



**P.S. 811Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75 Q 811**  
**ADDRESS: 61-25 MARATHON PARKWAY, LITTLE NECK, NY 11362**  
**TELEPHONE: (718) 224-8060**  
**FAX: (718) 224-5914**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

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

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

**SCHOOL TELEPHONE:** (718) 224-8060      **FAX:** (718) 224-5914

**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)* Jean Hudson Edouard

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** CFN 753

**NETWORK LEADER:** Barbara Joseph

**SUPERINTENDENT:** Gary Hecht

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Penny Ryan	*Principal or Designee	
Risa Serota	*UFT Chapter Chairperson or Designee	
Maritza Tong	*PA/PTA President or Designated Co-President	
Jean Hudson Edouard	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Susan Bellack	Member/Staff	
Keisha Burrell	Member/Parent	
Anita Chiang	Member/Parent	
Kerbanoo D’Rozario	Member/Parent	
Todd Faude	Member/Staff	
Fiona Ho	Member/Parent	
Janet Kregler	Member/Parent	
Sandra Mattes-Schwartz	Member/Staff	
Maria Lashley	Member/Staff	
Lori Panetta	Member/Staff	
	Member/	
* Core (mandatory) SLT members.		

--	--	--

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

---

**PS 811 Queens was recognized by the Chancellor's office with the highest ratings by receiving a "Well Developed" rating in all areas of the Quality Review for school year 2009 – 2010 and an "Outstanding" rating in 2007 – 2008.**

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 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 driven by Individualized Education Programs (IEPs) developed in consultation with parents and students.

PS 811Q currently has nine sites, largely due to its commitment to providing inclusive education whenever possible. Inclusion programs are implemented in three high schools, 1 intermediate school and 3 elementary schools with standardized and alternate assessment students.

PS 811Q has exemplary, research-based programs for students with autism, multiple disabilities and developmental delays ranging from grades early childhood to high school. The autism program is rooted in the science of Applied Behavior Analysis (ABA). Positive Behavior Supports, including functional behavior assessment and functional communication training are used to address challenging behavior.

The PS 811Q vocational program includes in-house jobs such as Café Marie, a culinary institute; Technology Education; Multimedia; Building Maintenance; Bike Repair; Publication of the Marathon News; recycling program; Technology Assistant Team and 20 different community work sites. We are also currently implementing a cottage industry program in which the school takes in work from community industries (i.e., mailings, stuffing envelopes, etc.). Students participate in community based instructional field trips, including a weekly therapeutic swimming program at the local YMCA.

Current initiatives being implemented with students are: Get Ready to Learn (GRTL) sensory program; Caught Reading for adolescents; Wilson Reading; SMILE multisensory reading;

Canine Therapy program; Art Studio by a certified art educator; Percussion band; Dance Club; Student Council; Girls Club; School Newsletter.

PS 811Q is the recipient of the 2010-2011 Resolution A Grant. We have received Title III grant money for ELL population and have used this to encourage parent involvement through a home based training program on use of student voice output devices for the home.

P.S. 811Q's transition program focuses on implementing complete Person Centered Planning Profiles. Urban Innovations has partnered with the school to implement Person Centered Profiles for three 18 year old students and will follow them through until graduation at age 21.

P.S. 811Q has an active Parent Staff Association and School Leadership Team. The Inquiry Team focuses on increasing the use of augmentative communication devices for our non-verbal students in a variety of settings. We utilize the school's Project Access to provide access to voice output devices for each of our non-verbal students.

PS 811Q has rightfully earned its Well Developed 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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1									
Grade 2				<b>Student Stability: % of Enrollment</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5									
Grade 6				<b>Poverty Rate: % of Enrollment</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9									
Grade 10				<b>Students in Temporary Housing: Total Number</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded									
				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:
---	---

Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>
--

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	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**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Communication Needs Assessment**

An analysis of our data collected September 2009 and May 2010 reveals the following: There was a significant increase in use of devices in three engineered 12:1:4 and 6:1:1 classes. They demonstrated an increase of 81% in the use of AAC devices at current prompt level. All students began on the full physical prompt level and all but 2 moved to a lesser prompt level. In the 6:1:1 classes all the students moved on to the independent level. Title III grant data reveals that there was an 11.1% increase in the number of parents/students participating in the program and an additional 13.6% increase in the number of home visits as compared to last year. There was also an 11% increase in the number of parents added to the program. 3 classes were completely engineered so that students had access to devices throughout the day in 5 engineered environments. Data sheets were designed and monthly summary graphs were completed. Since the engineering program was so successful, we will continue to teach our students to initiate conversations using their AAC devices. 96 students in 12:1:4 classes have been assessed and assigned a voice output device.

The content of professional development activities during the 2009-2010 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 our students. An analysis of the Professional Teaching Standards reveals that as a result of communication professional development, teachers showed improvement on the rubric. The professional development workshops focused on encouraging students to initiate language at their individual prompt level.

Current analysis of the school's communication data indicates that we have had a great deal of success with students utilizing AAC devices throughout the day. The school needs to expand the number of engineered environments to include cluster classroom such as art, library, and multimedia. We will focus on increasing students' initiation language skills. Professional development will focus on strategies to teach initiation and assessing students' prompt level. Staff will again learn to fade prompting and focus on students' independently communicating. We will utilize Reso A technology to design and support completely engineered rooms. Our school's Project Access will continue to ensure that each student has an appropriate AAC device that they can access. We will continue to use a trans-disciplinary approach in the 12:1:4 classes with a minimum of 90% push in services by related service providers. The barrier we encountered to achieving this goal was that AAC devices have a high repair rate and while they are being repaired by vendors we often do not have

replacement devices for our students to use. We hope to overcome this barrier by using Reso A budget to order additional devices that can be utilized during this repair period. (CEP Goal # 1 By June 2011, students in alternate assessment classes will demonstrate and 80% increase in initiating communication as evidenced through school made data collection.)

### **Technology Needs Assessment**

An analysis of our Technology needs from 2009-2010 reveals that 8 teachers were trained to utilize the NEXT Transition technology program. Our goal was to implement NEXT for 45 students. Because of difficulties with the software program and in consultation with AbleNet, the school completed only 5 profiles and changed the focus to utilizing the software for vocational and transition goal writing for all of our transition aged students.

138 students in 15 classes (12:1:1, 12:1:4 and 6:1:1) worked on 4 Learning Based Projects including E-Books, Keynote Power Point, Digital Books and Print Shop. A total of 39 E-Books were completed by students in all classes (a 160% increase over our expectation.) 5 Power Point projects were completed, 1 class used Print Shop for publishing, and 10 digital books were made by students based on classroom projects.

Current analysis of this data indicates the following technology needs: P811Q received a Reso A Grant that will provide us with smart boards, computers, and adapted switches in every classroom and in the multimedia lab. Professional development will need to focus on use of this technology. We will again focus on E-Book technology with an emphasis on students completing their own books during multimedia and classroom sessions. The school was able to hire a multimedia specialist who will assist both teachers and students with implementing E-Books in the classroom. We need to make the E-Book Literacy program our school-wide "uniform curriculum" in Language Arts. We will again seek the consultation services of Carol Goossens' and utilize her E-Book technology program which has been adapted for the non-verbal student population.

We will establish a team consisting of our multimedia specialist, 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. The multimedia lab will also be completely engineered with adaptive switches so that students can access hardware and complete their E-Books. The barrier we encountered to achieving this goal was that we encountered was that teachers need a great deal more professional development on use of computer and SMART Board technology. We hope to address this barrier by having hired a multimedia/computer specialist who will provide consistent professional development and a technology intern who will assist in preparing and repairing hardware. (CEP Goal # 2: By June 2011 students in alternate assessment classes will increase their ability to access technology skills in the multimedia lab as evidenced by completing an E-Book by utilizing individually adapted switches).

## **Vocational Needs Assessment**

A review of vocational data for the 2009-2010 school year reveals that 51 students participating in community work sites have utilized social scripts programs to improve their social skills while working. Data indicates that 82.3% of the students showed improvement in social skills based on fading steps in the social scripts.

An analysis of this year's vocational data indicates that PS 811Q has a good base of resources for community and in-house work experiences. Students work at a variety of sites and we have expanded the opportunities

A review of this data indicates that our students need to continue to practice social skills in the work place. We will expand this goal to include social scripts for students working in the community and on the school site. Each student will practice a social script while working after the staff has done an ecological inventory of messages that are important at the worksite where student is placed. P. 811Q will also partner with Young Adult Institute to provide job coaching and social skills at student worksites. The barrier to achieving this goal that we encountered was that staff needed a great deal of professional development in the appropriate strategies to create and implement social skills scripts. Knowledge of language development is crucial to implementing a successful social skills program. We addressed this barrier by creating a video modeling library of social scripts modeled by adults. These videos were used as an instructional device for students to practice their social scripts before going to their job sites. (Goal # 3 By June 2011, alternate assessment classes participating in school and community worksites will increase their social skills by independently initiating greetings and requests for information by demonstrating an 80% increase as evidenced by school made data collection.)

## **Transition Needs Assessment**

A review of transition data from MTP Grant, Level I and Level 2 Vocational Assessments indicate the following: 82.3% of 12:1:1 and 8:1:1 transition students participating in the NEXT assessment showed improvement or mastery with transition IEP goals based on suggested goals in the NEXT assessment.

25 staff participated in each MTP Transition workshops on November 3, 2009, 25 on June 10, 2010. Nine visits were made to agency programs by parents. The number of students who were placed in 21+ programs was 25 which is 89% of total graduates. The Family Resource Fair was held in Fall 2009 (82 parent participants) and Spring 2010 (73 parent participants, 33 staff). 35 agencies participated in each of the Family Resource Fairs. Two students are attending college, one student is participating in supported employment and 22 students are attending Day Habilitation. 39 parents and 7 staff members attended Guardianship Training workshop on April 16, 2010. 5 students were travel trained and 3 students were route trained to 5 locations.

A review of the year's data indicates that since we have had success with writing Transition goals for student's IEP's, the school needs to focus on doing complete Person Centered Planning Profiles for transition aged students. We see the need to bring students and their families through the entire process to better plan for their transition from school. Staff will receive professional development to "walk" them through the entire process and families and students will also be brought into the process. The school will choose a target group of 25 transition aged students from a variety of student populations (12:1:4, 12:1:1, and 6:1:1) and parents will be sought for their willingness to participate in the entire process. The barrier we encountered to achieving this goal was that we were never able to fully implement the NEXT Transition program as a tool for Person Centered Planning. We utilized the NEXT program to focus on appropriate transition goals but we had to change our focus to different strategies for Person Centered Planning. We hope to overcome this barrier by working with District 75 coaches, Urban Innovations, and YAI to provide staff development and complete successful Person Centered Planning profiles for at least 25 of our students. (Goal# 4: By June 2011, students

of transition age in alternate assessment classes will increase their participation in a Person Centered Planning profile transition conference meeting as evidenced by the completion of 25 individual Person Centered Planning profiles.)

### **Academic Needs Assessment**

60 students, participating in both standardized and alternate assessment were assessed using Scantron. Data indicates that 48 students (80%) improved on Scantron Reading. Scantron Assessment results were results used to write IEP goals for functional reading for all students participating in the Community Based Work Program.

During the 2009-10 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. 12 students participated in the Wilson Reading Program and 12 students in 6:1:1 participated in the SMILE program.

A review of this data indicates that Scantron needs to be used as a formative assessment for our students in the area of reading goals. After students are assessed, Scantron indicates their need areas and teachers can write reading goals based on the student needs. We expect that this assessment will assist students with higher reading achievement. The school needs to continue using multi-sensory phonics instruction programs such as SMILE and Wilson since this has shown to have an impact on reading achievement. The barrier we encountered to achieving this goal was that our student population demonstrates a small increase in reading skills each year and Scantron scores do not reflect the gains they nevertheless made. Another barrier was because our students need a multisensory approach to reading, more staff members need to be trained in Wilson reading and we were not able to provide such training this year. We will attempt to overcome this barrier by providing Orton Gillingham multisensory reading strategies to more staff members. (Goal #5: By June 2011, participating students will demonstrate a 20% increase in reading skills as evidenced by an average increase of .5 (half a year) scale points on the EdPerformance Assessment- Scantron.)

### **Parent Involvement Needs Assessment**

A review of parent involvement through the Title III program reveals 22 students participated in literacy and communication clinics for ELL students. Classifications of students included: autism and multiple disabilities. All students participated in alternate assessment and five staff members were involved in the bilingual team. Staff included speech therapist, bilingual teacher, administrator and bilingual paraprofessionals. All 22 students received AAC devices for use in the home after an evaluation by the team. Parents were trained on use of AAC devices in the home and attended clinics with their child. The professional component reveals that 12 teachers and 55 paraprofessionals were trained in the use of AAC devices for use in the students' homes. NYCESLAT scores reveal that 3 students scored proficient and X coded, 2 students moved up one proficiency level, and 2 students were eligible to take ELA exams. ELA scores per standardized state assessment were "2" for each student. ELA scores per NYSAA revealed 8 students eligible to take NYSAA scored at level 3 and above.

This data reveals that the Title III program is an effective method of improving parent involvement. This year we will continue to implement the Title III program with a focus on paraprofessionals making home visits to train parents on use of AAC devices for home use. Since achievement in ELA and NYSAA improved, we will continue to link communication goals and assessment to Title III activities. The barrier we encountered to achieving this goal was that too few staff members from students' classrooms participated in the home visits. This was a problem because classroom staff was most familiar with students' communicative needs. We are addressing this barrier by ensuring that at least one teacher, speech therapist or paraprofessional per class participates in home visits. (Goal # 5: By June 2011, students will demonstrate a 50% increase in augmentative communication usage as a result of home visits and parent involvement as evidenced by school made data.)

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

---

### COMMUNICATION

By June 2011, 24 students (80%) in alternate assessment classes will demonstrate an 80% increase in communication skills as evidenced by initiating a request utilizing voice output devices 3 out of 5 times per period for 2 consecutive weeks in the following environments: main office, cafeteria, multimedia lab, library, art studio (3 newly engineered cluster rooms).

### TECHNOLOGY

By June 2011, 21 students in 3 alternate assessment classes will demonstrate a 75% increase in accessing technology skills in the multimedia lab as evidenced by utilizing individually adapted switches to access a minimum of 1 E-Book per student (21 books).

### VOCATIONAL AND SOCIAL SKILLS

By June 2011, 60 students in alternate assessment classes participating in school and community worksites will demonstrate an 80% increase in their social skills by initiating greetings and requests for information with worksite personnel utilizing schedules and social scripts, 4 out of 5 opportunities per week for 2 consecutive weeks.

### TRANSITION

By June 2011, students of transition age in alternate assessment classes will demonstrate a 400% increase in their participation in a Person Centered Planning profile transition conference meeting as evidenced by the completion of 25 individual Person Centered Planning profiles.

### PARENT INVOLVEMENT

By June 2011, students will demonstrate a 50% increase in augmentative communication usage as a result of home visits and parent involvement as evidenced by school made data.

### ACADEMIC SKILLS

By June 2011, participating students will demonstrate a 20% increase in reading skills as evidenced by an average increase of .5 (half a year) scale points on the EdPerformance Assessment- Scantron.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** COMMUNICATION

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 24 students (80%) in alternate assessment classes will demonstrate an 80% increase in communication skills as evidenced by initiating a request utilizing voice output devices 3 out of 5 times per period for 2 consecutive weeks in the following environments: main office, cafeteria, multimedia lab, library, art studio (3 newly engineered cluster rooms).</p>
<p><b>Action Plan</b> 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"> <li>• Reso A Grant budget to purchase augmentative equipment for engineered classrooms by September 2010.</li> <li>• Hiring a multimedia specialist to implement Reso A adaptive switches and SMART Board technologies by September 2010.</li> <li>• Baseline data on initiating skill completed by November 2010 by Inquiry Team.</li> <li>• Designate new cluster classrooms to be engineered: multimedia lab, library and art studio by September 2010 and complete rooms by November 2010.</li> <li>• Professional Development includes: Assessing students’ accessing and communicative needs within the selected environments by November 2010, workshop on initiation strategies (November 2010), in classroom training on use of devices – twice a month from September 2010 through January 2011, specialized training for cluster teachers on use of devices in cluster rooms by November 2010, collection of data strategies by October 2010.</li> <li>• Review of data January, March and May 2011.</li> <li>• Responsible staff members: Classroom teams, including teacher, paraprofessionals, related service, administrator, Inquiry Team, school coach, cluster teachers and multimedia teacher.</li> <li>• 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.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Budget: Reso A Grant budget to purchase augmentative equipment for engineered classrooms by September 2010</li> <li>• Budget: Hiring a multimedia specialist to implement Reso A adaptive switches and SMART Board technologies</li> <li>• Budget: Tax levy</li> <li>• Inquiry Team</li> <li>• District 75 Adaptive Technology team</li> <li>• District 75 Speech Department</li> <li>• IndTech</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of data January 2011 with a projected 50% increase in communication skills; review of data March 2011 with a projected 65% increase; review of data May 2011 with a projected 80% increase in communication skills.</li> <li>• Brigance Assessment, completed May 2011, indicating a projected increase of 10% in communication skills.</li> <li>• Task analysis utilized weekly with the following steps: 1 - physical prompts; 2 – partial physical prompt; 3 - gesture; 4 - independence.</li> <li>• Data projecting 24 students utilized devices 3 out of 5 times per period in selected environments reviewed during department meetings on 11/10 (10% increase), 12/10 (20% increase), 1/11(40% increase), 2/11 (50% increase), 3/11, (60% increase) 4/11 (70% increase) and 5/11 (80% increase).</li> <li>• Data projecting 20 out of 24 students demonstrating use of initiation language skill at current prompt level 3 out of 5 times per period in selected environments. Review 11/10 (10% increase), 12/10 (20% increase), 1/11(40% increase), 2/11 (50% increase), 3/11, (60% increase) 4/11 (70% increase) and 5/11 (80% increase).</li> <li>• Appropriate lesson plans written to address communicative lessons reviewed weekly 9/10 through 6/11 in classrooms and selected engineered environments.</li> <li>• Videotape a minimum of 1 lesson per engineered environment for peer review by 3/11.</li> <li>• Pre and post videotapes of communicative lessons and use of “Give Me 20” vocabulary for peer review.</li> <li>• Informal and formal observations of communicative lessons indicating satisfactory ratings for 55 out of 57 teachers – reviewed for satisfactory lessons 12/10, 1/11, 2/11, 3/11, 4/11 &amp; 5/11.</li> </ul>

**TECHNOLOGY**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 21 students in 3 alternate assessment classes will demonstrate a 75% increase in accessing technology skills in the multimedia lab as evidenced by utilizing individually adapted switches to access a minimum of 1 E-Book per student (21 books).</p>
<p><b>Action Plan</b> 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"> <li>• By September 2010, distribute adaptive switch technology from Reso A Grant to the multimedia lab and select classrooms.</li> <li>• Provide Professional Development on use of E-Book software (November 2010, January 2011).</li> <li>• By November 2011 provide Professional Development on adapted switches for accessing E-Books on Smart Board.</li> <li>• Set up a multimedia lab for E-Book implementation by September 2010.</li> <li>• Formal and informal observations between October 2010 and June 2010 with Satisfactory ratings.</li> <li>• Monthly meetings of school technology team to monitor progress on use of E-Books with adapted switches.</li> <li>• Consultation with Carol Goossens' by November 2010.</li> <li>• Staff includes administrators, classroom teams, related service providers, technology teacher, school based coach.</li> <li>• Population addressed: non-verbal, alternate assessment students with severe cognitive and physical delays.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Reso A grants</li> <li>• Inquiry Team</li> <li>• District 75 Adaptive Technology Team</li> <li>• District 75 Speech Department</li> <li>• UFT Technology Center Teacher</li> <li>• IndTech</li> <li>• Project Access</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Evidence of installation of adapted switches from Reso A in multimedia room.
- Data projecting 21 individualized E-Books accessed by 5/11; by 2/11 produce 10.
- E-Books.
- Task analysis indicating students projected increase: 12/10 (20%); 1/11 (25%); 2/11 (50%); 3/11 (60%); 4/11 (65%); 5/11 (75%) – reviewed monthly.
- Evidence of lesson plans for accessing E-Books in multimedia lab and classrooms – 11/10, 3/11, 5/11.
- Use of teacher made data collection sheets for evaluation.
- Appropriate lesson plans written to address technology lessons reviewed weekly 10/10 through 6/11.
- Informal and formal observations of technology lessons indicating satisfactory ratings completed 12/10, 1/11, 2/11, 3/11, 4/11, 5/11.
- February mid-year assessment of progress on goals, and progress on PD indication of 10 E-books (50%).

**VOCATIONAL AND SOCIAL SKILLS**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 60 students in alternate assessment classes participating in school and community worksites will demonstrate an 80% increase in their social skills by initiating greetings and requests for information with worksite personnel utilizing schedules and social scripts, 4 out of 5 opportunities per week for 2 consecutive weeks.</p>
<p><b>Action Plan</b> 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"> <li>• Assign students to community/school work programs (Sept. 2010).</li> <li>• Assess their social skills needs (Sept 2010).</li> <li>• Design social skills scripts to be used on work site utilizing Michelle Dunn/Nassau/Suffolk Curriculum or others Transitional Social Skills Program (October 2010) using task analysis and “fading” strategies.</li> <li>• Take baseline of social skills (October 2010).</li> <li>• Design and implement a data collection sheet (September 2010).</li> <li>• Provide Professional Development to job coaches/school staff on use of social scripts program (November 2010, February 2011).</li> <li>• Review data (January 2011, March 2011, May 2011).</li> <li>• Design Transitional Social Skills goals for each student by December 2010.</li> <li>• Take video models of social scripts by November 2010.</li> <li>• Have students and staff view video models from November 2010 through June 2011.</li> <li>• Population addressed: students with high school aged students with autism (6:1:1) and students with cognitive disabilities (12:1:1) participating in community worksites.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Indtech</li> <li>• School work sites</li> <li>• Community Work Sites</li> <li>• Speech Dept., P.811Q</li> <li>• School Transition and Job Developer</li> <li>• Use of S.O.S. curriculum by Michelle Dunn/Nassau/Suffolk Curriculum and others.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Evidence of completed social skills scripts, schedule boards, cue systems for each of student participating in work program by 10/10.
- Completed baseline of 60 students reviewed 11/10.
- Data indicating projected increase in designated social skills 2/11 (20%); 3/11 (40%); 4/11 (60%); 6/11 (80%).
- Comparison (graph) comparing baseline and program data completed by 6/11.
- Sign-in sheets for professional development activities by 6/11.
- Evidence of IEP goals in social skills for students reviewed monthly as annual reviews are completed.
- Task analysis indicating “cutting” of backward chaining steps to indicate independence.

**TRANSITION**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students of transition age in alternate assessment classes will demonstrate an increase of 400% in their participation in a Person Centered Planning profile transition conference meeting as evidenced by the completion of 25 individual Person Centered Planning profiles.</p>
<p><b>Action Plan</b> 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"> <li>• Designate 25 students aged 16 years for participation in pilot Person Centered Planning program by 10/10.</li> <li>• Provide training to all staff on PCP process by 11/10.</li> <li>• Implement lessons with students on use of “Personal Worksheet Packet for Life Building”.</li> <li>• Set up appointments for PCP with families from 9/10 to 6/11.</li> <li>• Videotape a model PCP session by 11/10 for use as Professional Development.</li> <li>• Provide Professional Development on transition process by District 75 on 11/10.</li> <li>• Population addressed: high school students in alternate assessment, aged 16 years.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Tax levy</li> <li>• School transition and job developer</li> <li>• Urban Innovations</li> <li>• District 75 coach support</li> <li>• Young Adult Institute</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Projected increase in completion of 25 PCP profiles: 1/11 (100%); 3/11 (200) 4/11 (300%); 5/11 (400%).</li> <li>• Sign in sheets and agendas for professional development.</li> <li>• List of appointments for conferences.</li> <li>• Completed videotapes of model PCP sessions.</li> <li>• Completed lesson plans on “Personal Worksheet Packet for Life Building”.</li> </ul>

**PARENT INVOLVEMENT**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students will demonstrate a 50% increase in augmentative communication usage as a result of home visits and increased parent involvement as evidenced by school made data.</p>
<p><b>Action Plan</b> 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"> <li>• Designate students who have received augmentative device in the home for follow up visits by 3/11.</li> <li>• Formation of and meeting of Title III Bilingual Team by 3/11.</li> <li>• Provide professional development to staff (including paraprofessionals) who will make home visits to provide support. (3/11).</li> <li>• Make appointments for staff to visit homes of students enrolled in past program. (3/11)</li> <li>• Provide in-home training to teach parents how to generalize use devices in different areas of the home (4/11-5/11).</li> <li>• Provide translation services to parents in their native languages.</li> <li>• Population: alternate assessment, ELL, non-verbal students with severe cognitive disabilities.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title III budget.</li> <li>• ABLENET sales consultant.</li> <li>• P811Q PT staff for accessing assessment (Project Access).</li> <li>• P 811Q speech therapists to provide training on use of devices.</li> <li>• P811Q paraprofessionals hired for home visits to provide training on use of devices.</li> <li>• Reso A Grant.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Projected % of increase: 4/11(25%); 5/11 (50%) of students will increase use of their AAC device in the home.</li> <li>• Review number of devices purchased for training for use in home by 6/11 (an increase of 10 students). Review of Title III budget 2/11.</li> <li>• Review number of home visits by 6/11 for 25 students using devices at home Review sign in attendance sheets.</li> <li>• Communication Profile checklist reviewed and completed by 4/11.</li> <li>• Number of parents utilizing translation services by 6/11. Review of sign-in attendance sheets.</li> <li>• Number of paraprofessionals trained to carry out team goals in the home by 3/11</li> </ul>

--	--

**Subject/Area (where relevant):** ACADEMIC SKILLS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, participating students will demonstrate a 20% increase in reading skills as evidenced by an average increase of .5 (half a year) scale points on the EdPerformance Assessment- Scantron.</p>
<p><b>Action Plan</b> 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"> <li>• Provide professional development to staff of 12:1:1 classes on use of Scantron Performance Assessment (Oct. 2010).</li> <li>• Designate baseline reading level of each participating student in assessment (Oct. 2010).</li> <li>• Assessment of students using Scantron - (10/10, 1-2/11, 5/11).</li> <li>• Target reading area of need (after completing assessment (10/10 -5/11).</li> <li>• Write IEP goal targeting reading need area (10/10 – 5/11).</li> <li>• Design data collection sheet for targeted goal area 10/10.</li> <li>• Post test by May 2011 to measure improvement.</li> <li>• Review ongoing progress (10/10, 2/11, 5/11).</li> <li>• Provide ongoing support during monthly Career Education Department Meetings.</li> <li>• Population Addressed: students with mild and moderate cognitive disabilities and students participating in inclusion programs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Scantron Performance Testing</li> <li>• Tax Levy</li> <li>• NYSTL funds</li> <li>• School Coach</li> <li>• School Technology Teacher</li> <li>• Administrative staff</li> <li>• Reso-A funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Projected % of increase: 2/11 (10%); 5/11 (20%)</li> <li>• Number of students assessed using Scantron Reading Assessment (by 12/10)</li> <li>• Number of students demonstrating mastery of Reading goal for targeted skill area by 6/11</li> <li>• Comparison of baseline and post-testing scores by 6/11</li> <li>• Sign-in sheets of professional development workshops by 6/11</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

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

**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><b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p>	<p>Great Leaps and Test Prep in small group during the school day to address (3-8) to build fluency, phonic skills, and comprehension, in addition to test preparation. Wilson Foundations (K-2) in small groups during the school day to address fluency, phonics skills, and comprehension.</p>
<p><b>Mathematics:</b></p>	<p>Great Leaps and Test Prep 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><b>Science:</b></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><b>Social Studies:</b></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><b>At-risk Services Provided by the Guidance Counselor:</b></p>	
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	
<p><b>At-risk Services Provided by the Social Worker:</b></p>	

**At-risk Health-related Services:**

--

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

*NCLB/SED requirement for all schools*

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

---

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- X Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

### **Section I. Student and School Information**

Grade Level(s) K-12      Number of Students to be Served: 40      LEP 0      Non-LEP

Number of Teachers 05      Other Staff (Specify) Bilingual paraprofessionals, ESL supervisor, secretary

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

**NOTE:** The Language Instruction Plan that was approved last year has been slightly modified this year to reflect P811Q's ability in Phase II (2010-11) to conduct its own informal Augmentative/Alternative Communication (AAC) Evaluations, rather than to employ the services of an expert, as was needed in Phase I of the program. It is of note that the bilingual team learned from the expert consultant how to conduct AAC evaluations. Additionally, an increase in funding in 2011 of \$1,120.00 has allowed us to extend Saturday hours by an hour for each date.

**Language Instruction Program:**

There are 347 students on register in P.S. 811Q, of which 103 are English language learners (ELLs). The ELLs comprise 29.6% of the student population. Of the 103 ELLs, 48 are x-coded and of the remaining 55 ELL students, 22 are in two self-contained transitional bilingual education (TBE) Spanish classes in grades 9 through 12 and 33 ELLs receive free-standing ESL. Twenty-five ELLs are in alternate placement (Korean, Spanish, Bengali, Chinese, Hindi, and Haitian Creole) and are in grades 1 and 3 through 12. Thirty-three are being served in a freestanding ESL program in grades 1 and 3 through 12. Eight of these are ESL only. Three ELLs are at the Intermediate Level of English Proficiency and two are at the Advanced Level of English Proficiency, and the rest of the ELLs are at the Beginning Level. All follow a curriculum based on the alternate grade level indicators and participate in alternate assessment through tools such as Brigance and ABLLS and NYSAA. Most of the ELLs at P811Q remain at the beginning level of English language proficiency due to the severity of their disabilities. The two teachers assigned to teach the bilingual Spanish classes are NYS licensed to teach bilingual special education. The two ESL teachers are also NYS certified teachers. Eight different languages are spoken in students' households: Spanish, Chinese, Bengali, Haitian Creole, Korean and Hindi are the preferred languages of the families. In addition the school based coach is certified bilingual (Spanish) and the assistant principal is certified ESL.

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 and 6:1:1 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). Students are instructed and assessed by a team consisting of a certified ESL teacher, a certified bilingual teacher, and a certified bilingual speech teacher. Bilingual paraprofessionals provide additional support during instruction and assessment. The instructional program will again take place in P811Q's computer lab and/or at home or in the community. The 10

scheduled Saturday instructional clinics will run from 9 am to 2 pm on 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 3/5, 3/12, 3/19 and 3/26 of 2011. Home visits will take place following clinic appointments on those dates. Evaluations will take place by appointment on an individual basis. It is anticipated that up to 5 students will be seen each Saturday, whether in clinic or at home, for a total of 40 students. Parental requests for afternoon or evening appointments will be accommodated. Each student participating in the program will receive an informal AAC evaluation by the bilingual team, including certified bilingual and ESL teachers and a bilingual Speech & Language teacher in the presence of one or more family members. A bilingual paraprofessional, who speaks the parent's preferred language (Spanish, Cantonese, Korean, Chinese, Bengali and Haitian Creole), will be present as well. A certified ESL administrator will be present. Students from a particular language group will be scheduled on the same instructional clinic day. The student will 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) were served. In 2011, approximately 12 new students at the beginning or intermediate stage of language development, who do not use verbal language to communicate, will be evaluated at a Saturday instructional clinic or, if preferable, at home, by a bilingual/ESL team. Follow up visits with the families of students served in previous school that still attend P811Q will be scheduled during the same time frames to evaluate progress and select new goals. The bilingual/ESL team consists of an ESL certified administrator, a bilingual certified coach, bilingual certified teachers, bilingual certified Speech teachers (2 of whom are bilingual certified teachers) and a 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 Wednesday, December 15 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 evaluated. An appropriate low-tech AAC device or manual system, access switch or software program and/or other instructional materials will be ordered for the student. Students and parents will receive individualized instruction in the use of the device by the Speech & Language teacher 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, speech 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 April, 2011. Progress will be evaluated through an appropriate assessment tool, such as Brigance and/or an AAC assessment tool or other data collection

system, including video taping. A video record will be used by instructional staff to monitor and demonstrate student progress as well as for professional development purposes.

The Saturday clinic will run for 10 weeks from 9:00 am to 2:00 pm at P811Q main site on January 8, 15, 22 and 29, February 5 and 12, March 5, 12, 19 and 26 of 2011. Home and Community visits for new and follow-up students will take place on the same dates following the morning appointments or after school or evening during week-days. 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.

---

***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 prior to the start of the Title III program as part of professional development provided by P811Q assistant principals, coach and technology specialists during weekly Departmental meetings. English Language skills, as part of our Inquiry Team work, are aligned with the goals of 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 and bilingual speech and language teacher on the goals of the Title III program and 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 bilingual paraprofessionals in a workshop on December 9, 2010 from 3:30 pm to 5:30 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 discussed along with the use and advantage of various AAC systems and devices as 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 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 2:00 pm on the following dates: 1/5, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 3/5, 3/12, 3/19, and 3/26 of the 2010-11 school year. 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, and 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 and training meeting on December 15, 2009, 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. 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, a bilingual educator and paraprofessional trained in the use of AAC 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 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 and will be continued and enhanced in 2011. 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.

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

**NOTE:** The Language Instruction Plan that was approved last year has been slightly modified this year to reflect P811Q's ability in Phase II (2010-11) to conduct its own informal Augmentative/Alternative Communication (AAC) Evaluations, rather than to employ the services of an expert, as was needed in Phase I of the program. It is of note that the bilingual team learned from the expert consultant how to conduct AAC evaluations. Additionally, an increase in funding in 2011 of \$1,120.00 has allowed us to extend Saturday hours by an hour for each date.

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	11,437.94.	<u>Instructional Saturday Program for direct instruction to parents and students</u> 1 ESL supervisor x 10 Saturdays x 5 hrs .x 52.21 = \$2610.50 1 Bilingual/ESL teacher x 10 Saturdays x 5 hrs. x 49.89 = 2494.50 1 (Bilingual) Speech Teacher x 10 Sats. X 5 hrs. x 49.89 = 2494.50 1 Bilingual paraprofessional x 10 Saturdays x 5 hrs x 28.98 = 1449.00

		<u>Professional Development (Staff)</u> 1 ESL Supervisor x 1 session x 3 hrs x 52.21 = 156.63 1 Bilingual Teacher x 1 session x 3 hrs. x 49.89 = 149.67 1 (Bilingual) Speech Teacher x 1 session x 3 hrs. x 49.89 = 149.67 10 Classroom teachers x 1 session x 2 hrs x 22.72 = 454.40 10 Bilingual/AP Paraprofessionals x 1 session x 2 hrs. x 28.98 = 579.60 <u>Parent Training (2 workshops)</u> 1 ESL Supervisor x 1 sessions x 3 hrs x 52.21 = 156.63 1 Bilingual teacher x 1 session x 3 hrs. x 49.89 = 149.67 1 (Bilingual) Speech teacher x 1 session x 3 hrs. x 49.89 = 149.67 5 Bilingual paraprofessionals x 1 sessions x 2 hrs. x 28.98 = 289.80 1 Secretary x 5 hrs. x 30.74 = 153.70
Purchased services such as curriculum and staff development contracts		
Supplies and materials	4372.06	<u>For Direct Instruction</u> AAC and assistive tech devices and software
Travel	90.00	<u>Parent Involvement</u> Round trip Metro cards 20 @4.50 ea = 90.00
Other	160.00 60.00	<u>Parent Involvement</u> Refreshment for 2 workshops @80.00 ea. = 160.00 Supplies for 2 workshops
<b>TOTAL</b>	16,120.00	

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<b>Code 15 Professional Salaries</b>	<u>Instructional Saturday Program for direct instruction to parents and students</u> 1 ESL supervisor x 10 Saturdays x 5 hrs .x 52.21 = \$2610.50 1 Bilingual/ESL teacher x 10 Saturdays x 5 hrs. x 49.89 = 2494.50 1 (Bilingual) Speech Teacher x 10 Sats. X 5 hrs. x 49.89 = 2494.50

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
	1 Bilingual paraprofessional x 10 Saturdays x 5 hrs x 28.98 = 1449.00 <u>Professional Development (Staff)</u> 1 ESL Supervisor x 1 session x 3 hrs x 52.21 = 156.63 1 Bilingual Teacher x 1 session x 3 hrs. x 49.89 = 149.67 1 (Bilingual) Speech Teacher x 1 session x 3 hrs. x 49.89 = 149.67 10 Classroom teachers x 1 session x 2 hrs x 22.72 = 454.40 10 Bilingual/AP Paraprofessionals x 1 session x 2 hrs. x 28.98 = 579.60 <u>Parent Training (2 workshops)</u> 1 ESL Supervisor x 1 sessions x 3 hrs x 52.21 = 156.63 1 Bilingual teacher x 1 session x 3 hrs. x 49.89 = 149.67 1 (Bilingual) Speech teacher x 1 session x 3 hrs. x 49.89 = 149.67 5 Bilingual paraprofessionals x 1 sessions x 2 hrs. x 28.98 = 289.80
<b>Code 16 Support Staff Salaries</b>	<u>Support Staff</u> 1 secretary x 5 hrs. x 30.74 = 153.70
<b>Code 40 Purchased Services</b>	
<b>Code 45 Supplies and Materials</b>	Supplies and materials - 4372.06

### **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.

One hundred 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 be utilized to translate documents that need to be sent home right away and when interpretation services are needed for parents visiting the school or attending parent/teacher meetings and conferences.
  - 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, Haitian-Creole and Mandarin. The NYC- DOE Translation/Interpretation services will be used when parents request interpretation service for parent visits, parent/teacher conferences and IEP meetings.

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 2010 and during 2011 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 2010 and July 2011 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.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

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

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

Tax Levy	Local						
----------	-------	--	--	--	--	--	--

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
**Two students are 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 in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
**N/A: School does not receive a specific allocation.**

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. Q811						
<b>District:</b>	75	<b>DBN:</b>	75Q811	<b>School</b>		307500014811	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	6	2	0				
Grade 1	9	1	2	<b>Student Stability - % of Enrollment:</b>			
Grade 2	17	6	1	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	4	3	5			90.6	92.2
Grade 4	5	0	2				
Grade 5	0	5	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	1	0	6	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	6	1	1		52.5	0.0	NA
Grade 8	5	6	1				
Grade 9	6	6	6	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	3	6	5	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	7	4	5		1	8	11
Grade 12	91	6	3				
Ungraded	194	299	307	<b>Recent Immigrants - Total Number:</b>			
Total	354	345	344	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	354	345	0	Principal Suspensions	0	1	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	0	0	343				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	24	TBD	Number of Teachers	70	71	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	122	125	0
# receiving ESL services only	9	29	TBD				
# ELLs with IEPs	10	75	TBD				

*These students are included in the General and Special Education enrollment information above.*

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	56	51	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	29	36	66	% fully licensed & permanently assigned to this school	98.6	98.6	0.0
				% more than 2 years teaching in this school	72.9	77.5	0.0
				% more than 5 years teaching anywhere	57.1	62.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	86.0	0.0
American Indian or Alaska Native	0.3	0.6	1.2	% core classes taught by "highly qualified" teachers	95.4	97.2	0.0
Black or African American	38.1	34.5	31.7				
Hispanic or Latino	24.3	27.0	30.5				
Asian or Native Hawaiian/Other Pacific	18.9	16.5	19.2				
White	18.4	20.9	17.2				
<b>Male</b>	59.6	61.4	62.8				
<b>Female</b>	40.4	38.6	37.2				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>3</b>	District <b>75</b>	School Number <b>811</b>	School Name <b>P.S. 811Q</b>
Principal <b>Penny Ryan</b>		Assistant Principal <b>Edward Velez</b>	
Coach <b>Maria Petkanas/School Coach</b>		Coach	
Teacher/Subject Area <b>Luis Montoro/BIS Teacher</b>		Guidance Counselor <b>Dina Kussoff</b>	
Teacher/Subject Area <b>Rita Atehortua/BIS Teacher</b>		Parent <b>Evelyn Gonzalez</b>	
Teacher/Subject Area <b>Victoria Donofrio/ESL Teacher</b>		Parent Coordinator <b>Denise Jordan</b>	
Related Service Provider <b>Lisa Caliguri</b>		Other <b>Xiu-Cao Li/ESL Teacher</b>	
Network Leader <b>Barbara Joseph</b>		Other <b>Paule Bros/ESL Teacher</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>347</b>	Total Number of ELLs	<b>103</b>	ELLs as Share of Total Student Population (%)	<b>29.68%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Initial Identification of possible ELL students:

In District 75, placement choices for entitled ELLs are typically made by CSE in conjunction with the parent at the initial evaluation and assessment conference; a parent selection form for program selection is not offered in District 75, as is done in general education.

At P.S. 811Q as a standard process of ELL identification, the files of new admits are carefully reviewed by the Assistant Principal, Edward Velez charged with the supervision of the ELL program and by the certified ESL teachers Xiu-Cao Li and Victoria Donofrio to determine if a Home Language Identification Survey (HLIS) was done during the initial CSE intake. 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 or LAB-R testing. Parents are invited to the school for an informal oral interview in English to discuss the students' language background and complete the HLIS. If the parents do not speak English staff members who speak the parents' and student's native language are asked to assist the ESL teacher in conducting the interview and completion of the HLIS. The HLIS is then reviewed to determine the eligibility for bilingual and/or ESL service and appropriate placement. In addition, a formal assessment is given to the student by the ESL teacher to determine the student's ability to speak and understand spoken English. If the student is found to speak a language other than English at home, and is eligible then the LAB-R will be administered within the first ten days of school to determine the students' current levels of English proficiency. Students whose native language is Spanish will given the LAB (Spanish) and the LAB-R. Students whose HLIS, LAB or LAB-R indicate that they speak a language other than English are recommended for bilingual services. Articulating ELLs from other schools or transfer students are placed according to their I.E.P. recommendation.

Annually before the administration of the New York State English as a Second Language Achievement Test (NYSESLAT), Edward Velez, Assistant Principal and the ESL teachers Xiu-Cao and Victoria Donofrio update the school's ELL Compliance Binder of eligible ELLs and x-coded ELLs (former ELLs whose IEP committee determined that monolingual services without ESL or bilingual services was appropriate) to determine the number of ELLs and former ELLs that will be given the NYSESLAT test in the Spring.

#### Parent Orientation and Outreach Efforts:

At the beginning of each school year, parents receive informative materials in their native language describing the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) that may be offered at P.S. 811Q. The program models for ELLs are described in the written documentation sent home and the parents are invited to attend an informative meeting conducted by the ESL teachers and to observe ELL classes. Parents who do not respond to the notices sent home are called and encouraged to attend the informative workshops. Outreach efforts are made by the ESL teachers and the school parent coordinator. In addition, an agenda item about the program choices for ELLs is included in the first School Leadership Team meeting to appraise the team and parent members of the school's ELLs' programs. During the school year the Translation and Interpretation Unit is used to translate school documents in the parents' native languages and for interpretation services during workshops and parent/teacher conferences. New York City Department of Education offers ELLs TBE, Dual Language, and Freestanding ESL, however, based on current CSE recommendations, our school is only able to provide Freestanding ESL and TBE at the present.

P.S. 811Q's ELL students are scattered among the main building and eight off-sites; seven are in inclusive educational settings. Collaboration with the general education ESL teachers at the inclusive sites is sought whenever possible to provide services to our ELL students. ELL students placed in inclusion have the unique opportunity to practice their acquired English language, social skills and academic skills. Students whose IEP recommendation is bilingual services, but for whom no bilingual class placement exists are assigned an Alternate Placement paraprofessional who speaks the student's native language. When a need arises to hire new paraprofessionals, preference is given to applicants who speak the native languages of bilingual students who are currently un-served

for alternate placement paraprofessionals.

ELLs who speak languages other than English are clustered in the same classes to facilitate providing them the required ESL units as per CR Part 154, which are provided by licensed ESL teachers in a pull-out/push-in program. The alternate placement paraprofessionals participate in collaborative planning and receive professional development in ESL and Bilingual Education.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	103
SIFE	3	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	37

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	2	0	2	0	0	0	20	0	20	22

Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	35	3	35	29	0	29	17	0	17	81			
Total	37	3	37	29	0	29	37	0	37	103			

Number of ELLs in a TBE program who are in alternate placement: 22

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									2	1	1	3	15	22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>15</b>	<b>22</b>							

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		2	3		1			1	1	2	2	13
Chinese						1	1	1	2			2		7
Russian														0
Bengali		1							2				2	5
Urdu														0
Arabic														0
Haitian													1	1
French					1									1
Korean												1	1	2
Punjabi														0
Polish														0
Albanian														0
Other	1										1		2	4
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>8</b>	<b>33</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

P.S. 811Q serves students with severe to profound cognitive and/or physical disabilities, and this is 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 ELLs 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. ELL students follow an Alternative curriculum based on Alternate Grade Level Indicators and participate in NYSESLAT and NYSAA assessment.

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 on 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.

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

Services to newcomers may include: tutoring, Buddy program, developing initial literacy in native language, nurturing environment to facilitate language production in English, and/or assignment of alternate placement paraprofessionals. New students will be placed in the appropriate class based on the Home Language Survey. Newcomers who are alternate assessment students and meet the New York State Department of Education age requirement in place for the test will be administered the NYSAA.

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.

Plan for 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) indicate 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' unique learning style 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.

**Students with Interrupted Formal Education (SIFE)**

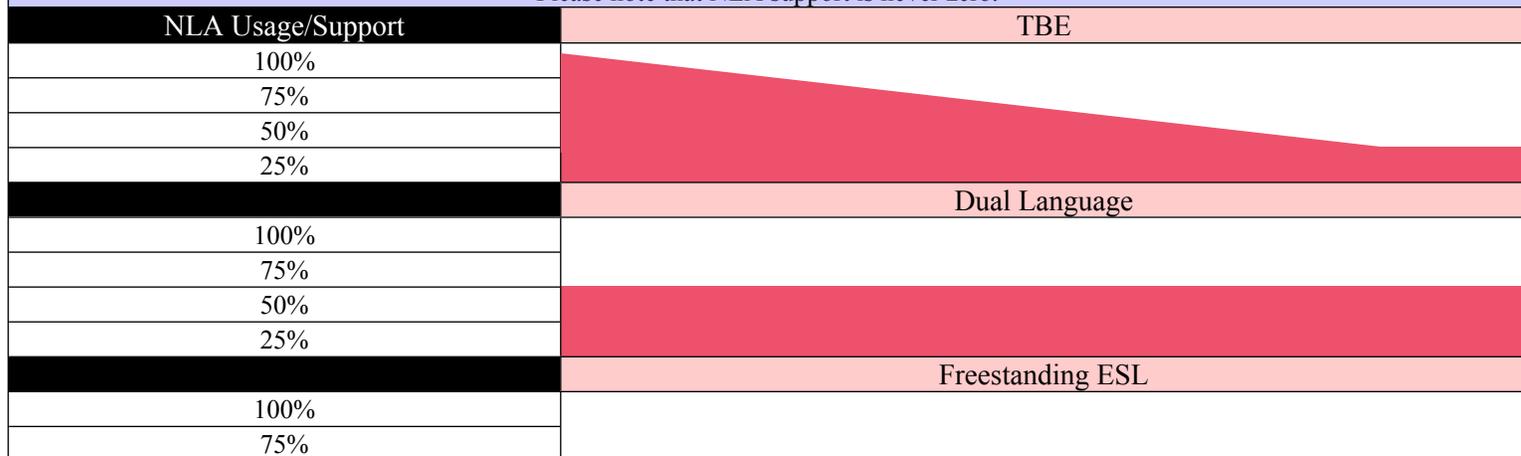
SIFE students may receive the following interventions: extended instructional time, tutoring, one-to-one tutoring for students requiring additional support, and after-school classes. Students will receive instruction in ESL and ELA. Wherever possible, students will be instructed in small groups. Teachers 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.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language 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.



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### **B. Programming and Scheduling Information--Continued**

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

#### Transitional Bilingual Education (TBE)

There are 22 (BIS Spanish) students in two high school TBE classes at the main site. All the students are at the Beginning Level of English Proficiency. Students in the Beginning Level receive 540 minutes of ESL instruction per week. 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 – 108 minutes per day

NLA- 45 minutes per day

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 the use of 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, *Policías* by De Bee Ready and *El sancocho del sábado* 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 (classroom is set up with a variety of low and high tech augmentative communication devices for student access), 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 (540 minutes) at the beginning level and two units of ESL (360 minutes) 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. There are presently no students in the TBE classes at the intermediate and 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 certified Special Education Bilingual Spanish teachers who have completed the mandated 7.5 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 Chorus 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 enhance 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 Back to 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 ELL Students in TBE Reaching Proficiency:

Students who achieve the advanced proficiency level of English on the NYSESLAT and meet the exit requirements will be placed in monolingual classes after their IEP has been conferenced. Students who no longer require ESL services because they have passed the NYSESLAT will be supported for two years with Academic intervention Services ( AIS).

### 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 (360 minutes) at the beginning and intermediate levels. The ELLs in grades 9-12 receive three units of ESL (540 minutes) at the beginning and two units at the intermediate levels of English proficiency in accordance with Commissioner's Regulations Part 154. At the advanced level 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. 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. In addition, teachers create specialized instructional materials and adapted books.

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. ESL teachers plan carefully with the classroom teachers to assure curricular alignment.

#### Transition Plan for Students Reaching Proficiency

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

ELLs have the same opportunities as their English speaking peers to participate in community-based worksites, school social events, girls club, student council, school chorus and band, and after-school extracurricular activities, such as the C.H.A.M.P.S. program. In this way, ELLs have more opportunities to practice their acquired language skills and work on social communication skills. In addition, selected ELLs participate in the school's after-school Title III program. This year paraprofessionals will visit the homes of ELLs students and train their parents on how to use the students' augmentative communication devices to communicate at home and in the community.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

District and school-level sponsored professional development and opportunities to attend outside workshops are provided to ESL, TBE teachers and administrators, paraprofessionals, related service providers, secretaries and parent coordinator throughout the year. Most non-special education teachers have attended the 7.5 hours Jose P. training and have 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. Special education teachers receive 10 hours of Jose P. training. This year's goal is to increase the number of teachers that receive Jose P. training. We plan to offer an in-house Jose P. training this Fall and it will be conducted by our school coach, Maria Petkanas who is a certified bilingual teacher. A workshop on how to assist ELLs as they transition from elementary, to middle and/or middle to high school will be offered in January 2011. The school maintains a file with the dates on which teachers received Jose P. training.

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 and ELL teachers also receive periodic instructional support from the

school-based coach, the school's Instructional Support Teacher and the District ELL coach. 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. Alternate placement paraprofessionals also participate in collaborative planning and receive professional development in ESL and Bilingual Education. Planned professional development activities for this school year include:

- December 2010- Workshop on: Improving Communication Skills Using Augmentative Devices in an Engineered Classroom
- January 2011- Workshop on: Assisting articulating ELLs from elementary to middle and /or middle to high school
- March 2011 – ESL and Bilingual Teachers will attend an in-house workshop on: Use of Augmentative Communication Devices in Literacy Lessons in the ELL Classroom.
- September 2010 – June 2011: The ELL liaison teacher will attend all District 75 ELL Compliance Meetings and provide turn key training.

## **E. Parental Involvement**

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

P.S. 811Q has an active PSA (Parent Staff Association) and School Leadership Team. Some of the PSA and SLT members are parents of ELL or former ELL students. They participate in school sponsored celebrations, fund drives, attend special assemblies, and join the school in celebrating its diversity. The school partners with community-based organizations and offers parents of ELLs and non-ELLs the opportunity to attend special workshops on SSI, Guardianship, and Transition Services for graduating students. Parents are also invited to attend workshops on literacy and science offered in the Spring to become familiar with the curriculum and adaptive materials used in ESL and TBE programs. 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. This evaluative information from parents is used to improve the delivery of services to ELLs. 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. 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. Feedback from parents and SLT members have been positive on the quality of the workshops presented and the value of the information. The above mentioned parental involvement activities have led to streamlining the school's ELL program; ELLs now participate in all school activities and are actively involved in using newly acquired language skills in all school settings. Parents are invited to participate in our Title III program.

## **Part V: Assessment Analysis**

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1				1				1		5	8
Intermediate(I)					1					1			1	3
Advanced (A)					1		1							2
Total	0	0	1	0	2	0	2	0	0	1	1	0	6	13

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1	24	25

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed						1		20	21

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							12		12

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					1		12		13

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

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

Assessment Analysis-

NYSESLAT:

During the 2009-2010 school year 28 entitled ELLs and 30 x-coded ELLs in grades K-12 were administered the Spring 2010 NYSESLAT. In the entitled ELLs group, one first grader at P.S. 811Q @ PS222 scored at the Beginning Level of English Proficiency. In 4th grade at P.S. 811Q @ P069 one student scored at the Intermediate Level of English Proficiency and the other at the Advanced Level. At P.S. 811Q @ IS 227, a 6th grader scored at the Intermediate Level and one at the main site scored at the Beginning Level. In grades 9-12, six ELL students took the NYSESLAT, one ninth grader at P.S. 811Q @ QHST scored at the Intermediate Level of English Proficiency and the remaining five ELLs at the main site scored at the Beginning Level.

In the x-coded ELLs group, 14 ELLs scored at the Beginning Level of English Proficiency, three at the Intermediate Level and two at the Advanced Level. Seventeen entitled ELLs and eleven x-coded ELLs did not receive scores likely because of clerical error or were not able to complete the exam due to their severe to profound, physical, cognitive and learning disabilities; their scores were considered invalid.

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.

The Language Allocation Policy Team and School Leadership Team (SLT) evaluate the success of the TBE and Free Standing ESL programs by periodically reviewing the students' performance on the NYSAA, NYSESLAT, LAB, LAB-R, teacher assessments, observation of student-acquired language skills in school and community settings, student portfolios, mastery of IEP goals and parental positive feedback.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		