



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 811Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q811

PRINCIPAL: PENNY RYAN **EMAIL:** PRYAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Penny Ryan	*Principal or Designee	
Risa Serota	*UFT Chapter Leader or Designee	
Maritza Tong	*PA/PTA President or Designated Co-President	
Parris Cummings	Student Representative	
Brandon Corrales	Student Representative	
Laura Calle	Member/Parent	
Anita Canarte	Member/Parent	
Todd Faude	Member/Staff	
Fiona Ho	Member/Parent	
Janet Kregler	Member/Parent	
Maria Lashley	Member/Staff	
Sandra Mattes-Schwartz	Member/Staff	
Lori Panetta	Member/Staff	
May Xu	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June, 2012, with the use of an I-Pad, students participating in alternate assessment will increase their communicative skills as evidenced by a 60% increase in responses during communication routines.

Comprehensive needs assessment

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

Brigance and ABLLS assessments were completed in October 2011 and will be updated in May 2012. Baseline data will be taken and reviewed in December 2011 by Inquiry Team members. We have provided ongoing professional development during our collaborative inquiry weekly meetings. Our school based coach, along with our "F" status administrator have continued to provide model lessons that have shown to have a positive impact on student learning including the quality of lessons and planning. Formal and informal observations of the target population have shown an increase in students' use of AAC devices during lessons. We have also seen an increase in appropriate messages and comments that have been programmed into the devices. We have received another RESO-A funding for the 2011-2012 school year in which we have ordered additional high and low tech AAC devices along with switches and mounts to provide the greatest opportunity for student access. We have expanded engineering and the number of devices in the school. Students now have a variety of AAC devices available to them at all times. Data analysis indicates that this has greatly increased students' spontaneous use of AAC devices. .

Much of our 2010-2011 RESO-A funds were used to purchase interactive whiteboards (Smart Boards) to improve the quality of instruction and student engagement with technology. Ongoing hands-on professional development continues to show improvement in student access to technology. We have used a portion of our 2011-2012 RESO-A funds to purchase additional Smart Boards, 100% of our classrooms have their own Smart Board to use for student instruction. E-Book software, PowerPoint, media production and Classroom Suite was utilized to increase students' ability to participate in and complete learning based projects. In the past year, review of data indicates that our students demonstrated a 75% increase in accessing technology skills as evidenced by utilizing individually adapted switches to access computer technology. In addition, students demonstrated independence in accessing and creating E-Books as evidenced in the completion of over 21 books. Since our students have shown a marked improvement in accessing technology, we felt that the next logical instructional step would be to build on this skill by having students utilize I-Pad technology. Since our students have mastered using many of their devices, we feel that I-Pads are a socially acceptable form of communication that will integrate our students better into society. After assessing students with the City-Wide Speech Services Communication Profile, we have designated 15 students from 3 class

ratios to participate in an I-Pad project designed to increase communication skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Designate one I-Pad as programmatic device for each of 3 participating pilot classes by 9/11**
- **Assign I-Pads to appropriate individual students for use as communicative device by 11/11**
- **Baseline data on communicative responses completed by December 2011 by participating classes (15 students)**
- **Design of appropriate data sheet by September, 2011**
- **Professional Development includes: Assessing students' communicative needs within the selected environments by November 2011, workshop on communicative responses strategies (November 2011), in-classroom training on use of devices – twice a month from September 2011 through January 2012, specialized training for cluster teachers on use of devices in cluster rooms by November 2011, collection of and analysis of data monthly from October 2011 through June 2012**
- **Staff will create a generic board using ProLoQuo2Go by (10/11)**
- **Review of data January 2012 and May 2012**
- **Responsible staff members: Classroom teams, including teacher, paraprofessionals, related service, administrator, Inquiry Team, school coach, cluster teachers and multimedia teacher**
- **Evidence of lesson plans utilizing I-Pad technology – 12/11, 3/12, 5/12**
- **Appropriate lesson plans written to address I-Pad lessons reviewed weekly 12/11 through 6/12**
- **Pre and Post video of I-Pad lesson and use of core vocabulary (12/11 and 5/12)**

Population addressed: students with multiple disabilities and severe cognitive delays (12:1:4), students with developmental delays (12:1:1) and students with autism (6:1:1), non-verbal, all of whom participate in NYSAA

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will engage parents in this project by making voice output devices available in the home. Through our Title III project, we plan on sending staff to the homes of our students to demonstrate how voice output devices can be used by students to comment and respond. This includes the 15 students using the I-pads in the pilot project. Participating students are assessed for a device and parents are brought in for training on how to program devices with messages that students use in the home. Follow-up is done with training in the home setting. Parents receive copies of communication boards for practice in the home. Students are given an appropriate device to use at home. This home-school partnership has assisted parents with carrying out their child's communication goals at home. Our speech department provides workshops to parents at the school on use of voice output devices.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

On the school level, we provide a large variety of professional development on the use of voice output devices to increase communication to our staff including teachers, paraprofessionals and related services. We have weekly workshops on use of the I-Pad in the classroom. This includes creating communication boards, deciding on appropriate vocabulary, and practicing specific strategies. We also have weekly collaborative department meetings in which teachers share methods and materials that are created for our students to better communicate throughout the day. We review student work and discuss best practices in improving communication skills. We videotape model lessons so that teachers have a video library of model lessons. We collaborate on appropriate communication lesson implementation in the classroom. We also provide training on how to collect authentic data on improvement in communication skills. Finally, we create teacher collaboration by linking teachers of similar grade levels who assist each other with instructional planning. All students that need voice output devices have them for use in the classroom and when they need repair, we replace the device until the student's device is ready for use.

Last year we recruited a new multi-media specialist/UFT Teacher Center Trainer who has a background in both instructional technology and special education. We now have a Teacher Center located within our main building. To this end, we have been able to greatly increase and improve professional development in order to improve staff use of technology as it relates to instruction and project based learning. We have retained last year's CUNY intern who continues to travel to all of our sites and helps maintain our equipment. We have also established a "Mouse Squad" comprised of students and staff who will be doing basic trouble shooting in terms of our equipment. We offer consistent professional development to our teachers on the use of technology including: I-Pad technology, Classroom Suite software, Smart Board instruction, and Vizzle training. 100% of our teaching staff has become proficient in all areas of basic technology.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have established an Inquiry Team which meets regularly to plan strategies and review data collection. We utilize the expertise of the school and district 75 Speech Department to program devices appropriately. We collaborate with District 75's Adaptive Technology Team to obtain devices for student use at school and home. We utilize the District 75 Indtech program for accessibility. We are utilizing the software program, Proloquo2Go to create communication boards on I-Pads. We are utilizing the Resolution A grant to provide the latest hardware. Title III provides us with devices with parent training.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

In order to achieve this school wide communication goal we are utilizing tax levy money to purchase additional I-Pads for pilot classrooms by November 2011. We will utilize our tax levy budget to fund additional I-Pads for programmatic purposes. We received a Resolution A grant from NYC Council. District 75 Speech Department collaborates with us on student assessments for use of technology. UFT Technology Teacher Center provides professional development during and after school and provides hardware for technology training purposes. District 75 IndTech provides adaptations for accessing technology. The school has created its own Project Access utilizing the expertise of a physical therapist who assists students with accessing technology.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 75% of students participating in alternate assessment will have an authentic job (clerical, maintenance, food service, messenger, stocking / inventory) as evidenced by participation in job programs in the school and community.

Comprehensive needs assessment

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

Authentic work is defined as meaningful jobs that must be completed by individuals in order for our society to function. An ecological assessment is done in a community to determine those jobs that are essential and meaningful. We want to avoid inauthentic work which is created for students for the sake of giving them something to occupy their time. Authentic work helps our students provide services that meet the needs of their community.

The majority of our students participating in alternate assessment are transition age (14 and above). Therefore, we continue to expand our work program. We place a heavy emphasis on vocational skills, community based instruction and independent travel skills. We have increased the number of students who learn vocational skills while at the student run café. We now include students from the 6:1:1 program who learn to take inventory, stock shelves, use a cash register for sales, plan a menu, shop for needed items, prepare, take orders for and deliver food to customers. In our Life Skills Apartment Living program, students learn independent life skills such as dusting, making a bed, doing laundry, preparing a meal, vacuuming and financial budgeting. In addition to the numerous in-school vocational opportunities students are given, we have increased the number of students who learn skills at community based work sites from 52 last year to 59 this year. We utilize 23 sites within the community.

Upon reviewing data on authentic job placements, our baseline indicates that out of a total of 194 students, 60% of these students have authentic jobs. Assigning authentic jobs is a challenge for our population so that teachers need to assign placement based on students' clearly defined interests, strengths and abilities. Teachers must use

this information to develop functional jobs that are essential in society. This year, our school is striving to increase the placement of students in authentic jobs. Reviewing and updating Level 1 Vocational Assessments, Brigance Life Skills Inventory and Brigance Employability Skills Inventory reveal that we need to continue to provide instruction in work skills that lead to authentic jobs. Many of our students are significantly physically challenged and our school needs to look at authentic work more broadly. For example, students' main purpose while participating in authentic jobs may be to simply use their voice output devices to greet customers or request items.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation

- **Administer and review Level 1 Vocational Assessment and Brigance Employability Skills inventory (9/11 and 5/12)**
- **Assign students to community/school work programs (Sept. 2011)**
- **Take baseline of current number of students participating in authentic jobs (October 2011)**
- **Design and implement a data collection sheet (October 2011)**
- **Provide Professional Development to job coaches/school staff on authentic jobs in the school and community (November 2011)**
- **Provide Professional Development on implementing a task analysis strategy for authentic work sites(10/11)**
- **Review data (January 2012, March 2012, May 2012)**
- **Design appropriate transitional (job skill) goals for each student (12/11)**

Population addressed: high school aged students with autism (6:1:1) and students with cognitive disabilities (12:1:1) and students with multiple disabilities (12:1:4) participating in school and community worksites.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement is integrated into the Person Centered Planning process. Parents take a large role in assisting with

appropriate community job placements for their children by providing us with the names of businesses in their communities in which their child might possibly be placed in an authentic job. We involve them in school meetings and interview them about the job preferences of their children. Parents complete a Level 1 Vocational Assessment in which they describe their hopes and desires for their children's life after graduation from the public school system. We will provide Saturday workshops to parents on the Unique Learning Curriculum so that parents can see how we have aligned the curriculum with their child's vocational program.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to focus on obtaining authentic jobs for our students, our staff is participating in professional development which focuses on appropriate jobs for our student population. The school has purchased the "Unique Learning System" which provides work schedules, task analyses, and lesson plans on job skills. This curriculum is comprehensive and provides teachers with all the tools they need to run successful vocational programs for their students. All of our staff is learning to access appropriate lessons and materials that assist their students in participating in authentic jobs. One of our classroom teachers serves as our job developer and several other staff members have successfully networked in the community to find authentic work for our students. Staff also receives support and training on use of voice out-put devices in the community.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school collaborates with a number of New York State community adult service agencies to assess students for job placement and job training. These agencies also assist us with Person Centered Planning by providing us with profiles and materials to complete the Person Centered Profiles surveys. We also use our collaboration with the Unique Learning Curriculum and their staff developers to assist us with meeting the goal of increased authentic jobs. The Citizens Committee of NYC has provided us with a grant stipend to increase our participation in a city park clean-up in which students participate in authentic jobs. Urban Innovations provides support for helping to assess students for authentic jobs in the community. We collaborate with Job Paths to find appropriate job placements for our students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax levy budget is used to purchase materials for student jobs. District 75 Indtech provides adapted materials for job sites. Community businesses collaborate with us and provide field work experiences for our students. VESID provides stipends for our working students. The school Transition Linkage Coordinator and job developer network with community businesses to provide job placement for students. Citizens Committee of NY has provided a grant that funds uniforms, rain gear, and materials for city park clean up. The District 75 speech department provides communication boards for use at work sites. Job Paths Agency provides training on assessing students for job placement.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, students will participate in the transition process as evidenced by a 50% increase in the number of students completing individualized Person Centered Planning Picture Profiles.

Comprehensive needs assessment

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

A review of the school's transition data reveals that in September and October 2011 professional development was provided utilizing a Person Centered Planning approach for students who participate in alternate assessment. Staff developed individual transition plans that built on student strengths, capacities, skills and interests. Our school also became a part of the Urban Innovations Project that partnered schools, families and agencies in order to create not only comprehensive transition plans, but also increased community options for students who have a projected date of graduation of 2012-2013. In November 2010, our school formed a team of administrators, teachers, transition coordinator, coach and parents who proactively and systematically developed a set of plans for students utilizing a Person Centered Planning approach. These plans enabled the team to establish connections that will afford students greater post 21 opportunities. This year, we have identified 22 teachers who will develop Person Centered Planning Picture Profiles for one their students in their class. We need to build on the skills gained through participation in Urban Innovations Project. The school completed one comprehensive pilot project by designing a Person Centered Planning Picture Profile for one student. This year we need to increase student participation in the transition process by having one student in each of 22 classes complete the entire process of a picture profile. The teachers have been provided the materials, including access to Unique Learning System and the template for Urban Innovations' Picture Profile. Level One Vocational Assessments were completed last year for all students over 12 years old and we are using this data to plan the Picture Profile process. After reviewing this profile, the school felt that we wanted students to take a larger role in creating the Picture Profile. Therefore, the students will create their own picture resume for their picture profile. A review of Brigance Life Skills and Employability Skills inventory reveals that we have at least 22 students who can fully participate in the Person Centered Planning Picture Profile Process. Four more students have successfully gone through the District 75 Travel Training program so far this school year. One of those students attends classes at our main site and this is the first time alternate assessment students from our main site have had the opportunity to be travel trained. We will continue to expand this initiative and provide independent travel opportunities for our students.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) staff and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- **Designate students aged 16 years for participation in Person Centered Planning Picture Profile Portfolio program by 9/11**
 - **Provide training to staff on Unique Learning curriculum and its Tools for Person Centered Planning 11/11**
 - **Provide training to all staff on PCP Picture Profile Portfolio process by 11/11**
 - **Provide training on picture resumes for use in the Picture Profile by 12/11**
 - **Implement lessons with students on use of “Picture Profile Packet” 10/11 – 6/12**
 - **Set up appointments for PCP with families from 9/11 to 6/12**
 - **Provide photos that depict students’ family, community and school life 10/11 through 4/12**
 - **Provide Professional Development on transition process by District 75 on 11/11**
 - **Completed photo library of students’ family, community and school life**

Population addressed: high school students participating in alternate assessment aged 16 years

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Through our Person Centered Planning process, parents play a large role in assisting with appropriate community job placements for their children. We involve them in meetings and interview them about the job preferences of their children. Parents complete a Level 1 Vocational Assessment in which they describe their hopes and desires for their children’s life after graduation from the public school system. Parents are trained in the use of digital technology so that they can provide the school with photos and other information about the student’s home life for use on the student’s resume and Picture Profile.

The school sponsors two Family Support Fairs each year during which parents can meet with service agencies to best meet the needs of their children. We also invite parents to our guardianship workshops each year. Throughout the school year, we form parent groups to visit post- secondary sites. One family will continue to attend ongoing meetings and workshops with Urban Innovations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to focus on the Person Centered Planning process, our school purchased the “Unique Learning” curriculum which provides a complete Person Centered Planning toolkit. All of the staff is learning to access Person Centered Planning tools and assessments. Additionally, all staff is being trained on how to use technology to complete a Person Centered Picture Profile template. Staff is using familiar software such as Power Point and Classroom Suite to import information onto the Profile. The staff has weekly department meetings at which we discuss the Person Centered Planning process and share techniques. 6 staff members continue to attend Urban Innovations workshops several times a year for support on Person Centered Planning Picture Profiles.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We continue to work with the District 75 Department of Travel Training so that students can travel to worksites to and from home. We have received a Citizen’s Committee for New York City Grant which assists us with the purchase of materials and equipment for jobs in the community. We have also asked their assistance in the coordination with the New York City Parks Department to provide internships and future jobs for our students upon transition from public school. We continue to work with New York State Adult Service Agencies to plan for post-secondary placement.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We are utilizing tax levy money to provide curriculum materials. The school employs a Transition Linkage Coordinator and

Job Developer. We are utilizing Resolution A grant money and school technology budget to purchase I-Pads and computer technology that can be used for Person Centered Planning.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June, 2012, parents of students aged 19 and above will increase their participation in post-secondary transition planning as evidenced by a 20% increase of attendance at determined transition related events and meeting.

Comprehensive needs assessment

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

A review of our parent involvement for the last year indicates that through the Title III plan, there was an increase in parent involvement. Parents and students were afforded a greater expansion of communication skills for our English Language Learners (ELL's) by providing parent training both in school and within the child's home. We expanded this initiative to allow more families to participate in this excellent partnership. Students demonstrated a 50% increase in augmentative communication usage as a result of 25 home visits. 25 devices were purchased (1 for each student) and parents received training on use of the device. Parents came to Saturday meetings with their child to have an assessment completed on student needs. Since most of our students are of transition age, we need to expand the parent involvement in their Person Centered Planning process. We plan on having the parents of students attend at least 3 person centered planning/transition meetings/events for their child throughout the school year. This involvement will help the teachers to complete the Person Centered Picture profiles. An increase in parent involvement through the transition process will also help us to better plan for our students' post-secondary years.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
- c) staff and other resources used to implement these strategies/activities,
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- e) timeline for implementation.

- Designate students for participation in program by 9/11
- Provide flyers, telephone calls and invitations to parents regarding transition related events from 9/11- 6/12
- Provide training to ELL parents participating in Title III Grant on how to generalize use of devices in different areas of the home (4/12-5/12)
- Provide translation services to parents in their native languages 9/11 – 6/12

Population: alternate assessment, ELL, non-verbal students with severe cognitive disabilities

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

This goal focuses on increasing parent participation by forming a partnership with parents on transitioning their students from public schools. One way we plan to do this is by providing workshops for parents on Saturdays on how the Unique Learning curriculum guides our teachers in the Person Centered Planning Process. We also provide our parents with a Family Transition Fair 2 times a year where parents can meet with agencies at the school and plan for their child's future. We set up visits to Adult Service Agencies once a month so that parents can see where to place their children after graduation. One family will continue to attend meetings and workshops at Urban Innovations. Parents will be invited to the following meetings: IEP, guardianship and parent - teacher conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We provide our teachers with professional development on how to conduct Person Centered Planning with parents. We provide training on ways to encourage parents to come to the school and be more involved in their child's education. The staff departments meet on a weekly basis to discuss student programming, concerns and issues. Our Transition Linkage Coordinator gives workshops on how to link transition goals into the Individualized IEP Plan. We also set up inter-visitations for teachers to visit Over 21 Agency programs. Our teachers are quite knowledgeable about transition curriculum and are familiar with Over 21 Year options for their students.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We utilize Adult Service agencies (QSAC, QCP, AHRC) to assist us with training and placement of our students. We continue to utilize Title III to involve parents in training and implementation of voice output devices for their children. We also continue to utilize Resolution A funds to provide workshops for parents on technology.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title III budget

Tax levy funds to purchase Metro cards for parents/guardians

Tax levy budget to provide refreshments for parents/guardians at transition events

Parent Coordinator and/or Transition Linkage Coordinator to provide parent workshops

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012, 75% of the students will improve literacy skills and math skills as evidenced by student work samples in alignment with Common Core Standards (CCS).

Comprehensive needs assessment

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

Our 12:1:1 and inclusion programs utilize Scantron assessment and have expanded their use of Scantron this year. IEP reading goals were developed for all students utilizing the Scantron assessment based upon areas of deficit.

One class has been designated a Wilson reading class at our main site in which a Wilson trained teacher works with the 12:1:1 students as they departmentalize into her class for their individualized reading programs. 15 students now participate in the S.M.I.L.E. 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. Data reveals that 65% of 12:1:1 students are reading at grade level 1 or 2 while 34% are reading as high as 5th grade level. We need an assessment that better addresses our alternate assessment population and we are looking into using Unique Learning curriculum assessment and the SANDI. Both assessments will be aligned to the common core standards.

A review of ELA assessment from Brigance Inventories and ABLLS reveals the need to improve our alternate assessment students' ability to engage in informational texts through use of schedule boards, E-Books, work systems, and internet.

A review of math assessments from Brigance Inventories and ABLLS reveals the need for our alternate assessment students to functionally use numbers during their vocational activities. Problem solving is an important math skill that our students need to learn to better prepare them for their post- secondary placements.

A review of data results for these assessments reveals the need to align reading and math instruction to the core standards.

Instructional strategies/activities

a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

b) strategies/activities that encompass the needs of identified student subgroups,

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

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

e) timeline for implementation.

- **Ongoing PD for school staff addressing CCS (9/11 -6/12)**
- **Development of rubric to examine student work (11/11)**
- **Ongoing PD on creation of E-books(9/11-5/12)**
- **Creating and using student daily schedules (9/11)**
- **Common planning time to review and analyze student work and develop action plans for next steps weekly (9/11-6/12)**
- **PD on Unique curriculum (9/11-11/11)**
- **PD and implementation of SANDI assessment (pending delivery)**
- **Development of individualized goals related to CCS (9/11-6/12)**
- **Design and implement a counting inventory for stock items in café, building maintenance, materials storage (9/11-6/12)**
- **Development of items analysis and job completion charts (12/12)**
- **Lessons aligned to CCS (Engaging in Informational Text and Using Numbers and Quantity) (9/11-6/12)**
- **Number of satisfactory (Developing, Effective, Highly Effective) lessons observed in which there is alignment to CCS (Literacy/Math) (9/11-5/12)**
- **IEP goals that are aligned to CCS (9/11-12/11)**
- **SANDI assessment (pending delivery) indicating baseline and increase in literacy and math**
- **Use of E-books being used in daily lessons (9/11-6/12)**
- **Use of individualized schedules created and utilized (9/11-6/12)**
- **Rubric used to evaluate student work (11/11-6/12)**
- **Inventory sheets created to count/track inventory in café, building maintenance, materials storage**
- **Student Learning Portfolios maintained in a binder (11/11-6/12)**
- **Responsible staff members: Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, UFT teacher trainer/multi-media teacher**

Population addressed: Students with multiple disabilities and cognitive delays (12:1:4 and 12:1:1 class ratios) and students with autism (6:1:1, 8:1;2, 9:1;3 class ratios).

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be involved in the core standards training that we are providing at the school. Parents can attend a Saturday Workshop on aligning the core standards to our schools' curriculum called Unique Learning System. Teachers will also explain the core standards to parents when conducting IEP conferences. When parents visit the school, bulletin boards showcase the students performing tasks in alignment with the core standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All teachers will participate in consistent professional development throughout the school year on the implementation of the core standards for math and English in their classrooms. Teachers have already participated in core curriculum training in September and November Superintendent training days. They have practiced implementing the Unique Learning Curriculum which is the strategy we are using to align activities to core standards. Several teachers have formed a peer group that was responsible for creating unit lessons aligned to the core standards.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are utilizing the services of District 75 coaches for training on the core curriculum. We also utilize the technology from our Resolution A grant to provide staff development on core standards.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **School budget**
- **Teachers/Paraprofessionals/Administration/School Based Coach**
- **IndTech**
- **UFT Teacher trainer/Technology center teacher**
- **Resolution A grant**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	0	N/A	N/A				
1	0	0	N/A	N/A				
2	0	0	N/A	N/A				
3	1	1	N/A	N/A				
4	2	2	0	0				
5	1	1	0	0				
6	1	1	0	0				
7	1	0	0	0				
8	0	0	0	0				
9	2	2	0	0				
10	0	0	1	0				
11	0	1	1	2				
12	0	0	1	0				

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Great Leaps and Test Prep in small group during the school day to address (3-8) to build fluency, phonics 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.
Mathematics	Great Leaps and Test Prep in small groups during the school day (3-8) to drill exercise to build basic fact and operational 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.
Science	Graphic organizers and symbols (Boardmaker) in small groups during the school day (2:1) to connect reading to writing using symbols.
Social Studies	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.
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Gary Hecht/Ketler Louissaint	District 75	Borough Queens	School Number 811
School Name P.S. 811Q - Marathon School			

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

Principal Penny Ryan	Assistant Principal Edward Velez
Coach Maria Petkanas	Coach type here
ESL Teacher Xiu-Cao Li	Guidance Counselor Jose Salazar
Teacher/Subject Area Luis Montoro/BIS teacher	Parent Evelyn Gonzalez
Teacher/Subject Area Rita Atehortua/BIS Teacher	Parent Coordinator Denise Jordan
Related Service Provider Lisa Calguri	Other Paule Bros/ESL Teacher
Network Leader Ketler Louissaint	Other Victoria Donofrio/ESL Teacher

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	345	Total Number of ELLs	108	ELLs as share of total student population (%)	31.30%
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Part II: ELL Identification Process

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

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

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.

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. HLIS and LAB/LAB-R tests may be administered by Xiu-Cao Li, certified ESL teacher who speaks Mandarin, Cecilia Gallagher, School Psychologist who speaks Spanish, Luis Montoro, certified Special Education Teacher with a bilingual extension or Paule Bros, Special Education Teacher with an ESL certificate from NYS who speaks Creole. 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 be 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 ELL 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 teacher Xiu-Cao Li update the school's ELLs Compliance Binder of eligible ELLs to determine the number of ELLs who will be given the NYSESLAT in the Spring. The following ATS Reports are reviewed, RADP (First Time Admission List), RDGS (NCLB Disaggregation Groups), RLAT (LAB-R, NYSESLAT Exam History Report) and RADP (Discharged List) to determine who is eligible to take the exam. Once the eligible students are identified the ESL teachers put together a testing schedule to determine groups, time and location where each component of NYSESLAT will given; makeup dates are included in the schedule. The schedule reflects the testing periods provided by the State Education Department.

Parent Orientation and Outreach Efforts:

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. P.S. 811 currently features Free Standing ESL and TBE programs. 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.

P.S. 811Q's ELL students are scattered among the main building and eight off-sites; seven are in inclusive educational settings. 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.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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	108	Newcomers (ELLs receiving service 0-3 years)	46
Special Education	108		

Number of ELLs by Subgroups					
SIFE	8	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	33

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	3	0	3	0	0	0	16	1	16	19
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	43	2	43	29	3	29	17	2	17	89
Total	46	2	46	29	3	29	33	3	33	108

Number of ELLs in a TBE program who are in alternate placement: 53

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	0	0	0	0	0	0	0	0	0	3	1	0	15	19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	3	1	0	15	19								

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**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 L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1			1	3	3	1		1	2	8	5	14	39
Chinese							1	2		5	3	3	9	23
Russian											1	2	1	4
Bengali			2				1		1	2	1		1	8
Urdu											1	1		2
Arabic														0
Haitian											1		1	2
French					1									1
Korean												2	3	5
Punjabi										1				1
Polish														0
Albanian														0

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
Other		2			1								1	4
TOTAL	1	2	2	1	5	3	3	2	2	10	15	13	30	89

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 grade and age levels of the ELL 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

A. Programming and Scheduling Information

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 ELL students with 4-6 years of ESL:

The ELLs in this group will continue to receive the above described interventions. Differentiated instruction will be provided to them according to their language proficiency level. The Unique Learning System Curriculum, an on-line, comprehensive, age appropriate, differentiated standard-based curriculum designed for students with significant disabilities will be used. Brain Pop Junior, Brain Pop ESL a web-based animated educational site will be used to engage students in challenging activities; and for students to use in the areas of English, mathematics, social studies, science, arts, music and health. Students will have the opportunity to participate in the weekend Title III program and the C.H.A.M.P.S. after-school program. All instructional materials will continue to be adapted to meet the students' physical, cognitive, and communication needs.

Plan for Long Term ELLs (more than 6 years):

The student population at P.S. 811Q is made up of students with autism, intellectual disabilities, 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 six 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.

Plan for ELLs with Disabilities:

The following strategies are used with students with disabilities, Whole Language Approach, English Language (high and low communication devices, communication boards, PEC (Picture Communication Systems), special software, Multi-sensory Approaches and materials, as well as multi-cultural universally designed and aged appropriate materials, and Balanced Literacy Model. The principles of differentiated instruction, such as functional groupings, mini lessons and adapted materials. The Treatment and Education of Autistic Communication Related Handicapped Children (TEAACH) program and Applied Behavior Analysis are also used. Adapted Grade level materials are used by ELLs with disabilities, students follow an Alternate Curriculum and are ungraded. This year ELLs will be using the Unique Learning System a curriculum designed for students with significant disabilities. Teachers of ELLs modify the core curriculum using Classroom Suite, Intellitools, Powerpoint, and create adapted materials, such as, ebooks that are inter-active and can be viewed on computers and Smart Board. Teachers also have available specialized materials that can be downloaded from District 75 that can be used to enhance Literacy, Math, Science and Social Studies. In addition, ELL classes participate in Getting Ready to Learn (GRL), engage in

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

their mandated services listed in the IEP.

B. Programming and Scheduling Information--Continued

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

Transitional Bilingual Education (TBE)

There are 19 (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):

Students receive 45 minutes per day of Native Language Instruction (NLA) in the classroom. 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. No standardized native language assessment can be used to assess the performance and progress of the two TBE classes due to the students' cognitive and language disabilities. However, teachers use informal observations, student performance on tasks, use of AAC devices (low and high tech) and communication boards to assess the students' progress in the acquisition of language skills.

English Language Arts (ELA): Students receive English Language Arts 45 minutes per day. 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

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

Science:

Spanish

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. 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 to staff (teachers, parent coordinator, counselors, and paraprofessionals) in January 2012 as part of the Title III program. Staff wanting to take the workshop will be paid per-session. The school maintains a file with the dates on which teachers received Jose P. training.

All teachers, paraprofessionals and administrative staff 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 2011- Workshop on: Improving Communication Skills Using Augmentative Devices (for example, iPad) in an Engineered Classroom
- January 2012- Workshop on: Assisting articulating ELLs from elementary to middle and /or middle to high school
- March 2012 – ESL and Bilingual Teachers will attend an in-house workshop on: Use of Augmentative Communication Devices in Literacy Lessons in the ELL Classroom.
- September 2011 – June 2012: 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 ELLs. The PSA and SLT have been instrumental in the development of school-wide initiatives to address the needs of ELL students.

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 PSA and parent volunteers each year visit the school during holidays and offer other parents the opportunity to purchase items to support the PSA and the school with funding graduation expenses for needy students. 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 ELL 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.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	Page 42
75%	
50%	

B. Programming and Scheduling Information--Continued

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

Transitional Bilingual Education (TBE)

There are 19 (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):

Students receive 45 minutes per day of Native Language Instruction (NLA) in the classroom. 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. No standardized native language assessment can be used to assess the performance and progress of the two TBE classes due to the students' cognitive and language disabilities. However, teachers use informal observations, student performance on tasks, use of AAC devices (low and high tech) and communication boards to assess the students' progress in the acquisition of language skills.

English Language Arts (ELA): Students receive English Language Arts 45 minutes per day. 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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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B. Programming and Scheduling Information--Continued

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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 PSA and parent volunteers each year visit the school during holidays and offer other parents the opportunity to purchase items to support the PSA and the school with funding graduation expenses for needy students. 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 ELL 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			4	4	3	15	27
Intermediate(I)							1				2	2	4	9
Advanced (A)			1		2	2			1					6
Total	0	0	1	0	2	2	2	0	1	4	6	5	19	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						1	2			3	8	3	13
	I			1		2	1			1		2	4	6
	A													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	1	0	36	37

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	2		1		3		30		36

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	1				1		24		26

New York State Regents Exam

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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-

None of the ELLs at P.S.811Q participated in the following early literacy assessments, ECLA-2, EL SOL, Fountas and Pinnel, DRA, TCRWP

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

School Name: P.S. 811Q

School DBN: 75q811

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Penny Ryan	Principal		
Edward Velez	Assistant Principal		
Denise Jordan	Parent Coordinator		
Xiu-Cao Li	ESL Teacher		
Evelyn Gonzalez	Parent		
Luis Montoro	Teacher/Subject Area		
Rita Atehortua	Teacher/Subject Area		
Maria Petkanas	Coach		

School Name: P.S. 811Q

School DBN: 75q811

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Jose Salazar	Guidance Counselor		
Ketler Louissaint	Network Leader		
Victoria Donofrio	Other <u>ESL Teacher</u>		
Paule Bros	Other <u>ESL Teacher</u>		
Lisa Calguri	Other <u>Speech Teacher</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75q811 School Name: P.S. 811Q Marathon School

Cluster: Gary Hecht Network: 5

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

-An analysis of the ATS Reports: POB/Lang/Geo (RPOB) and Emergency Contact List (RCON) is done each September to identify the home language students use at home.
-The Home Language Survey of new students are checked to see what languages are spoken at home.
-A review of the current school year Student Emergency Contact Cards is done to determine the parents' preferred language in which they want to receive notices.

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.

A analysis of the ATS Report (RCON), Emergency Contact List revealed the following preferred written and oral languages in which parents want to receive communication in:
Written Communication: Begali, 7, Chinese 27 ,French 2, Japanese 2, Korean 10, Russian 4 and Spanish 87
Oral Communication: Bengali 7, Chinese 11, Cantonese 5, Greek 2, Japanese 2, Korean 11, Mandarin 10, Punjabi 2, Russian 6, Spanish 89
The availability of translation and interpretation services is made known to the community via IEP conferences, PSA meetings, notices of parent/teacher conferences, 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.

-Whenever possible, in-house bilingual personnel is used to translate documents that need to be sent home. Per-session funds have been set aside for this purpose.

- NYCDOE Translation /Interpretation Services is sometimes used to translate other documents. All documents are submitted in a timely manner to the translation service so the documents can be translated and returned to the school for distribution on time.

- In the event a document being sent home can not be translated on time a note is sent home in the parent's language indicating the item is important to please have it translated. A binder with copies of this message in different languages is kept 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 is used to provide oral interpretation services whenever possible. Presently, there is staff at P.S. 811Q in the following languages to do oral interpretation, Bengali, Cantonese, Chinese, Creole, French, Greek, Korean, Mandarin, Punjabi, Spanish and Urdu.

- NYC-DOE Translation/Interpretation services is used when parents request interpretation services and school-based personnel is unavailable; over the telephone Interpretation services is then requested.

-Parent volunteers are used to do oral interpretation during School Leadership Team (SLT) meetings, Parent Staff Association (PSA) meetings and Townhall 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 a written communication via an informative letter to be distributed during the first week of school advising them of their rights to translation and interpretation services. The memo will outline how services can be obtained and who to contact. The letter will be translated into various languages. 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 number where a copy of the written notice can be obtained. Parents of new admits will be informed of their rights to translation and interpretation services by the Pupil Accounting Secretary and will be given a copy of the Chancellor's Regulation A-663 Attachment A in their preferred language.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P811Q	DBN: 75Q811
Cluster Leader: Gary Hecht	Network Leader: Ketler Louissaint
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 13 # of certified ESL/Bilingual teachers: <u>7</u> # of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Language Instruction Program:

There are 345 students on register in P.S. 811Q, of which 108 are English language learners (ELLs). The ELLs comprise 31.3% of the student population. Of the 108 ELLs, 19 are in 2 self-contained bilingual Spanish classes in grades 9-12. Eighty-nine ELLs are in monolingual classes and 34 are receiving freestanding ESL. Fifty-five students are presently un-served (These students were formerly known as X-coded students). In grades K-12, the language groups represented at P811Q are: Spanish, 58; Chinese, 23; Russian, 4; Bengali, 8; Urdu, 2; and Haitian, 2; French, 1; Korean, 5; Punjabi, 1; other, 4.

During the 2010-11 school year, 55 K-12 ELLs participated in the Spring 2011 NYSESLAT; 9 of the 55 received no score, due, for the most part, to the students' disabilities. In grades K-8, five students scored at the advanced level of English proficiency, 2 at the intermediate level and 1 at the beginning level; these students are all in inclusion settings. In grades 9-12, thirty-one ELLs scored at the beginning level of English proficiency, and 7 at the intermediate 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 certified special education teachers with bilingual extensions. There are 3 ESL teachers: 1 has a NYS ESL certificate and a bilingual Chinese extension from NYS; 1 is a special education teacher who also holds a NYS ESL certificate; the third is a special education teacher who holds a provisional NYS ESL certificate. In addition, the school has at its main site a teacher with a bilingual Mandarin NYS certificate; a teacher with a bilingual Spanish NYS certificate and a school-based coach who holds both NYS special education and bilingual Spanish certificates. At the QHST high school site there is a teacher who holds a bilingual Spanish NYS certificate. Two assistant principals at P811Q are native speakers of Spanish, and the assistant principal who coordinates the Title III program holds a NYS ESL certificate and NYC license in ESL.

P811Q's successful Title III programs of the past three years provided low-tech augmentative/alternative communication (AAC) devices, modes of access and training to students in the presence of their families both at school and at home, and resulted in enhanced communicative opportunities throughout the day in generalized settings for our ELLs with disabilities. The focus was primarily on language for social interaction, but the current emphasis in Education on the Common Core Standards in ELA and literacy for all students, regardless of language background or disability, has resulted in a shift in the focus of P811Q's Title III program.

The Common Core Standards (CCS), which address literacy in the context of all subject areas with the goal of preparing all students for college and career through a progressively complex set of performance

Part B: Direct Instruction Supplemental Program Information

tasks, were not developed in consideration of reasonable or achievable expectations for students with significant cognitive deficits. Furthermore, the CCS do not address the broader range of lifeskills that students with disabilities must acquire to the fullest extent possible to achieve maximum participation in community life. The CCS thus present a challenge to special educators in the field of severe disabilities - and in particular with respect to bilingual/ESL literacy - in designing curricula that both meet the intent of the standards and address the long-term functional needs of their students.

Despite the challenges, both professional and parental interest in the advancement of literacy for both English language learners and native speakers of English with severe disabilities has increased in proportion to advances in technology in both specialized hardware and software that now allow heretofore unimagined access to content at a level meaningful to students with significant disabilities. All students at P811Q can now participate in interactive SmartBoard lessons using wireless switches to respond to questions or follow directions, and use their AAC devices to comment. Using a computer with a touch screen, or other accessible mode of access, they can complete independent extension activities related to the lesson. For the first time, we have a curriculum aligned to the CCS, The Unique Learning Curriculum, that is graded and then further differentiated for the entire continuum of severe intellectual disabilities. The Unique Learning Curriculum is being used for literacy development across content areas for both ELLs and monolingual students at P811Q. Accessible books and student activities are easily created from symbol systems, digital photographs and internet images for use with web-based programs such as Vizzle, PowerPoint and Classroom Suite. Other activities for literacy, math, science and social studies are now easily accessed through applications such as Brainpop and Brainpop ESL.

Until very recently, students with severe disabilities, whether ELLs or monolingual learners, have not been able to continue this work beyond the school day. Though many families now have computers (a must for their general education offspring), and a means of access for their children with disabilities have been provided, content-based software, web-based applications and curriculum-aligned software have not been available for students with moderate to severe intellectual and physical disabilities. Furthermore, families were at a loss in locating and using even the few links given to them (e.g., Tar Heel readers) until Title III staff stepped in, provided a means of access and showed them how and where to look.

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 technology at home and in the community and that professionals need to find ways to deliver this support. The 2011-12 Title III Supplemental Programs for ELLs, entitled "Literacy through Technology in Bilingual/ESL Special Education," will serve 30 ELLs with moderate to severe physical, intellectual or other developmental disability in 12:1:1 and 12:1:4 ratios in grades 4 through 6 and grades 10 through 12 who scored at the beginning level of NYSESLAT during the 2011 Spring administration. Direct instruction to 30 ELLs divided by grade and ratio at P811Q on using curriculum-aligned software and web-based applications to build literacy skills across the content areas will be the focus of instruction that will take place in the P811Q multi-media lab from 9 a.m. to 12 p.m. on the following 9 Saturdays: January 14, 21 and 28 (12:1:1 Grades 10 through 12); February 4, 11 and March 3rd (12:1:4 Grades 4

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through 6) and March 10, 17 and 14th (12:1:4 Grades 10 through 12). Each of the 3 sessions will address the use of a specific application: Classroom Suite, Vizzle and Brainpop respectively, in terms of allowing students with severe disabilities to engage in activities aligned with the themes of The Unique Learning Curriculum. Parents will observe their children participating in a model lesson from the Unique Learning Curriculum and then join their their children as they use one of the web-based applications to complete teacher-created activities aligned to the lesson. The language of instruction will be English, with 4 alternate placement paraprofessionals assisting students and parents and serving as interpreters for parents.

Each Saturday instructional training will be co-taught by either Xiu Cao Li , a certified ESL teacher with a bilingual Chinese extension, or Maria Petkanas, a certified special education teacher and school-based coach with a Spanish bilingual extension, and Jeanette Downes, a UFT Teacher Center teacher trainer with an expertise in instructional technology. Four bilingual paraprofessionals who participate in the professional development offered to teachers and paraprofessionals as part of the Title III program, will assist students and serve as interpreters to families when parents join their children at the computer. Parents will be asked to bring their laptops, notebooks or i-pads if they have one, so that links or student players may be installed on them. Families who do not have laptops will use one of the the computers in the multi-media lab and then download the links on their desktop computers at home themselves.

Families of English Language Learners in 12:1:1 and 12:1:4 will be invited by letter written in the home language to attend a Saturday series of 3 instructional sessions, divided by grade and ratio, with their child. Training will consist of an instructional lesson to students aligned to the Unique Curriculum's current theme, followed by training in completing teacher-created activities using web based applications (Vizzle, Classroom Suite and Brainpop ESL) designed for students with intellectual disabilities. The theme of the training will be the teaching of ELA and literacy skills across the content areas to English Language Learners with severe physical, intellectual and/or communication disabilities through technology, specialized curriculum and web-based applications. Emphasis will be placed on ELA and English language instruction and the common core standards. Families will be asked to work with their children so that they can assist their children in completing homework assignments and other activities at home using the same applications. The technology coach, along with the bilingual or ESL teacher and the paraprofessionals, will work with families and their children, helping them access and explore the programs and complete an assignmentd. Sample activities will be given to parents for them to do at home with their children, and opportunities for further assistance will be described.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Teachers of alternate assessment students at P811Q, including bilingual and ESL English Language Learners, have recently received online access to the Unique Learning Curriculum at the elementary, intermediate, high school or transition level, depending on the age level of their students. The Unique Learning Curriculum is a comprehensive K-12 web-based curriculum specially designed for students with severe disabilities at all levels of performance. Content is differentiated for the full continuum of learners who may be classified as having a significant cognitive disability, and fully meets the needs of ELLs at the beginning and intermediate level of English language learning.

Teachers have been trained in the past on the use of alternative/augmentative communication (AAC) and various modes of access so that all students at P811Q have a means of interacting in classroom lessons. Teachers have also been trained in how to create interactive E-books for students whose needs cannot be met by traditional published materials (the majority of alternate assessment students). What is needed now is for teachers to learn to create activities and assignments aligned to the curriculum that provide active engagement on the part of students and the means for them to work more independently on assignments both in school and at home. To this end, teachers and paraprofessionals will be trained to use web-based applications such as Vizzle, Brainpop and Classroom Suite to create differentiated materials aligned to both the curriculum and the common core standards to which students have access at home as well as at school. Examples of these materials include matching boards, interactive games, quizzes and worksheets and other assignments in formats using symbolic modes of expression where necessary to complete writing assignments. Teachers will also be exposed to applications such as World Book, Weekly Reader and Tar Heel Readers to assign readings and videos followed by on-line performance tasks that reinforce learning and permit students to explore subject matter through homework and long term projects. Teachers will also use on-line tools to record and track student progress.

Professional Development will be offered to 10 classroom teachers with ELLs in their classes and 4 bilingual paraprofessionals and will be open to other teachers as well, space permitting. Three training sessions/workshops of 2 hours each will take place after school from 3:30 to 5:30 p.m. in the P811Q computer lab on Dec. 6, 13 and 20, 2011. Teachers will explore applications under the supervision of Jeanette Gautier Downes, an expert UFT Teacher Center teacher trainer with expertise in instructional technology, along with either a certified bilingual or ESL teacher of the Title III team (Maria Petkanas special education teacher with a bilingual Spanish extension and school-based coach or Xiu Cao Li (bilingual Chinese and ESL teacher), who will assist teachers in integrating the ESL and ELA needs, goals and objectives of the ELLs in their classes through the use of ESL strategies and methodology. In each training session, teachers will explore a different web-based application: Vizzle, Brainpop ESL and Classroom Suite, appropriate for use by ELLs with severe disabilities. Teachers will design differentiated activities aligned to current instruction based on the monthly themes of the Unique Learning Curriculum now in use at P811Q for all students in alternate assessment, including ELLs. Paraprofessionals will be instructed in how to assist students in using these programs. These activities will be demonstrated to parents during the Saturday instructional workshops for students that parents will accompany their

Part C: Professional Development

children to beginning in January 2012, and will serve as models of instructional assignments that parents can expect their children to receive as homework. As a result of this training, teachers and paraprofessionals will have the basic essential skills necessary for them to provide challenging, motivating learning experiences aligned to the Common Core Standards in ELA across the content areas and following best practices in ESL strategies and methodology for ELLS .

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents off ELLs at P811Q will be invited by letter and summary flyer in their native language to attend either a day or evening meeting explaining the Unique Learning Curriculum now in use at P811Q for all alternate assessment students in 12:1:1 and 12:1:4, including ELLs. The Unique Learning Curriculum in a comprehensive is web-based curriculum, aligned to the Common Core Standards, specifically designed for students with significant physical and/or intellectual and communication disabilities. The curriculum has 4 bands (Elementary, Intermediate, High School and Transition) sharing a common monthly them and is further differentiated for use with the entire spectrum of severe disabilities. The meaning of the CCS for ELLS with severe disabilities and how it addresses the needs of both monolingual students and ELLS in the teaching of ELA across the content areas will be the central part of the presentation, made aby the Title III team. Video demonstration of an ELA lesson with differentiated content area materials and using ESL methodology as part of a learning experience will provide a concrete example of best practices in teaching ELLS with severe disabilities.

The meetings will be led by the P811Q bilingual/ESL Title III team consisting of Diana Parisy, AP and certified ESL teacher, and either Maria Petkanas, certified bilingual teacher and shool-based coach, or Xiu Cao Li, cetified ESL teacher and certified bilingual teacher. Jeanette Gautier Downes, a UFT Teacher Center teacher trainer with expertise in instructional technology will present the video and demonstrate the technology. Two paraprofessionals who speak the parent's language, will be paid for through the Title III budget; others will be paid through the school budget, as will additional costs (e.g., substitute teachers or paraprofessionals, etc.) associated with the daytime meeting. Parents will be notified of the meetings by a letter and flyer in their native language sent through their child's book-bag. Telephone calls will be made to families by a bilingual staff person as well.

At each meeting, parents will have the opportunity of viewing the Unique Learning Curriculum (a web-based curriculum) that their children have begun following. Furthermore, they will see a video presentation of a model lesson from the Unique Currciulum and a demonstration of on-line performance activities created by teachers for students to use during independent work activities and for homework. The nature and purpose of the Saturday instructional workshops for students will be presented to families and they will be encouraged to sign up for a Saturday series to further explore the use of web-based applications in order to assist their children in completing tasks and other assignments at home as an extension of their school experience.

Part D: Parental Engagement Activities

The parent meetings will be held on the evening of December 6th and on the morning of December 20th. Each will last 2 hours. At the meeting, parents will be provided with Saturday workshop dates and encouraged to sign up for one of the sessions. A survey form on which to provide information about their home computer equipment will be given to parents, and contact information taken for follow-up.

Part E: Budget

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

Allocation Amount: \$12592

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	10,777.83	Parent Training (1 evening workshop repeated during day)
<ul style="list-style-type: none"> • Per session • Per diem 	419.90 Parent Training	1 Teacher Trainer x 1 session x 2 hrs. x 49.89 = 99.78
	2,970.66 Prof. Development	1 Bilingual or ESL teacher x 1 session x 2 hrs x 49.89 = 99.78
	7,233.57 Instruc. Pgm	1 Supervisor x 1 session x 2 hrs x 52.21= 104.42
	153.70 Support Staff	2 Paraprofessionals x 1 session x 2 hrs x 28.98 = 115.92
		Professional Development (Staff)
		1 Teacher Trainer x 3 sessions x 2 hrs x 49.89 = 299.34
		1 Bilingual or ESL teachers x 3 sessions x 2 hrs x 49.89 = 299.34
		1 Supervisor x 3 sessions x 2 hrs x 52.21 = 313.26
		10 teacher trainees x 3 sessions x 2 hrs. x 22.72 = 1363.20
		4 paraprofessionals x 3 sessions x 2 hrs x 28.98 = 695.52

Part E: Budget

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

Allocation Amount: \$12592

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Instructional Saturday Program for Students & Parents</p> <p>1 Teacher Trainer x 9 sessions x 3 hrs x 49.89 = 1347.03</p> <p>1 Bilingual or ESL teacher x 9 sessions x 3 hrs x 49.89 = 1347.03</p> <p>1 supervisor x 9 sessions x 3 hrs x 52.21 = 1409.67</p> <p>4 paraprofessionals x 9 sessions x 3 hrs. x 28.98 = 3129.84</p> <p>Support Staff</p> <p>1 Secretary to support all 3 components</p> <p>1 SY x 5 hrs. x 30.74 = 153.70</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
<p>Educational Software (Object Code 199)</p>	<p>1595.</p>	<p>For Direct Instruction – online subscriptions to web applications for use with ELLS with severe disabilities</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12592

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		(e.g. Vizzle, Brainpop ESL 1 subscription@\$500.ea.x2=1000. 1 Brainpop-ESL@\$85.ea.x7=595.
Travel	100.	1 metro card @\$2.50x40=\$100.
Other	Refreshments for parent meeting 119.17	Refreshments for parent meetings 119.17
TOTAL	12.592.00	