other 50% attending the 7 community school offsites and one self-contained Mini Building.

PS 811Q's main site, also known as Marathon School, has exemplary, research-based programs for students with autism, multiple disabilities and developmental delays ranging from grades middle to high school. The autism program is rooted in the science of Applied Behavior Analysis (ABA). The application of data-based practices throughout the day in a highly structured setting has resulted in increased performance gains in language acquisition, behavior and social interaction. Positive behavior supports, functional behavior assessment and functional communication training are used to address problem behavior. Strategies such as token economy, preferred reinforcers, visual schedules, behavior contracts, social stories, and social skills training and community based program are hallmarks of the program. In 2008 and continuing in 2009, teachers at P811Q received training in the SMILE reading program, a multi-sensory reading program for students with severe disabilities that is resulting in significant gains for many students.

The PS 811Q vocational program includes in-house jobs such as Café Marie, a culinary institute; Technology Education; Multimedia; Building Maintenance; Publication of the Marathon News; and 20 different community work sites. Our program utilizes alternate augmentative communication devices (AAC) for our non-verbal students. Current initiatives being implemented with students are: Get Ready to Learn (GRTL) sensory program; SMILE, a multi-sensory reading program; Caught Reading for adolescents; Canine Therapy program; Art Studio by a certified art educator; Percussion band and Chorus; Student Council; Girls Club; School Newsletter, and C.H.A.M.P.S. after school program. A Dance Club is being generated and designed by our paraprofessionals. Transition students from P.752Q are participating in our paraprofessional-in-training program for the second year. We have hired one of these graduates as a substitute paraprofessional in the Fall 2009.

The self-contained classes at all sites go on weekly community based instructional field trips to supermarkets, department stores, movie theatres, restaurants, golf and bowling. In addition all students, with parental permission, participate in a weekly swimming program at the local YMCA for therapeutic, instructional and recreational purposes. The Mealtime Program at all sites encourages students to make choices and increase independence while using assistive communication devices. A Literacy Program, Drop Everything And Read, (DEAR) was brought by general education students from the QHST offsite to Marathon School on a weekly basis. High School general education students create original adapted books for our students and read to them during every visit. Trans-disciplinary teams ensure that all disciplines work together to plan differentiated instruction and units of study. The Therapeutic and Collaborative Classroom initiative highlights the high degree of involvement between the related service and classroom staff. In 2009-10 school year, we have designated three pilot classes that will be fully engineered with communication technology in all centers of the classrooms.

PS 811Q @ P.S.136Q is a self-contained special education site located in a mini-building serving elementary grade students with autism and multiple disabilities. Annually, students are identified and transferred to inclusive education classes in the neighboring Roy Wilkins School. A focus of the elementary school program is on communication in which students utilize augmentative (AAC) devices and Picture Exchange Communication systems (PECS). A Literacy-Arts Program allows students to enjoy books and to engage in arts and music

activities. A Big Brother Big Sister Program exists daily with students from Francis Lewis High School, and a weekly Friendship Program Class allows students from general education classes in the Roy Wilkins School to socialize with our students while working with them on classroom activities.

PS 811Q has 8 classes in The Queens High School of Teaching (QHST). This is our second largest site and the only one with both inclusive education and self-contained classes. The students in the inclusion program participate in the general education classroom with appropriate supports and related services. Several of our students in the inclusion program participate on sports teams and in after school activities. All PS 811Q students are full members of The Queens High School of Teaching.

Students in our self contained classes at QHST participate in programs that integrate academics, technology, career education, and community based instruction. Students placed in self contained classes also participate in activities with their non disabled peers including lunch, assemblies, physical education and Drop Everything and Read classes.

The remaining 6 sites have PS 811Q inclusive education classes only, one class at each of the following sites, throughout the borough of Queens: PS 222, The Firefighter Christopher A. Santora School; PS 69; PS 136, the Roy Wilkins School; Bayside HS; and Francis Lewis HS. IS 227, the Louis Armstrong School has 2 inclusive education classes. The students are distributed throughout classes in the schools according to their age appropriate grade. PS 811Q is very proud of its inclusive education initiatives and we have been recognized throughout the city and state for successfully including such large numbers of students. Each PS 811Q Inclusion site provides Professional Development and Sensitivity Lessons to ensure an understanding of the inclusion philosophy. PS 811Q joins in the Building Councils and Leadership meetings to maximize collaboration and collegiality. There are varied components in each Community School that provide generous opportunities for our students such as Advisory, membership in Small Learning Communities; Drop Everything And Read (DEAR); clubs – drama, music, choral; teams - varsity and intramural sports; overnight trips, and more. The academic rigor is apparent in all inclusive education sites, and the participation of university research is common, such as the Teachers College, Columbia University Readers Writers Workshop model implemented at PS 222Q.

PS 811Q has been successfully awarded many grants, both large and small. We are the recipients of the 2009 Resolution A Grant for \$350,000 and The City Council Grant from Councilman Tony Avella for \$50,000 for purchase of augmentative voice output devices for our non-verbal students. We have received Title III grant money and have used this to encourage parent involvement through a home based training program on use of student voice output devices for the home. The Queens Museum has provided residencies of artists in both the visual and performing arts, resulting in our school being honored by the Mayors Office in a special ceremony held at Gracie Mansion. Teachers have won over two dozen Donors Choose grants totaling \$12,000 providing materials and equipment to enhance the instructional program.

PS 811Q was awarded the Model Transition Program (MTP) grant last year by the State Education Department worth \$300,000 each year for three years. This grant provides travel training, supported employment and college admission by linking students with Vocational

Educational Services for Individuals with Disabilities (VESID) and other agencies such as Queens Centers for Progress (QCP) and the Center for Independence of the Disabled, NY (CID-NY). Thus far several students have been employed in various fields; several others are attending college; and dozens now use public transportation rather than the school bus. Even though this grant is completed, we have made valuable links to over-21 agencies who will continue to support our students in the Transition Process. The staff is also implementing the professional development received during the grant and they have become more competent in implementing services. Our staff is currently learning to implement the NEXT Transition Assessment Program to better assess our students and design appropriate transition goals.

PS 811Q has been named by the New York State Rehabilitation Association (NYSRA) to receive a 2009 School/Community Partnership Certificate – Quality Practice Recognition Award. This partnership award recognizes a single school that works to meet the needs of students in the transition process. PS 811Q has received this recognition because we work to foster a school culture of acceptance of “school to work” goals and transition services being provided to students with disabilities.

P811Q has implemented a successful Title III program for English Language Learners with severe disabilities. The program, now in Year 3, provides an informal evaluation by an expert in augmentative/alternative communication to students with severe disabilities who do not communicate verbally and provides training and a low tech communication device for use at home and in the community. There are 54 ELLS in the school. The majority of students are being served by 2 ESL teachers assigned to the school and by general education ESL teachers at some inclusion off-sites. All entitled bilingual, ELL students and X-coded ELL students participate in NYSESLAT testing each year.

PS 811Q has been the recipient of the Parents as Partners Grant and subsequently the parent association has grown to the largest numbers in 10 years. The “PA” (Parents Association) was officially changed to a “PSA”, recognizing the active participation of paraprofessionals, therapists and teachers alike. Our School Leadership Team has been flourishing and continues to raise awareness about all school issues to its constituents.

PS 811Q's Inquiry Team has been recognized by District 75 as exemplary. We have produced DVDs which can be used by other schools in Professional Development sessions. As part of our IT initiative, we have utilized the school's Project Access to provide access to voice output devices for each of our 96 non-verbal students in the main site. We will expand this program to the off sites this year.

PS 811Q's has rightfully earned its Outstanding status as it stands apart from other schools in its scope and range of options supporting students and enriching their lives as well as their families.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. Q811			
District:	75	DBN #:	75Q811	School BEDS Code #: 307500014811

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		87.2 / 86.5		TBD		
Kindergarten	11	3	6						
Grade 1	8	3	9	Student Stability: % of Enrollment					
Grade 2	17	2	17	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	11	1	5		89.3		TBD		
Grade 4	14	1	5						
Grade 5	8	1	0	Poverty Rate: % of Enrollment					
Grade 6	4	6	1	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	1	3	6		55.9	52.5	0.0.		
Grade 8	4	1	5						
Grade 9	3	1	6	Students in Temporary Housing: Total Number					
Grade 10	4	2	3	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	4	3	7		2	1	TBD		
Grade 12	37	7	91						
Ungraded	232	321	194	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	358	358	354		2	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	358	358	354	Principal Suspensions	1	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	0	TBD		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	0
# in Trans. Bilingual Classes	44	23	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	33	9	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	55	24	10	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	60	70	71
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	122	125
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	56	51
	17	29	36				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.6	98.6
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	80.0	72.9	77.5
Black or African American	36.6	36.9	38.1	Percent more than five years teaching anywhere	65.0	57.1	62.0
Hispanic or Latino	26.3	24.3	24.3				
Asian or Native Hawaiian/Other Pacific Isl.	16.8	18.2	18.9	Percent Masters Degree or higher	87.0	87.0	86.0
White	20.4	20.7	18.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	95.4	97.2
Multi-racial							
Male	62.6	60.3	59.6				
Female	37.4	39.7	40.4				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Communication Needs Assessment

An analysis of our data collected September 2008 and May 2009 reveals the following. Data revealed that there was a significant increase in use of devices in all targeted need areas. 72 high school students at the main site and 24 students at QHST improved their communication skills Use of devices in classroom increased from 55% to 91%. In cafeteria usage increased from 15% to 87%. In the hallway (transition areas), usage increased from 12% to 75%. In bathrooms, usage increased from 31% to 72%. In art cluster room, usage increased from 31% to 75%. In library usage increased from 50% to 83%. In music cluster usage increased from 32% to 75%. 96 students have been assessed

and are utilizing an individual communication device throughout the school day. All non-verbal students are learning to use AAC devices to communicate. The content of professional development activities during the 2008-2009 school year impacted on the quality of lessons and lesson planning in the classrooms. Formal observations reveal that there has been an increase in the implementation of lessons that meet the communication needs of their students. The professional development workshops focused on designing appropriate messages on devices for mealtime, leisure and literacy. Teachers were also retrained on the use of literacy and mealtime core language boards for use in differentiated lessons. Seven videotapes of model lessons on recreation and literacy were completed and utilized as peer support for implementation in the classroom. Review of lesson plans and use of school designed lesson templates reveals that increased implementation of satisfactory rated lessons targeting communication skills by 9 teachers at main site and 4 teachers at QHST.

Current analysis of this data indicates that we need to continue our focus on use of communication devices throughout the school day. The 2009-2010 school goal will move to the next step by focusing on increasing initiation skills by non-verbal students using their communication devices. Professional development will need to focus on strategies to teach initiation including: requesting and commenting. Formal observations will target teachers' use of initiation strategies during lessons. Professional development will also focus on 3 specific engineered classrooms (2 - 12:1:4 and 1 - 6:1:1). We have assessed the need to design and support completely engineered classrooms including fully assessing students for appropriate devices, purchasing designed devices, teaching staff how to integrate initiation skills throughout the day in those classrooms. Since our school's Project Access was able to provide devices to 96 students we see the need for Project Access to focus on these 3 engineered classrooms. Students need to have complete access to devices in every center in the classroom throughout the school day. This will require a trans-disciplinary approach in these classes with a minimum of 90% push-in services by related service providers. Analysis of this year's data also reveals that teachers will need more professional development in strategies to increase initiation skills. This will include workshops, in classroom training and renewed use of Goossens' aided language displays. Out Inquiry Team will continue to focus on this as a challenging need for our school. (CEP Goal # 1 will measure success of engineered classrooms and increase in student ability to use initiation skills)

Technology Needs Assessment

Analysis of our technology data from 2008-2009 reveals that 8 teachers were introduced to the NEXT Transition Technology Program and they began to implement it for their 96 high school students. 32 classroom teachers have become proficient in the use of digital cameras to support their literacy curriculum. Data reveals that all 32 teachers were able to use this technology to create classroom books that were displayed at our school technology/literacy fair. Each of 37 classrooms in the school organization has at least one computer available for both administrative and instructional purposes. All NYSAA, IEPs, ABLLS, NEXT are completed on computer and each classroom has at least one staff member who is proficient in Board Maker software. Intellipics Studio is used by students in 6:1:1 classrooms and Star Reporter was introduced to our 12:1:1 classes. Two sites each have one Smart Board which is utilized by one technology teacher and one classroom teacher for instruction. Augmentative devices have been linked to the Smart Board in one 12:1:1 classroom and is used for communicative lessons.

Current analysis of this data indicates the following technology needs: Since 32 teachers (63%) have become proficient in the use of creating digital books, they need to progress to a more structured literacy computerized program called E-Books. We plan on setting up a group of pilot classes that will use this more advanced software to create books that meet the literacy needs of our students. We will use part of our budget to provide training through a consultant, Carol Goossens', who will assist us with setting up an E-Book lab. We will establish a team consisting of our tech ed teacher, classroom teachers, paraprofessionals and all related service providers. Instruction will focus on students learning the

cognitive and accessing skills to create their own books. Data will focus on increasing student accessing and independence in using the program. Professional development will focus on increasing staff proficiency in use of the software. We will allocate a major portion of our budget on purchasing the necessary software. We are recipients of the Reso A Grant - \$350,000 and plan to use this resource to purchase smart boards, attainment computers, touch windows, and low-tech devices which all can be linked to the E-Book program. Our school's Technology Committee will continue to meet on regular basis to assess the needs of our technology program in relation to our Reso A Grant. (CEP Goal # 2 will measure increased usage of E-Book program by students in pilot classes).

Vocational Needs Assessment

A review of ATS confirms that out of 358 students enrolled in PS 811Q, 224 students are of high school age or older (63%). Our school has had a good deal of success with providing age appropriate activities and on-site and offsite vocational experiences. The number of students placed in work settings increased from 45 in 2007-08 to 49 in 2008-09, an increase of 8% and all received VTA stipends. In-house vocational settings included: Café Marie, 2 apartment living programs, building maintenance program. 3 students were placed in supported employment including working at CVS and as a school aide for DOE.

An analysis of this year's vocational data indicates that established a good base of resources for community and in house work experiences. Students work at a variety of sites including stocking goods at CVS, Toys R Us, Modell's, maintenance of a local church and fast food restaurants, packaging "kids meals" at fast food restaurants, working at local laundry, bagging and stocking shelves at local grocery markets. An analysis of communication skills used at the work sites indicates a need for students to become more proficient in their social skills while on the job. We plan on focusing on social skills by utilizing Michelle Dunn's Transitional Social Skills Program and TEACCH strategies while working at community job sites. Our teachers have successfully located appropriate work sites including sites for our more physically challenged students. We feel the next step would be to support teachers in enriching students' social interaction while working. Data will be collected on measuring increased social skills by assessing with the NEXT program. (CEP Goal # 3 will increase social interaction skills at community job sites through use of cues, sequence boards, and other social skills strategies.)

Transition Needs Assessment

A review of transition data from MTP Grant, Level 1 and Level 2 Vocational Assessments indicate the following: 14 students were registered with VESID using resources from MTP Grant. These 14 students were linked with community agencies providing vocational, educational and employment support. 6 students were linked with the Queens Center for Progress where 3 of these students were placed in supported employment. 4 students were placed with Heartshare Human Services for educational support and 1 student will be attending ANIBIC and Life's WORC. 1 student was admitted to Queensboro Community College (46% of graduates). Transition education was provided to 23 parents during 10 workshops. As a result of being recipients of the Model Transition Program grant staff development was provided on transition skills during 9 workshops between September 2008 and June 2009. One student was hired for full time employment. Family Resource Fair was held in November 2008 and April 2009. Both staff and parents attended 4 workshops specifically to assist in registering for VESID. 6 visits to agency programs were completed and 11 students were successfully placed in pre-vocational programs. 100% of graduates were placed in over 21 programs. 11 students were travel trained to both school and community worksites. A student council expanded their duties including meeting with principal, running fundraisers, and advocating for their fellow students.

An analysis of this data indicates that the MTP grant offered exemplary training to both parents and staff. However, this resource is coming to an end in November 2009 and we are reviewing strategies to ensure that that these supports continue to be available to our transitioning

students and their families. Our teachers need an instrument to assess transition skills and link these skills to appropriate transition plan IEP goals. We introduced the NEXT program during 2008-2009 school year and although teachers became familiar with it, they were not able to fully utilize the program. We plan to reintroduce the NEXT program for use in 8 classrooms. Orientation and initial training will begin in September 2009 and we will work in consultation with AbleNet (Mary Stagsetter) to ensure proper implementation and professional development throughout the year. The software has been updated and is available for complete utilization. Our teachers participated in an evaluation of the NEXT program and a review of the data indicates that teachers want to link IEP transition goals with the NEXT assessment. The NEXT program provides an excellent resource to link goals based on student skills and gives teachers a direction to next steps to implement their students' transition programs. A review of the results of our Quality Assurance received in September 2008 indicated the need for our teachers to clearly link IEP goals to transition plans and functional assessments. The NEXT assessment addresses these needs. Data will be collected through the software program. (CEP Goal # 4 will be to provide a complete transition assessment to link transition skills to IEP goals.)

Academic Needs Assessment

During the 2008-09m school year, 6 classes (72 students) in 12:1:1 classes continued to use the Caught Reading Program. Students participated in both phonics assessment and comprehension. Scantron was introduced and utilized with a small number of students. 12 students participated in the Wilson Reading Program and 12 students in 6:1:1 participated in the SMILE program. Data reveals that 65% of 12:1:1 students are reading at grade level 1 to 2 while 34% are reading as high as 5th grade level. -

A review of data results for these assessments reveals the need for a more uniform reading assessment that targets problem areas and gives teachers an area to focus on. We plan on using the Scantron Assessment for our 12:1:1 student population to develop a plan for increasing reading skills, a baseline assessment, to establish a reading grade level and to target a specific area of need for each student. We plan on developing IEP goals for reading based on the Scantron assessment. CEP Goal # 6 will focus on increasing reading skills through use of Scantron uniform assessment; target an area of reading need and implementing an IEP goal for the targeted area.

Parent Involvement Needs Assessment

A review of our parent involvement for the 2008-2009 school year reveals that 60 of our students are identified as participating in ELL programming. Last year, 34 parents (57%) participated in the Title III Parent Involvement program of providing AAC devices for students' use at home. They will make home visits and provide instruction on the use of the communicative device. ELL research reveals that families want to partner with professionals to gain knowledge and support for the use of AAC devices in the home. Our plan is to provide parents and students with differentiated and individualized instruction through ESL methodology in the use of augmentative communication devices. Our focus this year will be to train paraprofessionals to provide ongoing support to parents who have already participated in the program. We will begin targeting 8 families and will increase the number to include families that have not participated in the program in previous years.

A review of the Title III program during the 2008-2009 school year indicates that this implementation strategy was successful. By increasing the opportunities for parent instruction we predict that it will result in increased parent involvement. (CEP Goal # 5 – Parent Involvement).

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By June 2010, 24 students (80%) in alternate assessment classes participating in the “Engineered Classroom for Communication” program will demonstrate increased communication skills as evidenced by initiating a request utilizing voice out-put device 3 out of 5 times per day for two consecutive weeks.

This goal is directly related to PS 811Q's Inquiry Team's focus for the 2009 – 2010 school year. The team is comprised of administrators, speech and physical therapists, and teachers. The team conducted baseline data that revealed the need to increase use of AAC devices with more frequency and in a greater variety of settings. Baseline also indicated that students needed to learn initiation skills such as commenting or requesting. We have become recipients of Reso A grants and part of the funding will be used to design engineered classrooms where devices are easily accessed and utilized throughout the day.

2. By June 2010, 80% of students in alternate assessment classes will increase accessing technology skills as evidenced by producing a minimum of 12 E-books.

Because we have received Reso A grant funds, an analysis of school data reveals that staff has become quite proficient in the use of digital cameras and in book making software. We would like to move on to the next step and utilize E-Book software so that students can access books and participate in creating their own classroom literature.

3. By June 2010, 40 out of 45 students (88%) participating in community work programs will increase their social skills by engaging in a minimum of 1 conversation with work site personnel utilizing an individual social skills program, sequence board or cue system during daily work sessions.

Our ATS data indicates that 63% of our students are high school students and 45 students are participating in community based worksites. Our school has done an excellent job of obtaining appropriate work sites for the students. Our review of data indicates that we need to focus on their social skills on the job. We will utilize Michelle Dunn's social skills program for Transition students. We will assess their needs and provide a social script as needed for each student.

4. By June 2010, 43 students being assessed utilizing NEXT program will demonstrate a mastery of 75% of IEP goals linked to the NEXT assessment as evidenced by NEXT on-line data collection.

Our focus for our graduates is on post secondary placement. We also are recipients of the Model Transition Program grant which focuses on transition issues of our seniors including supported employment, travel training, post secondary educational placements and VESID registration. Since this grant ends in November 2009, we need to continue implementing the supports through use of a transitional assessment program. The staff was introduced to the NEXT program in the 2008 – 2009 school year and we will fully utilize it in consultation with AbleNet during the 2009 – 2010 school year.

5. By June 2010, increase parent involvement by participation of 35 out of 46 parents (76%) of ELL students in home-based training on use of school-provided voice out-put devices for alternate assessment students.

Since 17% of our school population is ELL mandated, it is often challenging to involve their parents in their school programming. Utilizing the Title III grant, we need to increase second language acquisition which will be accomplished with the use of AAC devices in the home and community. This year, we plan on training paraprofessionals to follow-up communication use in the home by offering parents the support and technical assistance they will need to successfully use the device at home. We will again work with a consultant who will assist paraprofessionals with at home strategies.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 1. COMMUNICATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 24 students (80%) in alternate assessment classes participating in the “Engineered Classroom for Communication” program will demonstrate increased communication skills as evidenced by initiating a request utilizing voice out-put device 3 out of 5 times per day for two consecutive weeks.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use of Reso A grant budget to purchase augmentative equipment for engineered classrooms by September 2009 • Baseline data on initiating skill completed by November 2009 by Inquiry Team • Designate classrooms to be engineered: 2 – 12:1:4 classes and 1 – 6:1:1 class • Professional Development includes: Assessing students’ accessing and communicative needs within the entire classroom by November 2009, workshop on initiation strategies (November 2009),in classroom training on use of devices – twice a month from September 2009 through January 2010, • Review of data January 2010 and May 2010 • Creation of classroom trans-disciplinary teams. October 2009 • Population addressed: students with multiple disabilities and severe cognitive delays (12:1:4) and students with autism (6:1:1), non-verbal, all of whom participate in NYSAA. • Responsible staff members: Classroom teams, including teacher, paraprofessionals, related service, administrator, Inquiry Team, school coach

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy • Reso A grant • Inquiry Team • District 75 Adaptive Technology Team • District 75 Speech Department • Indtech
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Brigance Assessment, completed October 2009 and June 2010, indicating increase in communication skills • Task analysis utilized weekly with the following steps: 1 - physical prompts; 2 – partial physical prompt; 3 - gesture; 4 - independence • Data indicating 30 students utilized devices a minimum of 5 lessons per days reviewed during department meetings on 1/10 and 5/10 • Data indicating 24 students demonstrating use of initiation language skill one time per day. Review 1/10 (minimum of 12 students) and 5/10 (24 students). • Appropriate lesson plans written to address communicative lessons reviewed weekly 9/09 through 6/10 • Videotape a minimum of 1 lesson per engineered class for peer review by 3/10 • Informal and formal observations of communicative lessons indicating satisfactory ratings – reviewed for satisfactory lessons 12/09, 1/10, 2/10, 3/10, 4/10 & 5/10

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): 2. TECHNOLOGY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of students in 6 alternate assessment classes will increase accessing technology skills as evidenced by producing a minimum of 12 E-books.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By September 2009, purchase E-Books software for 6 classes • By Nov. 2009, assign Technology Specialist and Physical Therapist to attend E-Book workshop presented by Carol Goossens' (Consultant) • Provide Professional Development on use of E-Book software (November 2009, January 2010) • Set up a classroom lab for E-Book implementation by October 2009 • Use Reso A budget to purchase peripherals needs for computer implementation of software • Target population: non-verbal, alternate assessment students with severe cognitive delays • Formal and informal observations between 2009 and June 2010 with Satisfactory ratings • Monthly meetings of school technology team to monitor progress on use of E-Books • Consultation with Carol Goossens' by November 2009 • Staff includes administrators, classroom teams, related service providers, technology teacher, school based coach
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax Levy • Reso A grants • Inquiry Team • District 75 Adaptive Technology Team • District 75 Speech Department

	<ul style="list-style-type: none"> • In-Tech • P. 811Q Project Access
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Purchase and installation of E-Books for 6 pilot classes • Data indicating 12 books completed by 5/10, by 3/10 completion of 6 books • Task analysis indicating students accessing software – reviewed monthly • Evidence of a lesson plan for each setting by participating teachers – 9/09, 11/09, 3/10 • Use of Brigance results for assessment in Oct. 2009 and May 2010. • Appropriate lesson plans written to address technology lessons reviewed weekly 10/09 through 6/10 • Informal and formal observations of technology lessons indicating satisfactory ratings completed 12/09, 1/10, 2/10, 3/10, 4/10, 5/10. • January mid-year assessment of progress on goals, and progress on PD indication completion of 6 E-books books.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): 3. TRANSITION - VOCATIONAL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 40 out of 45 students (88%) participating in community work programs will increase their social skills by engaging in a minimum of 1 conversation with work site personnel utilizing an individual social skills program, sequence board or cue system during daily work sessions.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities include:</p> <ul style="list-style-type: none"> • Assign students to community work programs (Sept. 2009) • Assess their social skills needs (Sept 2009) • Design social skills scripts to be used on work site utilizing Michelle Dunn’s Transitional Social Skills Program (October 2009) • Take baseline of social skills (Oct ‘09) • Design and implement a data collection sheet (Oct. ‘09) • Provide Professional Development to job coaches on use of social scripts program (Nov. 09), Feb10) • Review data (Jan’10, Mar. ‘10, May ‘10) • Design Transitional Social Skills goals for each student.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax Levy • Indtech • Model Transition Program Grant • Community Work Sites • Speech Dept., P.811Q • School Transition and Job Developer • Use of S.O.S. curriculum by Michelle Gunn

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Evidence of completed social skills scripts, sequence boards, cue systems for each of student participating in work program
- Completed baseline of 45 students reviewed 11/09.
- Data indicating increase in designated social skills by 20% by 2/10
- Comparison (graph) comparing baseline and program data completed by 5/10
- Sign-in sheets for professional development activities
- Evidence of IEP goals in social skills for students reviewed monthly as annual reviews are completed.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): 4. TRANSITION – Post Secondary

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 40 students being assessed utilizing NEXT program will demonstrate a mastery of 75% of IEP goals linked to the NEXT assessment as evidenced by NEXT on-line data collection.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities include:</p> <ul style="list-style-type: none"> • Provide staff with professional development from AbleNet to learn implementation of NEXT and software revisions (Sept. '09) • Provide staff with training to input student names into program (Sept. 09) • Staff in Transitional classes will begin assessment (Oct. '09 through school year) • Review progress once a month at Career Ed Department Meetings • Review data from NEXT January '10, May '10. • Schedule workshops for parents, students and staff through MTP • Design transitional IEP goals linked to skills in NEXT Assessment (throughout school year during annual review. • Population addressed: high school students in inclusion programs (8:1 ratio), high school alternate assessment students with mild, moderate cognitive disabilities (12:1:1).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Model Transition Grant funds and Professional Development • Tax Levy • School Transition and Job Developer • VTEA - stipends

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Data indicating 45 students have been assessed with NEXT program reviewed 1/10 completion of 30%
- Evidence that transitional IEP goals have been linked to NEXT assessment as per review of monthly annual reviews 9/09-6/10.
- Sign-in sheet for staff development sessions on NEXT implementation, 10/09, 11/09, 12/09.
- Sign-in sheets for weekly Department weekly meetings.
- Number of workshops attended by District 75 staff by June 2010
- Number of workshops presented by MTP by Nov. 2009 (when grant ends)
- Number of participants of workshops presented by MTP by Nov. 2009. Review of sign in sheets.
- Number of students hired for full time employment by June 2009. Reviewed checklist 2/09
- Number of graduating students placed in 21+ programs
- Number of students placed in post secondary educational programs reviewed 5/10
- Family Resource Fair – number of participants Spring 2010
- Number of parents visiting agency programs. Review of sign in attendance sheets per meeting

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): 5. PARENT INVOLVEMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, increase parent involvement by participation of 35 out of 46 parents (76%) of ELL students in home-based training on use of school-provided voice out-put devices for alternate assessment students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities include:</p> <ul style="list-style-type: none"> • Hire consultant from U.C.P. to assist with assessments Feb. 2010 • Assess all ELL students for appropriate communication devices Mar. 2010 • Purchase devices through Title III budget Mar. 2010 • Hire PT/OT/Speech Therapists to assist with assessments Mar. 2010 • Provide professional development to paraprofessionals who will make home visits to provide support. (Mar.. 2010) • Send devices home for use at home April-May 2010 • Make appointments for paraprofessionals to visit homes of students enrolled in past program. ((Mar. 2010) • Provide in-home training to teach parents how to use devices at home (April-May 2010) • Add new list of student/families to home visitation list (May 2010) • Provide translation services to parents in their native languages • Population: alternate assessment, ELL, non-verbal students with severe cognitive disabilities

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title III budget • Augmentative communication consultant from UCP • ABLENET sales consultant • P811Q PT staff for accessing assessment (Project Access) • P 811Q speech therapists to provide training on use of devices • P811Q paraprofessionals hired for home visits to provide training on use of devices
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By December 2009, increase of 20%; in number of parents attending initial workshop • Number of devices purchased for training for use in home by June 2010 (an increase of 12 students). Review of Title III budget, reviewed 3/10. • Number of home visits by June 2010 for 35 students using devices at home. Review sign in attendance sheets • Number of students assessed by May 2010 (increase of 20%) • Communication Profile checklist • Number of parents utilizing translation services by June 2010. Review of sign--in attendance sheets

Subject/Area (where relevant):

6. Academic Skills

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, 70 12:1:1 and 8:1 students (72%) will demonstrate an increase in reading skills by participating in the Scantron Assessment targeting one reading skill area and demonstrating mastery of targeted goal on their IEP.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Provide professional development to staff of 12:1:1 classes on use of Scantron Performance Assessment (Oct. 2009)• Designate baseline reading level of each participating student in assessment (Oct. 2009)• Assessment of students using Scantron-(Oct. 2009-Dec. 2010)• Target reading area of need (after completing assessment (10/09-12/10)• Write IEP goal targeting reading need area (10/09-12/10)• Design data collection sheet for targeted goal area 10/09• Post test by May 2010 to measure improvement• Review ongoing progress (12/09, 2/10, 3/10)• Provide ongoing support during monthly Career Education Department Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Scantron Performance Testing• Tax Levy• NYSTL funds• School Coach• School Technology Teacher• Administrative staff• Reso-A funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Number of students assessed using Scantron Reading Assessment (by 12/10)• Number of students demonstrating mastery of Reading goal for targeted skill area• Comparison of baseline and post-testing scores.• Sign-sheets of professional development workshops.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A				
1	N/A	N/A	N/A	N/A				
2	N/A	N/A	N/A	N/A				
3	N/A	N/A	N/A	N/A				
4	N/A	N/A	N/A	N/A				
5	1	N/A	1	N/A				
6	N/A	N/A	N/A	N/A				
7	N/A	N/A	N/A	N/A				
8	4	2	1	4				
9	5	5	5	5				
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Great Leaps in small group during the school day to address (3-8) to build fluency, phonic skills, and comprehension. Wilson Foundations (K-2) in small groups during the school day to address fluency, phonics skills, and comprehension.</p>
<p>Mathematics:</p>	<p>Great Leaps in small groups during the school day (3-8) to drill exercise to build basic fact and operation skills. Everyday Math Games (K-8) in small groups during the school day to drill exercises to build fact and operations skills as well as calculator skills, money exchange skills, logic, geometry and spatial sense.</p>
<p>Science:</p>	<p>Graphic Organizers and symbols (Boardmaker) in small groups during the school day (2:1) to connect reading to writing using symbols.</p>
<p>Social Studies:</p>	<p>News-2-U, a web-based daily news program utilizes picture symbols and words for struggling readers. Students can read the daily news utilizing either symbols or words in small groups during the school day to address social studies lessons. Ablenet's Adapted Weekly Reader is a web-based weekly news program that utilizes picture symbols and words or both depending on the students' reading level. It is used during the school day to address social studies lessons.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	
<p>At-risk Health-related Services:</p>	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. **See pages 60-71**

Part B: For schools that will receive Title III ELL Supplemental Services for 2009-2010

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) K-12 Number of Students to be Served: 40 LEP _____ Non-LEP _____
Number of Teachers Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

Language Instruction Program:

There are 347 students on register in P.S. 811Q. The school has a bilingual (Spanish) and an ESL program for students in Alternate Assessment and Standardized Assessment. Twenty-three students with multiple disabilities are served in 2 bilingual Spanish classes of 12:1:4 at the elementary, intermediate and high school levels. The two teachers assigned to teach the bilingual (Spanish) classes are NYS licensed to teach bilingual special education. Eight different languages are spoken in students' households: Spanish, Chinese; Cantonese, Bengali, Haitian Creole, Korean, Urdu and Punjabi and are the preferred languages of the families.

Fifty-four ELLs are identified as eligible to participate in the ESL Program. This total number includes 9 students whose IEPs indicate *ESL Only* and 45 BIS students of which 23 are in two bilingual Spanish self-contained classes. ESL is currently provided by two ESL teachers. The pull-out/push-in model is being followed. Three ELLs participate in standardized assessment in grades K-8; two are at the intermediate level of English proficiency. All the other ELL students are at the Beginning level of English Proficiency.

Research shows (see Y, Saito and Ann Turnbull in *Research & Practice for Persons with Severe Disabilities* 2007, Vol. 32, No. 1, 50-65 *Augmentative and Alternative Communication Practice in the Pursuit of Family Quality of Life: A Review of the Literature* for references pertaining to ELLs with disabilities) that families want to partner with professionals to gain knowledge and support for the use of AAC technology at home and in the community and that professionals need to find ways to deliver this support.

The Saturday Literacy and Communication Clinic for approximately 40 limited English proficient students in Alternate Assessment with moderate to severe physical, cognitive, or other developmental disabilities (in classes of 12:1:4; 6:1:1 and 12:1:1 ratios) offers individualized and differentiated direct instruction through native language arts and ESL methodology in the use and generalization of augmentative/alternative communication (AAC) for language, literacy and social interaction (ESL and ELA Standard 4). The instructional program will again take place in P811Q's computer lab or at home or in the community. The 10 scheduled Saturday morning clinics will run from 9 am to 12 pm on (1/23, 1/30, 2/6., 2/27, 3/6, 3/13, 3/20, 4/17, 4/24, & 5/1 2010). Home visits will take place on those dates in the afternoon between 1:00 and 2:00 pm. Evaluations will take place by appointment on an individual basis. It is anticipated that up to 4 students will be seen each Saturday, whether in clinic or at home, for a total of 40 students. If a parent requests an afternoon or evening visit, we will accommodate them). Each student participating in the program will receive an informal AAC evaluation by a certified AAC expert in the field in the presence of one or more family members, a bilingual certified coach and/or bilingual or ESL certified teacher, and a bilingual paraprofessional, who speaks the parent's preferred language (Spanish, Cantonese, Korean, Mandarin, Russian, Urdu, Bengali and Haitian Creole). A certified ESL administrator will be present. Students from a particular language group will be scheduled on the same clinic day. The student will then be provided with an appropriate low tech communication device and other instructional materials for use at home and in school. The bilingual/ESL teacher, along with other members of the student's bilingual team will collaborate in the evaluation and in the implementation of an instructional plan based on the evaluation. The program is intended to bridge the gap between home, school and community in the area of AAC instruction and use, as described by the research, supplementing classroom instruction through practice and generalization to community contexts. Communication skills that were typically limited to the classroom setting will become more habitual and spontaneous across many settings and people (ESL Standard 4).

In 2007-2008, 24 English language learners (ELLs) were served in the program. In 2008-09, 36 students were served. In 2009-10, ten new elementary through high school age English Language Learners with moderate to severe disabilities (multiple disabilities, autism and mental retardation) at the beginning or intermediate stage of language development, who do not use verbal language to communicate, will be evaluated at a Saturday clinic or, if

preferable, at home, by a specialist in AAC communication and a bilingual/ESL team member (Bilingual/ESL certified administrator, bilingual certified coach, bilingual certified teachers, bilingual certified Speech teacher and bilingual paraprofessional). The evaluation will take place in the presence of a family member or guardian, who will have received training in augmentative/alternative communication (AAC) at a workshop for parents on Thursday, Jan 7th 2010 from 6:30 to 8:30 pm at P811Q main site. A communication profile and a small set of pragmatic objectives based on the evaluation, the student's IEP goals and NYS Content Area Learning Standards, will be developed for each student, according to his level of need and ability, and an appropriate low-tech AAC device, mode of access, software and/or other instructional materials will be provided. Students will receive individualized instruction in the use of the device by the AAC specialist and by a certified bilingual/ESL teacher, technology teacher and a bilingual paraprofessional, who will also serve as interpreter, if needed. Solutions to impediments to the use of AAC in home and community settings will be addressed with community-based agencies that provide services to families. Parents will select the meaningful context and experiences for practice based on the home and community activities their families engage in. A bilingual staff member (bilingual/ESL teacher, or paraprofessional) trained in AAC instruction will visit the home or accompany the student and family member into the community to provide instruction and practice and monitor progress. As AAC is often the primary, if not only, means of communication for students with severe disabilities, direct instruction to students in the presence of their family members and bilingual team members at our Saturday Literacy and Communication Clinic and at home is essential training for both staff and family members if ELLs are to use language naturally in a variety of settings. The program will run from January through May, 2010.

Progress will be evaluated through an appropriate assessment tool, such as Brigance, ABLLS, AAC checklist or other data collection system, including, in 2010, video taping. A video record will be used by instructional staff to monitor and demonstrate student progress as well as for professional development purposes. Follow up visits with the families of the 36 students seen during the 2008-09 school year and that still attend P811Q will be scheduled during the same time frames to evaluate progress and select new goals.

The Saturday clinic will run for 10 weeks from 9:00 am to 12:00 pm at P811Q main site and from 1:00 to 2:00 pm to accommodate home visits on Jan 23 & 30, Feb. 6 & 27, March 6, 13, & 20, April 17 & 24 and May 1, 2010 at Home and Community visits for new and follow-up students will take place during the same 10-week period between Jan 23rd through May 1st, 2010 on either week-days, after school, in the evening, or on Saturdays. A bilingual supervisor, coach or teacher and a paraprofessional speaking the student's native language will carry out the instructional plan for implementing AAC in home and/or in the community with the student and family member. Attendance of all participants at a given session will be kept. Parental satisfaction and progress will be evaluated through follow up phone calls and evaluation forms at the end of the program.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Both bilingual and monolingual staff with ESL or bilingual students in self-contained or alternate placement will have received professional development in the use of AAC for language, literacy, communication and social interaction and in the use of the AAC devices on several dates prior to the start of the Title III program: November 3, 2009 (full day workshop on "Implementing Low Tech AAC in the school Environment;" November 5 and 6th 2009 in Designing and Using Electronic Books to develop English Language skills, as part of our Inquiry Team work, which is aligned with our Title III program. Other school-based professional development will be conducted to provide staff and parents the opportunity to collaborate on an instructional plan to implement a coordinated set of activities for use at home and in school for the purpose of increasing and generalizing communication and

language acquisition for ELLs who use AAC communication. This professional development will be paid for through our Inquiry Team budget. Professional development to staff by the ESL teacher and bilingual coach on strategies to increase and generalize the use of AAC devices and systems in the school environment and in home and community settings by English Language Learners with severe disabilities through consistent use of ESL methodology and native language arts will be provided to 10 teachers and 10 paraprofessionals in a workshop on December 17, 2009 from 3:00 pm to 5:00 pm. A review of first and second language/ communication acquisition and instructional methodology in ESL and native language arts for ELLs with severe cognitive, physical disabilities and linguistic delays will be provided by certified bilingual and ESL teachers, bilingual coach and bilingual speech and language teacher. The use and advantage of various AAC systems and devices will be demonstrated through video tapes of AAC use by students in diverse settings. Problems of access will be discussed. The support of a bilingual/ESL team, which includes an AAC expert, supplements, supports and enhances language for our ELLs with severe disabilities. It is expected that both monolingual and bilingual teachers and paraprofessionals working with English Language Learners will benefit from this high quality professional development. Any additional professional development that occurs during the school day will be paid for from other school allocations, and not from Title III funds.

Description of Parent and Community Participation–

Explain how the school will use Title III funds to increase parent and community participation for ELLs

The language spoken in our students' households are Spanish, Cantonese, Korean, Urdu, Bengali, Punjabi Haitian Creole and Hindi, which are also the parents' preferred language. All written documents pertaining to the Title III program are translated into the parent's preferred language and interpreters from P811Q's bilingual paraprofessional staff are always present to interpret, whether on the telephone, workshops, clinics and any other parent activity. The Saturday clinics will take place on Saturdays from 9:00 am to 12:00 pm and from 1:00 to 2:00pm to accommodate home visits on the following dates: 1/23, 1/30, 2/6, 2/27, 3/6/ 3/13, 3/20, 4/17, 4/24 and 5/1. Each individual consultation will last approximately 1 hour. Parents who cannot attend the clinic will be seen either after-school during the week, or on Saturday afternoon following the clinic. Aside from the bilingual instruction staff, an interpreter will always be present to interpret for the family. A bilingual team consisting of a supervisor, coach, teacher or paraprofessional speaking the student's native language will accompany the AAC expert on all home visits in order to design the individualized instructional plan for the student. An assessment tool created by the team specifically for the program contains the instructional goals and objectives to be implemented in both the school and home. Progress on the goals and objectives will be reported on the data collection sheets to be analyzed pre, mid and post training. Appointment letters, phone call logs and attendance logs for all participants will be kept and, with parental consent, a digital or video record of the consultation and participants will be kept.

Parents of English Language Learners will be notified in writing, in their native language, about the Title III program, AAC workshops, Saturday clinics, available dates for home visits, follow-up visits and consultations. All notices and documents will be provided in the native language, and interpretation services will be available at all meetings, visits and telephone calls. At a parent orientation meeting on December 16, parents will be given an overview of augmentative/alternative communication and the problems experienced by families of limited English proficient students with disabilities in their attempts to communicate with their children. PS811Q's bilingual/ESL special education program and NYS regulations governing the education of LEP students (CR Part154) will be explained, along with the curriculum and adaptations made for LEP students with severe disabilities. This information is also provided during the Annual Reviews, EPCs and other parent meetings Next the Title III program will be reviewed and parents will be shown PS811Q's model apartment that has been engineered to demonstrate how AAC systems and assistive technology are used in the home setting to increase communication, literacy, language acquisition and community participation.. Families will have the opportunity to try out various devices and practice programming them

Parents will make an appointment for an AAC evaluation or follow-up visit at one of the Saturday clinics to be held in P811Q's computer lab, or make an appointment for a home visit. They will have the opportunity to observe their children being evaluated and instructed by an AAC expert and member of the bilingual/ESL team in the use of the communication device or a method of access. They will have the opportunity to ask questions and practice using the device at the Saturday Literacy and Communication Clinic. Once a device is selected, the student will have the opportunity to take the device home, in much the same way a textbook is used both at school and at home. The device will travel back and forth to school with the student and will be returned at the end of the school year.

Translation and interpretation services will be available to all families, and a certified bilingual/ESL coach, teacher or bilingual paraprofessional will be present as part of this team.

At the parent's request, at a pre-arranged time at the parent's convenience, the AAC expert and/or trained bilingual educator or paraprofessional will visit the home to set up and demonstrate the use of equipment or software, or else accompany the parent and student on a community outing or shopping trip, selected by the parent, to model the use AAC in the natural setting. The parent will then have the opportunity to practice using the device in the company of a trained bilingual professional. Follow up visits by the bilingual paraprofessional are encouraged. A parent satisfaction survey will be conducted at the end of the program.

Families of students of ELLS with disabilities are particularly vulnerable members of society. Our students may lack the necessary adaptive equipment (properly-sized wheelchairs, trays, adaptive chairs for use at home, mobility equipment, etc.). Agencies typically have long waiting lists, and this impacts the student's ability to progress and perform at his best. Interfacing with community-based organizations that provide support and services to families of children with disabilities is an aspect of the program that was initiated in 2008-09 and will be continued and enhanced in 2010. A low-anxiety environment is an essential condition for successful second language acquisition and successful parental engagement. The Saturday Literacy and Communication Clinic addresses the essential conditions for optimal language and communication acquisition by providing services that cannot be addressed in the classroom alone.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	6810.80	<u>Instructional Saturday Program for parents and students</u> 1 ESL supervisor x 10 Saturdays x 4 hrs .x 52.21 = \$2088.40 1 bilingual teacher x 10 Saturdays x 4 hrs.x 49.89 = 1995.60 1 bilingual paraprofessional x 10 Saturdays x 4 hrs x 28.98 = 115.92 <u>Support Staff</u> 1 secretary x 5 hrs. x 30.74 = 153.70 <u>Professional Development - Staff:</u> 1 ESL Supervisor x 1 session x 2 hrs. x 52.21 = 104.42 1 bilingual teacher x 1 session x 2 hrs. x 49.89 = 99.78 10 paraprofessionals x 1 session x 2 hrs. x 28.98 = 579.60 <u>Parental Involvement (Orientation workshop)</u> 1 ESL Supervisor x 1 session x 2 hrs. x 52.21 = 104.42 1 bilingual teacher x 1 session x 2 hrs. x 49.89 = 99.78 10 paraprofessionals x 1 session x 2 hrs. x 28.98 = 579.60
Purchased services such as curriculum and staff development contracts	5,280.00	<u>Instructional Saturday Program</u> 1 consultant x 10 Saturdays x 4 hrs x 120.00 = 4800. <u>Professional Development: Staff & Parents</u> 1 consultant x 2 sessions x 2 hrs x 120.00 = 480.00
Supplies and materials	2909.20	<u>Direct Instruction</u> AAC and assistive tech devices and software
Travel		
Other		
TOTAL	15,000	

This entire section must be completed for each budget submitted.

SECTION XVII

BUDGET NARRATIVE

School District P.S. 811Q/ Dist. 75 For Title III

BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	<u>Instructional Saturday Program for parents and students</u> 1 ESL supervisor x 10 Saturdays x 4 hrs .x 52.21 = \$2088.40 1 bilingual teacher x 10 Saturdays x 4 hrs.x 49.89 = 1995.60 1 bilingual paraprofessional x 10 Saturdays x 4 hrs x 28.98 = 1159.20 <u>Professional Development - Staff:</u> 1 ESL Supervisor x 1 session x 2 hrs. x 52.21 = 104.42 1 bilingual teacher x 1 session x 2 hrs. x 49.89 = 99.78 10 paraprofessionals x 1 session x 2 hrs. x 28.98 = 579.60 <u>Parental Involvement (Orientation workshop)</u> 1 ESL Supervisor x 1 session x 2 hrs. x 52.21 = 104.42 1 bilingual teacher x 1 session x 2 hrs. x 49.89 = 99.78 10 paraprofessionals x 1 session x 2 hrs. x 228.98 = 579.60
Code 16 Support Staff Salaries	<u>Support Staff</u> 1 secretary x 5 hrs. x 30.74 = 153.70
Code 40 Purchased Services	1 consultant for direct instruction to students @ 120.00/hr x 40 hrs = 4800.00 1 consultant for PD to staff & parents @120./hr x 4 hrs = 480.00
Code 45 Supplies and Materials	Software = 750.00 AAC and assistive devices – 2159.20

This entire section must be completed for each budget submitted.

School District P.S. 811Q/ Dist. 75

For Title III

BEDS Code 3070500014811

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Review of Home Language Surveys to identify preferred language of parents/guardians
 - Review of ATS Report: POB/Lang/Geo (RPOB)
 - Review of Emergency Contact Cards
 - Review of IEPs to identify parent's preferred language
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Fifty-three parents of ELLs require written translation and oral interpretation services. The major languages are Spanish, Hindi, Urdu, Bengali, Korean, Mandarin, and Cantonese. The availability of these services was made known to the community at IEP conferences, PS 811Q's News Letter, and at School Leadership Team meetings.

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.
 - * In-house school staff will translate documents that need to be sent home right away and will also be used to translate parent communications to the school.
 - * NYC-DOE Translation/Interpretation Services will be used to translate other documents. All documents will be submitted in a timely manner to the translation service so the documents can be translated and returned to the school for distribution.
 - * In the event a document being sent home can not be translated on time a note will be sent home in the parent's language indicating the items is important to please have it translated. A binder with this message in different languages is available at the school in the main office.

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.
 - In house staff will be used to provide oral interpretation services whenever possible. Presently, there is staff at PS 811Q available to do oral interpretation in the following languages: Spanish, Urdu, Bengali, Chinese, Cantonese, Korean, and Haitian-Creole.
 - The NYC- DOE Translation/Interpretation services will be used when parents request interpretation service.

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>.

Parents and Guardians will receive written communication via an informative memorandum September 2009 and during 2010 Summer School program advising them of their rights to translation and interpretation services. The memo will outline how they can obtain these services. The memorandum will be translated into the parent's primary language. The Chancellor's Regulation A-663 Attachment A entitled: *Important Notice for Parents Regarding Language Assistance Services* will be posted conspicuously near the main entrance. The sign will be translated in the covered languages and will indicate the office/room where a copy of written communication can be obtained. A parent language survey will be conducted September 2009 and July 2010 to determine if there is a primary language of 10% of the students that is neither English or a covered language so that the above mentioned Attachment is translated by the Translation and Interpretation Unit of the DOE into such language.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school's response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p>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.</p>
--

<p><i>ACTION STEP – WHAT needs to be done to accomplish goal?</i></p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<ul style="list-style-type: none"> ➤ A staff survey will be conducted to identify staff that speak other languages other than English and are willing to translate documents or interpret for parents. ➤ Teachers, Related Service Providers and Office Staff Workers, School Safety Officer will be advised at faculty conferences, Summer School and September 2009 Staff Orientation of the procedures for having documents translated in-house and thru the DOE Translation Services. They will also be informed where they can obtain a copy of the pre-printed message: “This document is important. Please have it translated.” in the parent’s primary language to attached to documents that were not translated. ➤ Teachers, Related Service Providers and Office Staff Workers, School Safety Officer, will be advised at faculty conferences, Summer School Orientation, September 2009 Staff Orientation of the procedures for providing in-house oral interpretation services to parents and when to request the service of the DOE Translation/Interpretation Services. ➤ A memorandum will be written to parents/guardians informing them of their rights to translation and interpretation services and who these services may be obtained. ➤ Chancellor’s Regulation A-663, Attachment A will be conspicuously posted in the covered languages near the main entrance.
<p><i>WHEN?</i></p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>Staff Orientation – September 2009; November 3, 2009 Staff Orientation – July 2010 – Chapter 683</p>
<p><i>BY WHOM?</i></p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>*Edward Velez, Assistant Principal – supervisory point person *Marilyn Biaggi – Pupil Personnel Secretary; lead person to request translation and interpretation service from DOE</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>Per-session bulk job to be created to pay for some document translations when necessary. In-house volunteers to do translations and oral interpretations.</p>
<p><i>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</i></p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<ul style="list-style-type: none"> ➤ Feed back from the Parent Association and School Leadership Team. ➤ Number of documents translated by in-house school staff and per-session paid for document translations. ➤ Number of documents submitted to DOE Translation and Interpretation Services. <p>Number of requests for in-house and DOE oral interpretation.</p>

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL..

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year_____
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

NOT APPLICABLE TO SCHOOL

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

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

Part B: For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

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

The academic cabinet of 811Q, made up of administrators, lead teachers and school coach will review Inquiry Team data to identify areas that are not aligned to state standards in the areas of ELA and Math. The cabinet will also review findings of New York State Alternate Assessment (NYSAA), Brigance Inventory Assessment, and Assessment of Basic Language and Learning Skills (ABLLS), New York State English Language Assessment Test (NYSESLAT). The cabinet will share the finding with the school community at faculty conferences, department meetings, School Leadership Team meetings, Parent Staff Meetings, and during professional development. The cabinet is looking into appropriate curriculum that meets the ELA, Math and ELL needs of our student population. Since only 6% of our students participate in standardized assessment, we need to be especially diligent in finding curriculum that is aligned to NY State Alternate Indicators.

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

Applicable X Not Applicable

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

Since P811Q services alternate assessment students with severe disabilities, it has been a challenge to find an appropriate ELA curriculum that is fully aligned to the standards. Within each classroom, students of varied functioning levels are grouped. Therefore, the teachers need to provide differentiated lessons and adaptations to every lesson. New teachers often to not come prepared to address the needs of students of a variety of levels. We have a large ELL population in our school. There is no ELL curriculum that directly address the ESL standards for students with disabilities. We have made a good deal of progress reviewing alternate curriculum programs that meet the needs of our varied students with disabilities. We have reviewed

phonics/comprehension programs such as SMILE, Caught Reading, Edmark, Reading Milestones, and Wilson and implemented these programs that meet the standards for our students. We are currently utilizing these programs to support curriculum in classes with students with autism (6:1:1) and students with mild/moderate cognitive delays (12:1:1).

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

MAY 2009

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

Since our school's population services alternate assessment students with severe disabilities, it has been a challenge to find an appropriate Math curriculum that is fully aligned to the standards and alternate grade level indicators. Within each classroom, students of varied functioning levels are grouped. Therefore, the teachers need to provide differentiated lessons and adaptations to every lesson. New teachers often do not come prepared to address the needs of students of a variety of levels. Many teachers are not trained in specific math content and strategies. We utilize the Everyday Math uniform curriculum but it needs to be adapted to meet the academic needs of our students. One of the main characteristics of math styles of learning for our students is the need for concrete/functional materials. We have to work very diligently to access manipulatives and other math materials that are relevant to our students' cognitive functioning. The FACES Curriculum addresses functional Math skills in the areas of time, measurement and money. We have concentrated our efforts in math to teach these areas because they are so closely aligned with the NY State Alternate Assessment Indicators. Last school year, we started to utilize a program called Money Math which teaches functional skills. We also have departmental programming for our high school aged students (12:1:1 and 6:1:1) so that students receive the same functional curriculum in Math. We have also established a community based instruction program where students have the opportunity to use their functional math skills in areas such as grocery shopping, replenishing inventory for our school café, and running the café during school hours.

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

Applicable Not Applicable

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

Since our school's population services alternate assessment students with severe disabilities, it has been a challenge to find an appropriate Math curriculum that is fully aligned to the standards and alternate grade level indicators. Within each classroom, students are grouped in varied functioning levels. Therefore, the teachers need to provide differentiated lessons and adaptations to every lesson. New teachers often do not come prepared to address the needs of students of a variety of levels. Because we have focused math instruction on functional curriculum, the teachers feel more competent with implementing the curriculum. Also, the addition of a transitional assessment called NEXT has assisted teachers with focusing on functional math activities and linking the skills to IEP goals.

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

KEY FINDING 2: INSTRUCTION

MAY 2009

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The school cabinet team continues to review and collect data from our Inquiry Team findings because the focus of this data is on ELA/communication instruction in the classroom especially with our large high school population. We will continue to take formal data on student engagement and frequency of use of communication devices during ELA lessons. We will conduct formal and informal observations of ELA lessons to determine whether best practices are evident in differentiated groupings. During faculty and departmental meetings teachers and administrators will share their respective challenges in implementing best practices. During SLT and PSA meetings faculty will share findings.

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

Applicable X Not Applicable

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

Because of the severe cognitive delays of our students they need very specialized strategies to address their academic needs. The Uniform Curriculum does not address the specialized strategies so it is up to the schools to research strategies, attend workshops and learn best practices specific to our populations. In order to fully implement best practices we have and will continue to use our school budget to send staff to specialized workshops that address the learning styles of our special education students. One challenge with this is to provide turnkey training to the remainder of the staff. We often find that it is best that assistant principals and school based coaches attend such training and turnkey it to as many staff as possible.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The school cabinet team will review data from our Inquiry Team findings and math assessments (FACES). We will take formal data on student participation in functional math lessons. We will conduct formal and informal observations on math lessons to determine whether best practices are evident in differentiated groupings. During faculty and departmental meetings teachers and administrators will share their respective challenges in implementing best practices in math. During SLT and PSA meetings faculty will share findings. Implementation of the NEXT curriculum will help teachers to focus on functional math skills that are relevant to the lives of our students.

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

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

X Applicable Not Applicable

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

This evidence is supported by formal and informal observations of lessons that indicate that teachers find it challenging to incorporate best practices such as differentiated learning in the classroom. There is a basic misconception that differentiated learning means grouping students rather than modifying the lesson to accommodate the many learning needs and styles of students. The staff needs a great deal of training on specific specialized strategies for use with students with severe cognitive delays such as utilizing a functional math curriculum. These strategies and best practices take a long time to learn and incorporate into daily lessons. Observations of math lessons indicate a great deal of "worksheet" lessons, rather than making the math lessons more participatory and functional. Teachers need access to functional math curriculum such as FACES, Money Math, and the District 75 Curriculum Frameworks.

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

P. 811Q has addressed this issue and will continue to by providing professional development to staff in specific best practices in math instruction. We have provided a functional math assessment, Brigance and NEXT and will provide training on the use of functional curriculum including FACES, Money Math. Programming will focus on best practices for students with moderate and severe cognitive delays participatory lessons such as community based learning (shopping for groceries, using vending machines etc, replenishing inventory), in-house instruction including running a café, keeping up an apartment budget, and using high and low technology to learn math skills. We will also concentrate on modifying activities for the NYSAA Math AGLI's so that our students can succeed in becoming more independent with math skills.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

P. 811Q's cabinet will review the hiring records for the last 3 years and determine the turn-over rate of teachers. We will look at the number of teaching fellows who have remained more than their required 2 years, and review the number of teachers who have transferred to other schools to work with other populations.

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

This finding does not apply to our school and is an important issue especially because we need to provide an extraordinary amount of professional development to our teachers. Our principal and assistant principals are dedicated to providing relevant professional development to assist teachers with increasing their comfort level with our low-incidence population. Our school coach provides a monthly pacing calendar that links instructional themes to N Y State Standards. We use a great deal of our resources to send teachers to relevant professional development including Verbal Behavior for Students with Autism, Writing effective IEP's, Linking NY State Alternate Assessment to curriculum, and Positive Behavior Support Strategies. We have hired an experienced Technology Teacher and a Technology Intern who provide intensive training on the use of technology in the classroom and in our Literacy programs. We spend a great deal of time and resources on our teachers' development and when we have turn-over of staff, we need to "start over" with our new staff. The teachers have the opportunity and support to practice the many strategies they have learned throughout the first 2 years of teaching. When working with students with the severe cognitive impairment teachers need to learn how to modify assessments and differentiate lessons. They are learning these strategies with use of Brigance Assessment, and professional development provided by our Inquiry Team members. They need to practice these strategies in order to master them. Technology is an important component of instruction for our non verbal students. Most teachers we hire do not have a comfort level in the use of technology and therefore need extraordinary amount of support over several years to master the use of software. Our school philosophy is to work with teachers within the classroom to assist them with implementation of functional, differentiated lessons with their students. We believe in the Trans-disciplinary Model of Instruction which creates classroom teams composed of teacher, paraprofessionals, and related service providers. This team approach helps teachers feel a comfort level and a competency level that encourages them to remain with the school. 98% of teachers have more than two years teaching in this school and 100% have a master's degree or higher.

Applicable x Not Applicable

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

Based on a review of hiring records of the last 3 years, data indicates that in the first 2 years, 63%of our Teaching Fellows have left after completing their required 2 year assignment. Last year, all of our Teaching Fellows remained in the school and received specialized professional development that meets the needs of our students with severe cognitive impairments. We also used our budget resources to send them to workshops, buy materials, and purchase curriculum appropriate for their student population. All Teaching Fellow received mentoring from DOE and school based mentors in addition to their college fieldwork supervisors. In addition, all but one speech teachers have remained in the school the last 2 years. All of these speech teachers were specially trained by consultants hired by the school to implement our school communication program. 100% of our teachers are fully licensed and permanently assigned to this school. 95.4% core classes taught by "highly qualified" teachers (NCLB/SED definition).

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

Because this is no longer applicable to our school, P.S. 811Q plans to implement The Continuum of Teacher Development and the use of Professional Teaching Standards to encourage teachers to assess their own professional development throughout the year. We have hired fully certified, experienced teachers for the openings left by retirement (Teacher of Autism and Technology Teacher) District 75 has provided the coaching support to assist teachers with the Professional Teaching Standards implementation. We will continue to provide professional development in specialized areas including: assessment, differentiated instruction, trans-disciplinary instruction, use of technology, and functional math and reading.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A Survey will be conducted every September to assess what professional development activities teachers are most interested in. A list of recommended topics will be included along with opportunities for Professional Development for English Language Learners. The school will maintain a log of the professional development opportunities offered to all teachers on English Language Learners. The log will indicate the date, workshop and name of participant. At the end of the year a tally will be taken as to how many teachers attended workshops on reading curriculum, instruction, ELLs, Positive Behavior Supports, SMILE, Caught Reading, Edmark, Visions, Wilson, Verbal Behavior, etc. All Professional Development Offerings will be forwarded to classroom teachers, paraprofessionals and related service providers working with ELL's via email, at Department Meeting and Faculty Conferences. All teachers will receive by email the Chancellor's "Teachers' Weekly" which highlights professional development opportunities. We value professional development highly at P.811Q, therefore we intend to earmark budget for this purpose.

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

Applicable Not Applicable

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

Even though many teachers are aware that professional development opportunities exist, some do not take advantage of them and are not registering on-line. Therefore, the administration at P. 811Q works very hard to inform teachers of important and valuable professional development being offered by District 75 and outside agencies such as Henry Viscardi School,

Eden II. In District 75 10 hours of training is offered to all ELL teachers through district based coaches. The district has been quite supportive in ensuring that teachers receive this training. Our evidence shows that when we bring the training to the teachers rather than having them travel to off school sites we see ELL best practices being implemented. The model of professional development that we implement at P.811Q is to send key staff to workshops (Assistant Principals of instruction, school coach, school technology specialists and classroom teams composed of teacher, paraprofessional, Speech, Physical and Occupational therapist), and this model is then brought directly to the classrooms for in-class training.

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

Teachers will be encouraged at Faculty Meetings and Department Meeting to attend professional development activities. The principal and assistant principals will recommend specific workshops for teachers to attend. Teachers will be forwarded by email and school memos information on professional development activities. In-house professional development will be provided to all teachers of ELLs based on the ESL State Standards, Native Language Arts and English Language Arts. The school based-coach and District ELL coach will offer additional professional development to all teachers to address the academic needs of ELLs with severe cognitive and physical disabilities. The administration will make a list of relevant professional development and allocate money from the budget into sending ELL staff to workshops. We will also provide workshops through our Inquiry Team and Title III grant for ELL students. Additional support on linking ELL standards to curriculum would be helpful from central.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

At P.S. 811Q, data on ELLs will continue to be periodically reviewed. The following ATS reports will be reviewed and analyzed to determine how ELL students are progressing: LAB-R, NYSESLAT Exam History Report (RLAT), RSCE (Citywide Reading/Math Report), RMSR (New York State Math; New York State ELA) RLAB (LAB Scores Report), RSSE (Reading/Math Exam Summary Report) and NYSAA Exam Report for Reading, Math, Social Studies and Science (RMSR). -An Assessment analysis will be done on the Language Allocation Policy Report (LAP) each year on how ELL students are progressing in their language acquisition skills, native language development, reading and content areas and the implications for instructions are

discussed with staff. Since most of our students participate in alternate assessment, we need to review other assessment results that relate to ELL instruction including NYSAA and data from our Title III Grant and Inquiry Team Communication Project.

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

X Applicable Not Applicable

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

This applies to our school because more data analysis of ELL test results needs to be analyzed to meet the needs of students with severe cognitive delays. It does not apply in that we provide teachers of ELLs with testing data but teachers need to master applying data analysis to their lessons. Teachers receive testing scores in a timely manner but need to link the scores to curriculum needs. We have also focused on our ELL population through a Title III grant which encourages parent participation in their ELL child's instruction. Each non-verbal ELL student was assessed for a voice output device and the device was sent home. P. 811Q staff makes home visits and teach the parents how to use the device in the home. This focus has greatly increased our ELL parent participation. Data was kept on assessment, parent visits to school workshops and number of successful home visits.

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

Teachers that work with ELLs are provided with testing data on ELLs when it become available. Student performance is discussed at Department Meetings. Data is disaggregated and findings are shared with teachers and administrators who work with specific ELL students; instructional implications are discussed. Findings are also reviewed and discussed at Department Meetings, Team Meetings, Faculty Conferences and days set aside for Professional Development. P811Q has a bilingual Spanish assistant principal and school based coach who provides assistance with interpretation of the data to drive instruction.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

P.S 811Q will review discussions now taking place at department meetings with SETSS providers regarding student progress in inclusive classrooms. We have reviewed progress on report cards and will continue to do so especially on the grades received from general education teachers. We will also review progress on IEPs and determine whether students are moving towards accessing the general education curriculum. We will share finding with the school community at faculty conferences, School Leadership Team meetings and parent meetings. We will set up teams of special and general education staff that meet regularly to discuss student progress.

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

X Applicable Not Applicable

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

In our inclusion programs, there is evidence that students have failed courses because of a lack of understanding by general education teachers of modifications and accommodations that our students need. Our special education students are often compared to general education students and expected to progress at same rate as their peers. Many of our students with severe cognitive delays do not have the opportunity to access the general education curriculum because of the challenges in adapting the general education curriculum. Many general education teachers need to become more competent in dealing with positive behavior supports during class time and in the school cafeterias.

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

P 811Q will address this issue by providing professional development in specific areas for general and special education teachers. Differentiated approaches to the alternate grade level indicators for alternate assessment students can be integrated into both self contained and inclusive settings. We will ensure that general education teachers become familiar with the use of adaptations for instruction as well as incorporating accommodations into classroom lessons. We need to ensure that general education teachers take an active roll in designing the students' IEP. Our SETSS teachers provide an "IEP At a Glance" for each student and we will continue to ensure that it is regularly reviewed. Behavior Intervention Plans should be a team approach involving both SETSS providers and general education teachers as well as all support staff involved with the student. Because of our expertise in providing Positive Behavioral Supports, P 811Q has provided and will continue to provide workshops to both special education and general education teachers on functional behavior assessment and positive approaches to managing behavior. At our Queens High School for Teaching off site, we have developed a model of shared learning communities where

the special education students are everybody's student. The staff collaborates on instruction, placement and behavior plans. The deans of general education work collaboratively with our guidance counselor to assist students in crisis. The staff also meets with parents with their general education colleagues.

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

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

Please respond to the following questions for Key Finding 7:

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

P 811Q has and will continue to review accommodations and modifications on our students' IEPs to determine whether they address the instructional environment. We will review individualized needs for testing accommodations and modifications and make necessary changes to page 9 on the IEP. Through formal and informal observations, we will determine whether students are using accommodations/modifications during classroom instruction. We will also review our behavior plans of our students and observe whether the plan is being implemented by all staff including special and general education teachers.

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

X Applicable Not Applicable

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

A review of IEPs indicates that most modifications and accommodations refer to testing location and time. They do not address the actual adaptations and modifications needs by our students with severe cognitive impairments. For example, many of our standardized students do not have the instructional adaptation of use of graphic organizers. Therefore, they often fail standardized tests and Regents exams because the questions are not organized in a manner that is meaningful to their learning style. Our students with severe cognitive impairments may need voice output devices and other technology to fully participate in testing.

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

P.S. 811Q will address this issue by linking professional development between the special ed and general ed classroom. Our teachers and paraprofessionals regularly provide accommodations and adaptations for classroom lessons. Lessons can be differentiated and paraprofessionals and SETSS providers can work in small group instruction providing accommodations and adaptations during the lesson. Our professional development can demonstrate how to implement accommodations in the general ed classroom by establishing co-teaching experiences and sharing best practices for teaching with severe disabilities. All general ed teachers will learn how to integrate students' IEP into their lesson by receiving "IEP AT a Glance" for each student. Behavior implementation training will be provided as a team approach which includes the general education teacher and all members of the team will learn how to implement the behavioral strategies. District 75 does an excellent job of providing professional development to SETTS teachers to assist with modifications of the general education curriculum within the classroom. Many of our SETTS teachers work collaboratively in the general education classrooms and are available to provide adaptations as needed.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

This Page Intentionally Left Blank

This Page Intentionally Left Blank

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

One student is in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A: school does not receive any set-aside funds

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A: N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

P.S 811Q 2009-2010 Language Allocation Policy - Grades K-12

School: P. S. 811Q

Region 3 / District 75

Network Leader: Barbara Joseph

Team Members

<u>Penny Ryan</u>	<u>Edward Velez</u>	<u>Deniece Jordan</u>	<u>Evelyn Gonzalez</u>
Principal	Assistant Principal	Parent Coordinator	Parent

<u>Maria Petkanas</u>	<u>Xiu-Cao Li</u>	<u>Luis Montoro</u>	<u>Rita Atehortua</u>
School-based Coach	Teacher	Teacher	Teacher

<u>Dina Kussoff</u>	<u>Lisa Martinez (Speech Teacher)</u>	<u>Luz Londono</u>
Guidance Counselor	Related Service Provider	Paraprofessional

Introduction:

P.S. 811Q is a special education school that serves students K-12 with autism, mental retardation, multiple disabilities, and emotional challenges. There are 347 students on register and they are scattered between the main site and eight off-sites. There are 133 female students and 214 male students. The ethnic composition of the school community is: American Indian 2, Asian/Pac. Islands 58, Hispanic 90, Black 124, White 72 and multi-racial 1.

As a standard process of ELL identification, the files of new admits are carefully reviewed for Home Language Identification Surveys. If and when such documents and/or LAB-R scores are not available, ATS reports are checked to determine if the students are eligible for LAB-R testing. Parents will be invited to the school for an interview about the students' language background, and staff members who can speak the students' native languages will be assigned to assist parents to fill out the Home Language Identification Surveys, provided in their native languages. If the students are found using other languages than English at home, LAB-R will be administered within the first ten days of school to determine the students' current levels of English proficiency, eligibility for bilingual and/or ESL services, and appropriate placements.

Fifty-four English Language Learners (ELLs) have been identified as eligible to participate in the ESL Program. However, 34 ELLs are long-termed LEP students with more than 6 years of receiving ESL/BIS services. The ELL group is composed of 9 ESL Only students and 45 Bilingual Instruction Students (BIS); 23 are in two Bilingual Spanish self-contained classes. Of the 54 ELLs, 17(31.5%) are in grades K-8 and 37 (68.5 %) are in grades 9-12. In comparison to the student population, there are 4.87% K-8 ELLs and 10.6% ELLs in grades 9-12. Thirty-seven K-12 ELLs have been identified as X-Coded. However, this group of students was administered the NYSESLAT in 2009.

The charts below represent the different ELL language groups in grades K-8 and 9-12.

Lang.	Grade	K	1	2	3	4	5	6	7	8	Totals
Spanish			1	4	3	0	1	0	2		11
Chinese					1		1		1		3
Bengali									2		2
Punjabi											1
TOTAL											17

Lang.	Grade	9	10	11	12	Totals
Spanish		2	6	3	16	27
Cantonese		1			3	4
Bengali					1	1
Haitian-Creole						
Korean			1		1	2
Urdu					2	2
Other					1	1
TOTAL						37

In grades K-8, the largest language group is Spanish. Three students are in a bilingual Spanish class at the Main Site and the remaining 14 students are in monolingual classes. One student in inclusion out of the 17 ELLs participated in Standardized assessments. A Free Standing English as A Second Language Program is being followed to serve these students. Students in inclusion settings (P.S. 69 and P.S. 222) are being served by general education ESL teachers. The students at P.S. 136 are being served by an itinerant ESL teacher from the Queens High School of Teaching (QHST) off-site. All the ELLs at P136 are serviced as per CR Part 154 mandated minutes of ESL instruction.

There are 37 ELLs in grades 9-12; six are at the QHST, 30 at the main site and 1 at Bayside HS. At the main site 23 ELLs are in staffing ratio 12:1:4 and are in TBE classes, the remaining ELLs are in monolingual classes in Alternate Placement and receive ESL instruction from the ESL teacher following the push-in/pull out model. At QHST, 6 ELLs receive ESL instruction from the general education ESL teacher.

ESL instruction is being provided by two ESL teachers who follow a pull-out/push-in model, two bilingual Spanish teachers and general education ESL teachers at the P.S. 69, P.S. 222, Bayside H.S and QHST off-sites. All of the ELLs are serviced as per CR Part 154 mandated minutes of ESL instruction.

Parent Orientation:

At the beginning of each school year, parents receive informative materials describing the programs offered at P.S. 811Q. The program models for ELLs are described more fully at School Leadership Team (SLT) meetings and Parent Staff Association (PSA) meetings.

Workshops on the learning needs of English Language Learners and instructional approaches are offered in collaboration with the PSA, P.S. 811Q Parent coordinator, School-based coach, ESL teachers, and school guidance counselor. During Parent-Teacher conferences, parents of minority –language students are invited and encouraged to share their concerns with the bilingual and ESL teachers and school administrators about their children’s education, placement, and language use in the classroom. Parents also receive news on what is happening at P.S. 811Q via the school’s Newsletter, which covers worthy news items and various upcoming cultural events being celebrated at the school. Sections of the Newsletter are translated into Chinese, Spanish, Korean and other languages. In addition, the school publishes a monthly calendar that is sent home outlining the upcoming events for the month.

This year the parent coordinator plans to facilitate workshops on curriculum and hold informative workshops on the school’s literacy, science, and book fairs. The workshops will cover topics related to bilingual and ESL instruction. Parents are invited to attend assembly programs on various multicultural themes, musical performances, and award assemblies. Parents are also invited to attend the school’s science and literacy fair so as to become familiar with the curriculum and adaptive instructional materials used in the ESL and TBE programs. Classroom teachers of ESL and TBE students invite parents to participate and to share information on their family’s cultural heritage when they cover the unit of study on the family.

Assessment Analysis

During the 2008-2009 school year, four students in K-8 took the Spring 2009 NYSESLAT: two second graders at P.S. 811Q @ PS22; one scored at the Beginning Level of English Proficiency and the other at the Advanced Level. In grades 9-12, 34 ELL students took the NYSESLAT, one ninth grader and 4 twelve graders scored at the Beginning Level of English Proficiency and one at the Intermediate Level of English Proficiency; 28 were not able to complete the exam due to their severe to profound, physical, cognitive and learning disabilities; their scores were considered invalid.

In analyzing the NYSESLAT data it is evident that the ELL students performed better in the listening and speaking than the reading and writing skills during the instructions for ELLs.

Eleven ELL students in K-8 and 14 students in 9-12 participated in NYSAA during 2008-09 school year, one scored at Level III in ELA and six scored at Level IV. In Math, one scored at Level III and six scored at Level IV. In Social Studies one scored at level III and two at Level IV. In grades 9-12, 3 ELLs who met the New York State Alternate Assessment (NYSAA) eligibility criteria were tested, Spring 09. All three students’ tests were invalid.

In the content areas, one ELL in the second grade in the inclusion site at P.S. 811Q @ P.S.69 took the State Math Test, Spring 2009 and scored at Level 4. He also took the New York State ELA Jan. 09 and scored at Level II. A comparison with his 2008 test scores indicates he made gains in his ELA and Math scores.

Overall the testing data reveals that the students are achieving a level score of 3 or 4 in all three areas of the NYSAA. A test score of Level IV is indicative that the student thoroughly demonstrates accuracy and independence. The performance of the students with severe disabilities in listening, speaking, reading and writing indicates they require more time to master their IEP goals and objectives. These students have shown an improvement in their expressive language and communication skills as demonstrated by the ability to use communication boards, Mayer Johnson symbols, activate augmentative communication devices to communicate their wants and needs, and initiate gestures and eye gazes.

In the content areas, the students' performance in math and reading skills is steadily improving. Mathematics seems to be a weak area and the students will be receiving AIS intervention.

Implication of Language Allocation Policy (LAP) and Instruction for ELLs:

P.S. 811Q serves students with severe to profound cognitive and/or physical disabilities, the central consideration in the development of the school's LAP and instructional programs. There is a well-documented paucity of research in the area of language development for students with severe cognitive disabilities. When making policy and planning for instruction, educators working with this population are by necessity guided by research with typically developing ELLs and by best practices in the fields of both special education and augmentative/alternative communication development.

Academic language development, curricula and instruction will continue to be adapted to the cognitive level of the students, and sophisticated technology will be employed to adapt and create appropriate materials. ESL, TBE, classroom and cluster teachers will continue to receive intensive training through school and district workshops on how to work with ELLs with severe and profound disabilities. Workshops will be offered on special teaching methodologies and in the development of adapted instructional materials.

To help the ELLs improve their linguistic and academic performance, the following interventions are practiced at P.S. 811Q:

- Positive Behavior Supports for students with emotional difficulties.
- Functional Communication Approaches for ELLs with severe communication disabilities.
- Balanced Literacy Approaches.
- Bilingual communication boards and augmentative and alternative communication systems (AAC) in the native language and in English.

Students with Interrupted Formal Education (SIFE)

Presently we have no SIFE students in grades K-8. There are three 12th grade SIFE students one at Bayside H.S., two at QHST. SIFE students may receive the following interventions: extended instructional time, tutoring, one-to-one tutoring for students

requiring additional support, and after-school classes. Students will receive instruction in ESL and ELA. Wherever possible, students will be instructed in small groups. Teachers will review student performance data on a regular basis and design level/course standards to meet the diverse needs of the students. To address the special needs of students with emotional and severe communication disabilities, the following interventions will be followed: Positive Behavior Supports, Functional Communication Approaches, Balance Literacy Approaches, Bilingual communication boards and alternative communication systems (AAC) in the native language and English.

Plan for Long Term ELLs:

There are 34 long term ELLs. The student population at P.S. 811Q is made up of students with autism, mental retardation, and multiple disabilities. The disabilities can be severe and profound. Most of the students' Individual Education Plans (IEP) indicates they are only participating in Alternate Assessment. There are just a few students in the inclusion program that participate in Standardized Assessment. In order to support students in long term bilingual or ESL programs, the following instructional interventions are implemented:

All instruction and instructional materials are specially designed, modified and adapted to meet the students' specific learning and communication needs. The students follow a modified curriculum to permit them to understand concepts, learn and retain new tasks, communicate to the best of their ability, and participate in the classroom activities. These students require more than three years to become English proficient. Extension of Services is sought under the provisions of CR Part 154 for more time. The programs at P.S. 811Q are continuously being evaluated and infused with research-based teaching methodologies that will help the students understand and learn what is being taught in the classroom.

Professional Development:

District and school-level sponsored professional development and opportunities to attend outside workshops are provided to the TBE teachers throughout the year. ESL, TBE, cluster and classroom teachers have attended the ten hours Jose P. training and participated in school-sponsored professional development activities on Literacy, Science, ESL and TEACCH. Presentations and workshops are conducted at faculty conferences and on special professional development days by ESL and Bilingual teachers and outside presenters. All teachers and paraprofessionals have had the opportunity to attend outside conferences and conventions, such as the yearly New York State Association of Bilingual Education and the ESL Academy. TBE teachers also receive periodic instructional support from the school-based coach, the school's Instructional Support Teacher and the District ELL coach. Planned professional development activities for this school year are:

- December 2009- Workshop on: Improving Communication Skills Using Augmentative Devices During Recreation and Leisure Activities
- March 2010 – ESL and Bilingual Teachers will attend an in-house workshop on: Use of Augmentative Communication Devices in Literacy Lessons in the ELL Classroom.
- September 2009 – June 2010: The ELL liaison will attend all District 75 ELL Compliance Meetings and provide turn key training.

- March 2010: Staff will be offered the opportunity to attend the NY SABE Convention on ELLs. This year's conference will consider policy issues and implications for ELLs and educational best practices.

Plan for Alternative Placement in Special Education:

P.S. 811Q's ELL students are scattered among the main building and eight off-sites. We are collaborating with the general education ESL teachers to serve them. The students are placed in inclusion to help them practice their language and social skills in new environments as they acquire academic skills.

For students whose IEP recommendations are bilingual services, but for whom no bilingual classes are available, Alternate Placement paraprofessionals who speak the native languages of the students are assigned to them whenever possible. When a need arises to hire new paraprofessionals, preference will be given to applicants who speak the native languages of bilingual students who are currently un-served for alternate placement paraprofessionals.

At the main building, students who speak languages other than English or Spanish are clustered in the same classes to facilitate them with the required ESL units, which are provided by a licensed ESL teacher in a pull-out/push-in program. The alternate placement paraprofessionals participate in collaborative planning and receive professional development in ESL and Bilingual Education.

Plan for Newcomers (Students new to English Language School System):

There are nine newcomers in grades K-8 and five in grades 9-12. Services to newcomers may include: tutoring, Buddy, developing initial literacy in native language, nurturing environment to facilitate language production in English, and assignment of alternate placement paraprofessionals. New students will be placed in the appropriate class based on the Home Language Survey.

Transitional Bilingual Education (TBE)

There are 23 (BIS Spanish) students in TBE classes at the main site; 3 are in grades K-8 and 20 in grades 9-12. Two TBE (Spanish) classes serve these students. Students in grades K-8 at Beginning and Intermediate Levels of English Proficiency receive 2 units of study of ESL and 60% of instruction time in the native language, and 1 unit at the advanced level of English proficiency. In grades 9-12, students receive 3 units at the beginning level and 2 units at the intermediate level, and 1 unit of ESL at the advanced level of English proficiency and 1 unit of NLA. They receive the ESL mandate from certified Bilingual Spanish Special Education teachers. Based on 45 minutes 8 period day, the following language allocations are provided:

ESL – 90 minutes

NLA- 90 minutes

Mathematics – 50 (NL)/10 English)

Social Studies or Science- 35(NL)/10 English)

Art/Music/Phys. Ed. – 45 (English using ESL& NL)

Differentiated instruction in ESL, NLA and in content areas is provided throughout the day. Students are grouped by level of language fluency and academic proficiency for instruction whenever possible.

Native Language Arts (NLA):

NLA instruction follows the tenets of Balanced Literacy, emphasizing the development of phonics and comprehension skills through literature-based and standards-based materials. All the materials are adapted to meet the needs of students with severe disabilities and are in alignment with the students' Individual Education Plan (IEP). Some of the native language materials in use include *Mi Escuela* by J.M. Parrmon, *Policias* by De Bee Ready and *El sancocho del sabado* by Leyla Torres, the anthology *Siglo de Español*, the collection of songs *Bravo, Bravo Canciones, Poemas y Cantares de America y el Mundo*, the dual language series *Stories the Year' Round*, and *Libros Esplendidos* published by Santillana. . NLA literacy activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experiences. All the instructional materials and technology are adapted for the Alternate Assessment students. Adaptive storybooks and non-fiction books, storyboards, Mayer Johnson symbols, communication boards, augmentative communication devices, the engineered classroom, and TEACCH are used to facilitate learning and comprehension. To comply with NYC Literacy requirements, each classroom library contains books in the native language and English.

English Language Arts (ELA): ELA include literature and content-based instruction and are aligned with the New York State learning standards and CR Part 154. Language functions and structures are taught within the context of the lesson. Teachers use a wide range of print, visual and digital resources designed for developing English and native language proficiency. Students in Alternate Assessment do not follow the uniform curriculum. However, English Language Arts is strongly emphasized in the TBE program through the engineered classroom, Aided Language Stimulation Program, which is the "literacy curriculum" for both monolingual and bilingual students with severe disabilities at P.S. 811Q. Specialized software is used to produce storyboards, song boards and activity boards and multi-sensory materials to enhance comprehension and provide support for the bilingual students' emerging literacy skills. Teachers use stories that are based on the students' culture that will connect to students' prior experience. Non-fiction and fiction books are adapted to meet the needs of the students. Instructional materials are also downloaded from the World Wide Web and District 75 website. Currently, teachers are utilizing District 75's thematic units on the Circle of Life, Community, Friends and Family and adapting the materials to meet the needs of their students. Teachers model the use of language in ways in which the students are expected to participate. Students participate in classroom activities via the use of communication boards labeled with Mayer Johnson symbols and augmentative communication devices programmed with pre-recorded responses, signs, verbal responses, eye gazes, and through specially-designed switches hooked up to voice output devices, etc.

Explicit ELA:

Students who have reached the advanced level as demonstrated by the NYSESLAT will receive 1 unit of ELA.

ESL Instruction:

The students in grades K-8 receive two units of ESL instruction at the beginning and intermediate levels and one unit at the advanced level of English proficiency. In grades 9-12 students receive three units of ESL at the beginning level and two units of ESL at the intermediate level of English proficiency. At the advanced level of English proficiency students receive one unit of ESL and one unit of ELA per week. A unit of instruction as defined by the state regulation is 180 minutes per week. There are presently no students in the TBE classes at the advanced level of English proficiency.

In order to help the students learn how to communicate in English via the communication devices in place for them, specialized instructional materials, adaptive technology devices, software, teacher-made materials, adapted books, communication boards, storyboards, and TEACCH and ABA programs are used. ESL instruction is provided by one certified Special Education Bilingual Spanish teacher who has completed the mandated 10 hours of Jose P training on teaching ESL. ESL instruction follows the NYS ESL Standards and incorporates ESL methodology such as Cooperative Learning, and the Whole Language Approach. The ESL methodologies (e.g. Total Physical Response (TPR), the Natural Approach, and Language Experience Approach) are used with students with severe disabilities. The following sampling of instructional materials is used: *A Chorous of Cultures*, published by Santillana, *English in My Pocket* and *Theme Packs*, published by Rigby, *Multicultural Stories Literature Read Along*, and *Stories Around the World Back-Pack* published by the Learning Connection.

Content Area Instruction: Spanish and English are used in the TBE class consistently to teach the academic content areas. The amount of use of the native language in the content areas is balanced with the students' English proficiency. Students are instructed in Math, Science, Social studies, Art, and Music. Students also receive instruction in activities of daily living. Instructional materials are available in both languages in sufficient quantities. Instruction is aligned with the recommendations for students in Standardized Assessment, but adapted to the needs of students with severe disabilities. Alternate Assessment students follow The New York State Learning Standards and Alternate Grade Level Indicators for Students with Severe Disabilities.

Age appropriate multi-sensory materials, activities relevant to the interest, cognitive ability, and stage of language development of the student, ESL methodology, and adaptive technology are used to broaden the students' understanding of the content areas. Assessments are on-going and are administered in Spanish and English. Scaffolding strategies are employed to attain significant ESL and academic development. Some of the scaffolding strategies used are modeling, bridging, and contextualization. However, these strategies are modified and adapted to meet the special instructional needs of the students at P.S. 811Q.

The following is a sample of the instructional materials and books being used in the content areas, literacy: *Fabulous Classics*, published by Everest SA, *Nuestro Mundo de Poesias*, published by Modern Curriculum Press, *Clifford the Small Red Puppy*, published by Scholastics; English: teacher(s) made materials and stories: *Christmas I See*, *We Vote*, *The Thanksgiving Story*, *Pumpkin Picking*, *My School Community*, *Esta es la bandera de los Estados Unidos*, etc.; thematic books: *Welcome to School and School*, published by Scholastics, *El Primer Dia de Escuela*, published by Troll Associates; books on celebrations and holidays: *The Thanksgiving Day*, *Light the Candles*, etc.; Science: *Experiments Series*, *World of Plants* series books; community themes: *Reading Signs*, published by Steck-Vaughn, and non-fiction books on community workers. Assessments are on-going and are administered in Spanish and English.

Transition Plan for Students Reaching Proficiency:

Students who achieve the advance proficiency level of English on the NYSESLAT and meet the exit requirements will transition gradually into monolingual classes. Students who no longer require Bilingual or ESL services according to the IEP will be supported for two years with ESL services. This transition plan is for students in Transitional Bilingual Education and ESL students.

Staff Qualifications:

The certified Bilingual Spanish Special Education teachers at P.S. 811Q are native speakers. The teachers have met the New York City Department of Education and New York State licensing requirements and possess a Master's Degree. The teachers are proficient in both English and Spanish and are skilled in both content and pedagogy.

Collaborative Planning:

Teachers are afforded the opportunity to engage in collaborative planning with their colleagues, non-special education teachers and paraprofessionals. Periodic department and classroom staff team meetings are held each month. In addition, teachers can select to use their Professional Development Activity period and common planning periods to work with ESL, bilingual, hearing, speech, and vision teachers, and other related service providers.

Free Standing English as a Second Language (ESL) Model:

Freestanding ESL instruction is provided to the ELLs whose native languages are other than English (who speak other minority languages such as, Urdu, Chinese, etc.). The ELLs at P.S. 811Q require a longer period of time than the mandated three years to become English proficient due to their multiple disabilities, cognitive delays and learning disabilities. An extension of services is applied for students who have been receiving services for more than three (3) years, but less than six (6) years under CR Part 154. Students will receive instruction in ESL and ELA. Wherever possible, students will be instructed in small groups. Teachers will review student performance data on a regular basis and design level/course standards to meet the diverse needs of the students. Students will receive ESL services as per their IEP, and in accordance with their

proficiency levels indicated on the NYSESLAT. To address the special needs of students with emotional and severe communication disabilities, the following interventions will be followed: Positive Behavior Supports, Functional Communication Approaches, Balance Literacy Approaches, Bilingual communication boards and alternative communication systems (AAC) in the native language and English. To help the students learn how to communicate in English via the communication systems in place for them, specialized instructional materials, adaptive technology devices, software, teacher made materials, adapted books, communication boards, story boards, and TEACCH and ABA programs are used.

ELLs in grades K-8, receive two units of ESL at the beginning and intermediate levels. The ELLs in grades 9-12 receive three units of ESL at the beginning and two units at the intermediate levels of English proficiency in accordance with Commissioner's Regulations Part 154. At the advanced levels of English proficiency students in all grades receive one unit of ESL and one unit of ELA. A unit of instruction as defined by the state regulation is 180 minutes per week. The following instructional materials and books are currently being used: *A Chorus of Cultures*, published by Santillana, *English in My Pocket* and *Theme Packs*, published by Rigby, *Multicultural Stories Literature Read Along*, published by LakeShore, and *Stories Around the World Back-Pack*, published by the Learning Connection.

Two ESL instructional models are being followed at the main building, the push-in and pull-out models. ELLs receive a combination of push-in and pull-out instruction.

Push-in Model: the ESL teacher works with ELLs during content instruction in collaboration with the regular classroom or cluster teacher and provides language acquisition and vocabulary support using ESL methodologies and instructional materials. Students have access to an array of both printed and technology materials. To ensure that students meet the standards, ESL instructions follow the NYS ESL Standards and incorporate ESL methodology such as Cooperative Learning, and Whole Language Approach. The ESL methodologies (e.g. Total Physical Response (TPR), the Natural Approach, Language Experience Approach and Whole Language) are used with students with severe disabilities. Students with autism make use of the Picture Exchange Communication System (PECS) and other visual systems that promote communication and social skills development. ELLs receive the number of units of ESL instruction as per CR Part 154. ELLs also receive content area instruction by certified special education teachers.

Pull-out Model: The ESL teacher takes the ESL students out of their classrooms to a separate location for ESL instruction. ELLs work intensively in a small group or individually on the targeted language skills and on cultural activities. Instruction is provided in language acquisition skills, vocabulary development, and content areas. ELLs receive the required units of ESL instruction as per CR Part 154.

Content Areas:

In the content areas, one ELL in the fifth grade in the inclusion site at P.S. 811Q @ P.S.69 took the State Math Test, Spring 2009 and scored at Level IV. He also took the NYS ELA Jan. 2009 and scored at Level II. The student's English proficiency has been gradually increasing.

Transition Plan for Students Reaching Proficiency

Students who achieve the advance proficiency level of English on the NYSESLAT and meet the exit requirements will transition gradually into monolingual classes. Students who no longer require ESL services according to the IEP will be supported for two years with ESL services. This transition plan is for students in Transitional Bilingual Education and ESL students.

Staffing Qualifications and Professional Development:

There is currently one certified ESL teacher at P.S. 811Q who provides ESL services to ELLs in grades K-12 at the main site. Students in inclusion off-sites receive ESL instruction from general education ESL certified teachers. The ESL teacher is certified by the New York City Department of Education and New York State Education Department to teach ESL, and possesses a Master's Degree in ESL. The teacher participates regularly in staff development sponsored by the District and attends outside conferences.

P.S. 811Q - Language Allocation Policy (LAP)

A Language Allocation Policy Team for grades K-12 has been formed. The team members consist of the school principal, parent, parent coordinator, assistant principal, school-based coach, four teachers, guidance counselor and a related service provider. The team meets quarterly to review the LAP; the first meeting is held in September. Each team member shall be able to clearly articulate when and why the student's native language and English are used in teaching and learning. The LAP will comply with Part 154 of the Commissioner's Regulations.

- The team will determine the program models P.S. 811Q will offer ELLs in grades K-12 (Transitional Bilingual, Freestanding ESL, Dual-Language, Self-Contained).
- Develop a plan for students in Alternate Assessment
- Develop a transition plan for students reaching proficiency in English
- Develop a plan for long term ELLs
- Develop a plan for Newcomers
- Develop a plan for SIFE students
- Develop a plan for alternative placement in Special Education
- Certified ESL and Bilingual Special Education teachers with strong academic language proficiency in both English and other languages of instruction will be assigned to ESL and TBE classes.
- Home Language Surveys will be sent home and reviewed to see the trend of parent choices.

- Parents will be informed of the school's LAP via letters, School Newsletter, and presentations to the School Leadership Team and Parent Staff Association.
- Professional development will be offered to parents and teachers of second language learners on such topics as: second language acquisition, developing academic language through content, pedagogy, balanced literacy, TEACCH, etc.
- TBE and ESL teachers will have the opportunity to engage in collaborative planning with other TBE and ESL teachers, other special education teachers, general education teachers, and paraprofessionals.
- Assembly programs dealing with the family, culture, heritage and students' language backgrounds will be offered to celebrate and educate the staff about its diverse student population.
- Program models will have explicit English as a Second Language (ESL), English Language Arts (ELA), and Native Language Arts Instruction (NLA) components.
- TBE programs will have an adaptive literacy program.
 - Programs will have adaptive books and instructional materials
 - The balanced literacy model will be implemented in Native Language Arts
- Content area instruction will be aligned with the NYC and NYS standards in mathematics, science, social studies and technology and will be provided in both English and the native language. Alternate Assessment students will follow The Learning Standards and Alternate Grade Level Indicators for Students with Severe Disabilities.
 - The lessons and activities will be designed to meet the students' individual education needs and will be conducted in both languages
 - Assessments will be on going to determine student progress and will be done in both languages
- The program models will follow the Principle of Use of Two Languages.
 - Class libraries will clearly be defined by language
 - Student work displayed in two languages
 - Walls print-rich in each language
 - Native language is used to support high demand, high challenging areas of instruction
- The LAP team will conduct a walk-through to assess that the TBE programs and Free Standing ESL programs are meeting the LAP principles. The Continuum for Academic Rigor and Excellence Language Allocation Policy form will be used to assess the program.

REVISED 11/17/09

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District Barbara Joseph	School P.S.811Q
Principal Penny Ryan	Assistant Principal Edward Velez
Coach Maria Petkanas	Coach
Teacher/Subject Area Luis Montoro/BIS	Guidance Counselor Dina Kussoff
Teacher/Subject Area Xiu-cao Li/ESL	Parent Evelyn Gonzalez
Teacher/Subject Area Rita Atehortua/BIS	Parent Coordinator Deniece Jordan
Related Service Provider Lisa Martinez	SAF
Network Leader Barbara Joseph	Other Luz Londono (Paraprofessional)

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	347	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	10.66%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>				2	2
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In	2	2	2	3	9
Total	2	2	2	5	11

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1		1				19		19	20
Dual Language										0
ESL	4		4	4		4	9		9	17
Total	5	0	5	4	0	4	28	0	28	37

Number of ELLs in a TBE program who are in alternate placement: 17

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1	5	2	12	20
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	1	5	2	12	20

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
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					
	9	10	11	12	TOTAL
Spanish	1	1	1	4	7
Chinese	1			3	4
Russian					0
Bengali				1	1
Urdu				2	2
Arabic					0
Haitian Creole					0
French					0
Korean		1		1	2
Punjabi					0
Polish					0
Albanian					0
Other				1	1
TOTAL	2	2	1	12	17

Programming and Scheduling Information

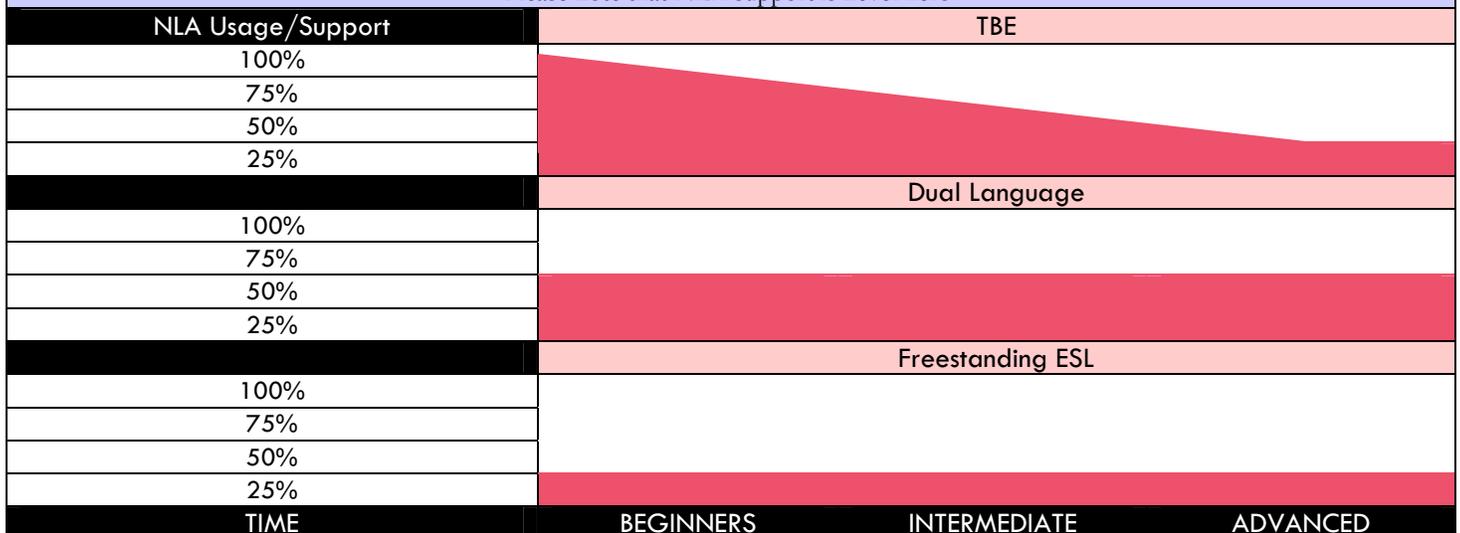
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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 Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	3			
NYSAA Mathematics	3			
NYSAA Social Studies	3			
NYSAA Science	3			

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

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

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

Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Velez	Assistant Principal		10/15/09
Deniece Jordan	Parent Coordinator		10/15/09
Xiu-cao Li	ESL Teacher		10/15/09
Evelyn Gonzalez	Parent		10/15/09
Luis Montoro/BIS	Teacher/Subject Area		10/15/09
Rita Atehortua/BIS	Teacher/Subject Area		10/15/09
Maria Petkanas	Coach		10/15/09
	Coach		
Dina Kussoff	Guidance Counselor		10/15/09
	School Achievement Facilitator		
Barbara Joseph	Network Leader		
Lisa Martinez/SPEECH	Other		10/15/09
Luz Londono	Other		10/15/09

Signatures

School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Barbara Joseph	School P.S.811Q
Principal Pennt Ryan	Assistant Principal Edward Velez
Coach Maria Petkanas	Coach
Teacher/Subject Area Luis Montoro/BIS	Guidance Counselor Dina Kussoff
Teacher/Subject Area Xiu-cao Li/ESL	Parent Evelyn Gonzalez
Teacher/Subject Area Rita Atehortua/BIS	Parent Coordinator Deniece Jordan
Related Service Provider Lisa Martinez	SAF
Network Leader Barbara Joseph	Other Luz Londono

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	347	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	4.90%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

Transitional Bilingual Education											
Number of ELLs by Grade in Each Language Group											
French										0	
Korean										0	
Punjabi										0	
Polish										0	
Albanian										0	
Yiddish										0	
Other										0	
TOTAL	0	2	1	3							

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish		1	4	3		1				9
Chinese					1	1		1		3
Russian										0
Bengali								2		2
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	1	4	3	1	2	0	3	0	14

Programming and Scheduling Information

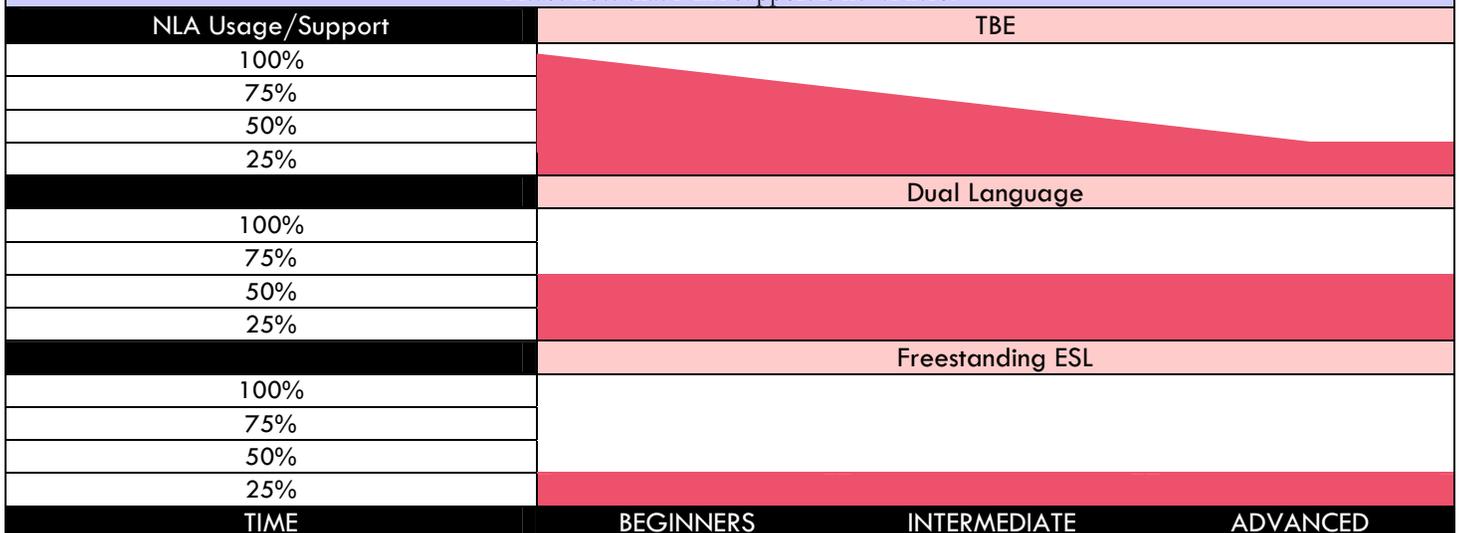
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

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

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

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							1		1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1		6		7

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

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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Vellez	Assistant Principal		10/15/09
Deniece Jordan	Parent Coordinator		10/15/09
Xiu-cao Li	ESL Teacher		10/15/09
Evelyn Gonzalez	Parent		10/15/09
Luis Montoro/BIS	Teacher/Subject Area		10/15/09
Rita Atehortua/BIS	Teacher/Subject Area		10/15/09
Maria Ptekanas	Coach		10/15/09
	Coach		
Dina Kussoff	Guidance Counselor		10/15/09
Luz Londono	School Achievement Facilitator		10/15/09
Barbara Joseph	Network Leader		
Lisa Martinez/SPEECH	Other		10/15/09
	Other		

Signatures	
School Principal	Date 10/15/09
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date