



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 811Q
DBN (i.e. 01M001): 75Q811
Principal: PENNY RYAN
Principal Email: PRYAN@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: KETLER LOUISSAINT

School Leadership Team (SLT) Signature Page

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

Directions:

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

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	
	DC 37 Representative, if applicable	
Brandon Corrales	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Nasimos Sabah		
	CBO Representative, if applicable	
Saine Arroyave	Member/ Parent	
Anita Canarte	Member/ Parent	
Anthony Caponera	Member/ Parent	
Todd Faude	Member/ Staff	
Lisa Hahn	Member/ Parent	
Robin Knobler	Member/ Parent	
Sandra Mattes-Schwartz	Member/ Staff	
Lori Panetta	Member/ Staff	
Brian Schwartz	Member/ Staff	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be improved student mastery of communication skills as evidenced by a 7% increase in student's use of appropriate technology devices, measured by summative and formative assessment data.

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.

The alternate assessment non-verbal communicators of PS 811Q need alternative means to communicate (AAC devices) in order to fully function in our society. All students who need AAC devices have access to them during the school day. The school determined that the I-Pad device would an age-appropriate, socially acceptable means to communicate at school and in the community. We selected 15 students for an I-Pad project in which the students will utilize the I-Pad with ProLoQuo2Go program during 5 specific activities during the school day including community/vocational based instruction.

During data analysis for the I-PAD project, the school looked at 3 variables for goal mastery. First, we looked at percentage of students meeting the criteria of responding with the I-PAD a minimum of 5 responses per session in selected environments. Secondly, We looked at decrease in prompt support to a more independent level. Thirdly, we looked at SANDI assessment item #21 to determine if students reached a greater level of independence (movement from 2 to 4 skill level).

1. Data collection from January, 2013 indicated that 2/15 (13%) of students met the criteria of a minimum of 5 responses per activity at current prompt level for 2 consecutive weeks. Data from June, 2013 indicates that 100% (15 out of 15 students) of the participating students met the criteria of 5 responses using I-Pad in 5 selected environments. This reflects a 21% increase from Sept 11-12 school year.
2. Review of data for prompt levels using the I-PAD indicates that 80% of participating students in I-Pad program decreased their level of prompting to a more independent level.
3. The students' communication skills were assessed utilizing SANDI and the District 75 Communication Profile. Baseline data taken by December 2012 on the SANDI results which focused on skill #21 (Expresses needs and wants 5x per day using PMC) reveals that out of the 15 participating students, 40% achieved a score of 2 on Item# 21, 47% scored a 3 on Item #21 and 13% scored a 4 on Item #21. As of June, 2013, end of the year item data analysis collected on Item # 21 in SANDI indicates that 14 out of 15 students (93%) showed an increase in performance level. 6% achieved skill of 2, 73% achieved a performance level of 3, 13% achieved an independence level of 4. The greatest gain was in performance level from 2 to 3, an increase of 55%.

109 students are non-verbal and are utilizing augmentative devices for speaking and communicating. 97% of students have met the criteria of utilizing the devices to respond a minimum of 5 times per session for 2 consecutive weeks at their current prompt level.

The I-Pad team had created an inquiry space and has met 6 times to review data collection, and to update programming on I-Pads (Pro-Lo- Quo-2-Go). Each student was assigned an I-PAD device. An updated frequency data collection sheet was designed that includes prompt levels using a task analysis; teachers participated in professional development to implement it. Five environments were chosen for project implementation.

Instructional Strategies/Activities

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

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

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. Students received an I-PAD as a communication device that contained a software program called "ProLoquo2Go". This program utilizes Mayer-Johnson symbols which students activate on the screen to communicate. Classroom teachers will continue to participate in professional development presented by our Speech Therapists to better utilize I-Pads during 5 selected activities during the school day. Speech Therapists will also push in the classroom and work individually with students to increase their recognition of symbols. There will also be small I-Pad training groups facilitated by Speech Therapists. Data will be taken on students' progress on being able to reduce the amount of prompts needed to give a communicative response. The students' communication goal for use of the I-Pad will be aligned with results of the SANDI Assessment for communication. The focus will be on item # 21: "Expresses needs and wants 5 times per period using I-Pad".

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

1. Classroom teams, including teacher, paraprofessionals, related service, administrator, Inquiry Team, school coach, cluster teachers and Technology Education teacher
- 2.

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

1. Students will be evaluated on their communication progress utilizing SANDI Assessment, FAST, and the District 75 Communication Profile. Communication IEP Annual Goals will be assessed for mastery four times per year. Data will be collected daily and graphed at the end of the year to indicate progress. Teachers will complete evaluations and will recommend students for participation in project. Classroom teachers and Speech Teachers will decide on appropriate SANDI Assessment item number to utilize this year. Teachers will decide on appropriate data collection sheet that will be utilized in the project.

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

- Designate one I-Pad as programmatic device for each of 15 students participating pilot classes from 10/13 - 11/13
- Assign I-Pads to appropriate individual students for use as communicative device 9/13-11/13
- Baseline data on communicative responses completed from 12/13-1/14 by participating classes (15 students)
- Design of appropriate data sheet by 12/13
- Professional Development includes: Review ProLoQuo2Go, use of iPad in classroom lessons, collection of and analysis of data monthly from 1/14 through 6/14
- Staff will update communication board using ProLoQuo2Go from 9/13-12/13
- Review and graph data 2/14 and 6/14
- Evidence of lesson plans utilizing I-Pad technology – 1/14, 3/14, 6/14
- Appropriate lesson plans written to address I-Pad lessons reviewed weekly 1/14 through 6/14
- Pre and Post video of I-Pad lesson and use of core vocabulary (1/14 and 6/14)
- Align communication item #21 from SANDI Assessment to determine student progress in relation to Common Core Learning Standards
- Form an Inquiry Team around I-Pad Project with meetings starting 12/13 and continuing bi-monthly through 6/14

1.

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

1. Student will have access to I-Pads that have been purchased by the school by tax levy. We will use tax levy and NYSTL software funds to purchase APPs for instruction. District 75 Speech Department collaborates with us on student assessments for recommendations of individual technology devices. 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. We are utilizing the SANDI assessment administered in September 2013 and June 2014 to measure progress with this goal. We will be utilizing AAC switches adapted for use with the I-Pad for students with access challenges. We will also continue to utilize Title III funds to train parents in the use of related apps, websites, and communication software related to the I-Pad. The Technology Education teacher and school based coach will provide technical help with the program. Teachers will utilize the Unique Learning System to access appropriate vocabulary to use on communication device.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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.

Budget and Resource Alignment

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

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

- Project Access
- District 75 Speech Department
- District 75 IndTech

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be improvement in targeted strengths and preferences in student transition plans as evidenced by a 5% increase in student participation in appropriate and authentic school and/or community job placements.

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.

An ecological assessment is done in the 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.

A 2 year comparison of our vocational data reveals:

As of June, 2012, an analysis of data revealed that 210 (80%) high school students participated in authentic work in the school and community. This

revealed an increase of 31% of high school age students participating in authentic job programs. In Sept. 2011, we had projected that 70% of the students would participate in authentic work. As of June, 2012, teachers were utilizing the Unique Learning System as a curriculum and assessment tool for our authentic work program. Teachers used Smart Board technology to provide instruction in Unique Learning since each classroom had been provided with a Smart Board. All students were given job preference assessments to determine appropriate and preferred authentic jobs. As of June, 2012, the school secured 41 community job sites. This revealed a 78% increase in community job sites. The sites included restaurants, pharmacies, libraries, toy and book stores, nail salons, church maintenance and courier service. P.811Q's students also provided maintenance of Oakland Lake in Alley Pond Park. The school focused on increasing the number of authentic jobs within the school. In addition to our Café Marie, we added bus duty as a student job. This is the first year that PS 811Q has established a print shop for the design of greeting cards. Students created original art that is incorporated into the design of the greeting cards. Our goal was to integrate this service beyond the 811 school building into the community. We established a Bicycle Repair Shop in our school building. Students learned to repair bicycles supplied by staff and the community. Other school authentic work included: delivery, shredding, recycling, lap tray cleaning, building maintenance, charging I-Pads, sending recycling papers to an animal shelter, pencil sharpening service, school nail salon, and clothing collection for a Family living Shelter.

As of January, 2013, all students 14 years old or older (210 students), 81% were participating in authentic jobs in the community, school and classroom. As of June, 2013, there was an increase of 23% of students, 14 years or older (100%) participating in authentic jobs in the school setting. Additional school wide authentic jobs have been created including charging and dissemination of I-PADS, charging and replacing batteries in augmentative devices and a Graphics Design and Greeting Cards Work-shop, and shredding paper for use in an animal shelter. We have instituted a HELP WANTED board in the school and students have been able to apply and interview for in-house jobs. Each class has a vocational purpose that focuses on authentic work experiences (e.g. delivering snacks to classes, nail salon, making bandanas, cleaning school thermal lunch bags and cleaning staff offices. Baseline assessment was done utilizing the SANDI assessment and authentic jobs were based on skills from the SANDI and Level I Vocational Assessment. Task analysis data collection sheets have been completed for vocational tasks by utilizing self-assessment forms from Unique Learning System. 5 additional community sites have been utilized for work. 7 students have been newly travel trained since Sept. 2012, and 6 additional students use their travel training skills to commute to their jobs in the community.

As of June, 2013, 79% of classes have completed a Person Centered Picture Profile for one additional student in their class. These profiles are based on student job preferences assessed through our authentic work program.

As of June, 2013, 14 students have been travel trained from all sites in the school. This is an increase of 100%. Graduation transition data reveals that out of 34 graduates, 100% have been accepted into post-secondary placement. 15% have been placed in Supported Employment, 3% placed in Vocational Training, 3% placed in Day Habilitation Without Walls, and 15% placed in blended programs as a result of our intensive vocational training in the school.

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 continues to strive to increase the placement of students in authentic jobs. Reviewing and updating Level 1 Vocational Assessments and SANDI Assessment for vocational development 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. Best practices for the alternate assessment population of students indicates that authentic work is the most important goal to achieve for their vocational development and post-secondary placement.

Based on the analysis of this data, it has been determined that we need to continue to expand authentic jobs based on specific student preferences and student Measurable Post Secondary Goals.

Instructional Strategies/Activities

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

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

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.

Students will be participating in the Unique Learning Curriculum which provides vocational lessons based on a monthly theme. Each lesson contains adapted materials such as job charts, job preference charts and student self-evaluations on the job. Students will utilize appropriate communication devices with messages necessary to perform the specific job. This includes I-Pads, electronic voice output devices, PECS, and manual communication boards. Each student will follow a task analysis to perform their job and will be assessed at each step for decreased prompting. Students will participate in their assessment by completing a teacher made self-assessment.

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

1. Classroom teams, including teacher, paraprofessionals, related service, administrator, Inquiry Team, District 75 Generalist Coach, school coach, cluster teachers and vocational education teacher.

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

1. During Inquiry meetings, teachers will decide on assessments to implement for vocational program including Levels 1, 2, and 3 Vocational Assessments. SANDI and FAST will be administered during Fall, 2013 and Spring, 2014. In addition, Measurable Post Secondary Goals will be reviewed 2 times per year. Students and their parents will participate in Person Centered Planning meetings to review their vocational preferences and placement. Students job inventory preference forms will be collected and analyzed to evaluate program effectiveness.

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

1. Administer and review Level 1 Vocational Assessment and SANDI vocational development assessment (9/13 and 5/14)
2. Assign students to community/school work programs (9/13-10/13 and ongoing)
3. Take baseline of current number of students participating in authentic jobs (9/13-10/13)
4. Design and implement a data collection sheet (9/13-10/13)
5. Provide Professional Development to job coaches/school staff on authentic jobs in the school and community (10/13-6/14)
6. Provide Professional Development on implementing a task analysis strategy for authentic work sites(10/13-6/14)
7. Review data (1/14, 3/14, 5/14)
8. Students complete job inventory preference form to determine job site assignments (9/13-6/14)
9. Design appropriate transitional (job skill) goals for each student (10/13-6/14)
10. Train students to use travel training skills to access worksites in the community
11. Implement Inquiry Teams based on vocational needs. (11/13-6/14)

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

1. Tax levy budget will be 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. In addition, other staff members, including classroom teachers and paraprofessionals have been instrumental in finding authentic work in the community for our students with the most significant disabilities. The District 75 speech department provides communication boards for use at work sites. The grant for the Health Advocacy program integrates vocational skills into its program.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 have introduced parents to the Unique curriculum.

Budget and Resource Alignment

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

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

District 75 Generalist Coach

IndTech

Health Advocacy Program

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, students will improve mastery of reading, math and vocational skills as evidenced by a 5% increase over baseline or by maintaining prior mastery levels on the appropriate formative assessment

Comprehensive Needs Assessment

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

As of June, 2013, 100% of alternate assessment students in the entire school have been assessed utilizing SANDI in the areas of ELA and Math. In addition, Vocational, Communication, Gross and Fine Motor Skills, and ADL skills were assessed. Analysis of SANDI baseline data indicates that all students were assessed in reading and math and baseline scores were established. As of June, 2013, teachers have completed 257 student post assessments. Data analysis of class standards reports was done to compare percentages of increased skills in the areas of ELA: Reading for Informational Text 1, and Math: Operations and Algebra Common Core Learning Standards to determine if students maintained skill or showed progress. Data reveals that in ELA, 44% "Made Progress"; 55% "stayed the same" and .8% regressed. Data of Operations and Algebra reveals that 56% "Made Progress", 43% "stayed the same", and .8% regressed.

Professional Development has taken place and work was collaboratively reviewed by the teachers and is being aligned with the District 75 rubrics. During Department Meetings each week, teachers look at student work in the form of worksheets, photographs and videotapes, and the teachers calibrate the student work using the rubrics. Annual reviews have been written that are reviewed for alignment with CCLS. Teachers are utilizing specialized strategies in Literacy to create e-books that are accessible for student abilities utilizing Classroom Suite software. Our school's approach to aligning the Math CCLS is to focus on the functional, adaptive uses of Geometry and Algebra in lives of our students. Therefore, the school has created a functional list of activities that address high school CCLS in math (Algebra and Geometry).

Test data indicates 25 students were assessed with NYS Regents tests this school year. 67% of students passed the US History exam, 35% earned local diploma credit; 75% passed the Global History Exam, while 17% earned local diploma credit; 33% passed geometry, 33% received local diploma credit; 77% passed Living Environment, 15% received local credit; 57% passed Earth Science, 29% received local credit; 100% passed the English; and 69% passed Algebra, and 23% got local credit.

15 students now participate in the S.M.I.L.E. reading program.

123 students participated in Scantron assessment this year. 54% demonstrated gains in math, while 50% of students increased reading skills.

PS 811Q needs to align the common core learning standards to the functional curriculum utilized at our school for alternate assessment students. This involves utilizing SANDI assessment (which is aligned the CCLS), writing IEP annual goals, and providing instruction that addresses CCLS. We continually look at student work and performance and rate student performance using a rubric. We need to adapt and utilize the District 75 Rubric that aligns performance during lessons to CCLS.

Instructional Strategies/Activities

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

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

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)

1. Utilization of EBook technology on SMART BOARD to implement literacy program
2. Utilization of switch adapted EBooks for student participation in reading program
3. Utilization of project based learning in classrooms to address the CCLS
4. Using real world experience (community based programming) to address the CCLS math skills
5. Development of in-house vocational activities/cottage industries to strength CCLS math and ELA skills
6. Development of in-house vocational activities/cottage industries to increase real world vocational skills
7. Use of small group and individual groupings during classroom lessons for differentiated learning
8. Use of routines to integrate ELA and math skills into daily classroom activities

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

1. Responsible staff members: Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, Technology Education teachers, Speech Therapists

2.

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

1.

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

1. Ongoing PD for school staff addressing CCLS (9/13 -6/14)
2. Development of rubric to examine student work (9/13-10/13)
3. Development of student friendly STAR rubric with next steps for student improvement (9/13-10/13)
4. Ongoing PD on utilization of SMART BOARD for literacy activities (9/13-5/14)
5. Creating and using student daily schedules (9/13-6/14)
6. Common planning time to review and analyze student work and develop action plans for next steps weekly (9/13-6/14)
7. PD on designing unit plans based on Unique curriculum (9/13-11/13)
8. PD and implementation of SANDI and FAST assessment (9/13-11/13)
9. Development of individualized goals related to CCLS (9/13-6/14)
10. PD on ELA lessons aligned to CCLS (9/13-6/14)
11. Number of satisfactory (Developing, Effective, Highly Effective) lessons observed in which there is alignment to CCLS (Literacy/Math) (9/13-6/14)
12. IEP goals that are aligned to CCLS (9/13-6/14)
13. SANDI assessment indicating baseline in literacy and math
14. Use of E-books being used in daily lessons (9/13-6/14)
15. Use of individualized schedules created and utilized (9/13-6/14)
16. Rubric used to evaluate student work (9/13-6/14)
17. Student Portfolios maintained in a binder (9/13-6/14)
18. Utilization of District 75 Rubrics to assess lesson alignment with Common Core Learning Standards

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

1. We are utilizing tax levy money to provide curriculum materials. The school has purchased “Unique Learning System” to use their Transition Passport system as a curriculum guide. We also purchased STEM and will purchase Equals for pilot classes. We will continue to use the Eden curriculum and ABLLS. These materials will be used to design Units of Study and Scope and Sequence for the school year. The DOE has again provided funds for P811Q to participate in the SANDI Assessment program. It has a Vocational component that is aligned with CDOS. The district will provide training on FAST as an interim assessment. The school employs a Transition Linkage Coordinator, Job Developer and District 75 Generalist Coach. Administrators are providing professional development on alignment of CCLS, CDOS and the Danielson Rubric for utilization during formal and informal observations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers will explain the Common Core Learning Standards to parents when conducting IEP conferences. The SANDI assessment will be shared with parents so that they can understand the alignment of CCLS to assessment items. When parents visit the school, bulletin boards showcase the students performing tasks in alignment with the Common Core Learning Standards.

Budget and Resource Alignment

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

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

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

District 75 Generalist Coach

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Test Preparation using Ready New York program: Teachers College Resource Library: Professional Resources with instructional strategies to help improve student learning	Small groups Small groups	During the school day During the school day
Mathematics	Test Preparation using Ready New York program: Everyday Math and Go Math Games: Drill Exercise to build fact and operational skills as well as calculator skills, money exchange skills, logic, geometry and spatial sense	Small groups Small groups	During the school day During the school day
Science	Graphic Organizers and Symbols (Boardmaker): to connect reading to writing	Small groups	During the school day
Social Studies	News-2-You: A leveled online newspaper utilizing picture symbols and words to address social studies lessons	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Stories: small narratives created to help students to better understand social-emotional issues	Small groups and one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 75	Borough Queens	School Number 811
School Name P.S.811Q-Marathon School		

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

Principal Penny Ryan	Assistant Principal Michel Rueda
Coach Maria Petkanas	Coach
ESL Teacher Xiu-Cao Li	Guidance Counselor Jose Salazar
Teacher/Subject Area Luis Montoro/BIS/ELA,Math,SS	Parent Rodrigo Cano
Teacher/Subject Area Victoria Donofrio/ESL/ELA,Math	Parent Coordinator Deniece Jordan
Related Service Provider Lisa Calguri	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (Excluding Pre-K)	363	Total number of ELLs	89	ELLs as share of total student population (%)	24.52%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														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	89	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	89
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	27

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	3	0	3	1	0	1	6	0	6	10
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	40	0	40	18	0	18	21	1	21	79
Total	43	0	43	19	0	19	27	1	27	89

Number of ELLs who have an alternate placement paraprofessional: 14

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
SELECT ONE Spanish							1					3	6	10
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	1	0	0	0	0	3	6	10

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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	0	1	1	0	0	0	1	2	0	3	0	2	9	19
Chinese	1								1	1		2	3	8
Russian													1	1
Bengali					1						1	1	1	4
Urdu														0
Arabic														0
Haitian														0
French														0
Korean													5	5
Punjabi														0
Polish														0
Albanian														0
Other				2					1					3
TOTAL	1	1	1	2	1	0	1	2	2	4	1	5	19	40

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	1	0	4	2	1	4	15	27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	0	0	0	0	0	0	1	0	1	0	2	5
Advanced (A)	0	0	0	0	0	0	0	0	0	1	0	3	0	4
Total	0	1	0	0	0	0	1	0	5	3	2	7	17	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)	0	1	0	19	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)	2	0	1	0	1	0	16	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)	0	0	0	0	0	0	7	0	

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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA	10		9	
NYSAA Mathematics	10		10	
NYSAA Social Studies	10		10	
NYSAA Science	10		10	

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ELLs at P.S.811Q participated in the SANDI and FAST literacy formative assessments for students who are alternate assessment. All the ELLs follow an Alternate Curriculum, including the inclusion students who also follow a modified alternate curriculum. Students data was used to create appropriate groupings for ESL classes as well as differentiated instruction based on Levels of Performance in SANDI and FAST. Most of our ELL students were found to be in the Beginning and Intermediate levels during the Fall, 2013 SANDI assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
During the 2012-2013 102 K-12 ELLs participated in the Spring 2013 Administration of the NYSESLAT. 4 scored at the Proficient Level, 27 scored at a Beginning Level, 5 scored at an Intermediate Level, 4 scored at the Advanced Level, 66 received a No Score. For the most part, this was due to students multiple disabilities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
RNMR is not updated for 12-13 but we utilize the last 3 years of NYSESLAT results to create and articulate our classes. Bilingual and ESL teachers use the scores to group students appropriately, to create meaningful units of study and differentiated lessons.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In our Bilingual class students have severe multiple disabilities which precludes them from taking test as other ELLs. We currently have students receiving Alternate Assessments (SANDI/FAST). The ELLs show improvement across all areas when using adapted curriculum and assessments. The native language is used to identify specific strengths and skills across content areas. Native Language is also used to identify key vocabulary the students understand to acquire new vocabulary in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Groups of BIS/ESL teachers and coach meet during Department Meeting to analyze results of NYSAA/NYSESLAT/SANDI/FAST and data collection and other informal assessments to determine the type of instruction needed, strategies to be used, materials to be adapted with students scoring below proficiency level. These identified students receive RtI, those in Tier 3 receive Intense and Individualized Instruction, as well as extra attention, activities and experience targeted to specific students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that teachers use ESL methodology for students whose second language is English. We have Department Meetings to discuss these students needs, outcomes and best practices that the teachers need to use to ensure progress. Administrators, School Coach and BIS/ESL teachers work together to design effective Learning Experiences, unit plans and differentiated lessons that link Common Core Learning Standards, Adapted Curriculum and ESL Methodology.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

At this time we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The Language Allocation Policy Team and School Leadership Team evaluate the success of the TBE, Free Standing and Self-Contained ESL programs by periodically reviewing the students' performances on the NYSAA, NYSESLAT, LAB-R, SANDI, FAST, teacher assessments, observation of student acquired language skills in school and community settings, student portfolios, mastery of IEP goals and parental positive feedback.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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, Michel Rueda 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. 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.

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.
Parents are informed of the three different program choices during the planning conference at CSE. Parents are shown the Parent Orientation Video that describes the three programs offered in the DOE. Parents select the ELL program during the planning conference at CSE. After they have made a selection the school will let them know what program they currently have in their school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents typically receive and return these documents to the CSE during initial evaluation conference and planning conference at the CSE. These forms should be uploaded into SESIS by CSE. If the above process does not occur, we request that Parents come in for an ESL orientation meeting and request that they fill out the forms with our ESL certified teacher.
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.
Updating ELPC screen in ATS within 20 days of students being placed in our school. Students are placed in Bilingual or ESL program based on their IEP. Students are placed according to ELL and program (12:1:1/6:1:1/12:1:4) given to them by CSE in conjunction with the parents. CSE gives parents the three choices
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Annually before the administration of the New York State English as a Second Language Achievement Test (NYSESLAT), Michel Rueda, 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 test is administered collaboratively by the ESL teacher and other trained pedagogues. The schedule reflects the testing periods provided by the State Education Department.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
ESL Program (1 parent requested) Bilingual Program (1 parent requested Greek Bilingual Class / 1 parent requested a Mandarin Bilingual Class). The programs offered in our school do not align with the parents request in languages other than Spanish because of the few numbers of these students. We do not have enough students to create a Bilingual Greek or Mandarin class, but we currently have one Bilingual Spanish class. However the school has hired paraprofessionals, in order to provide alternate placement paraprofessionals who are native speakers of the languages the parents have requested. We currently offer free standing ESL which most of our parents have requested in previous years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Transitional Bilingual Education (TBE)

There are 10 (BIS Spanish) students in one high school self-contained TBE class at the main site. All the students are at the Beginning Level of English Proficiency. These students are ungraded and classified as 12:1:4 students with severe cognitive disabilities. Students in the Beginning Level receive 540 minutes of ESL instruction per week. They receive the ESL mandate from certified Bilingual Spanish Special Education teacher. 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.

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

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

Pull-out Model/Homogeneous Model/Ungraded: The ESL teacher takes the ESL students out of their classrooms to a separate location for ESL instruction. ELLs work intensively in a small group or individually on the targeted language skills and on cultural activities. Instruction is provided in language acquisition skills, vocabulary development, and content areas. ESL teachers plan carefully with the classroom teachers to assure curricular alignment. Pullout groups are organized based on students' unique learning needs, learning style, language background, behavioural needs, and IEP objectives. The pullout groups are also organized heterogeneously (mixed proficiency levels). When planning the ESL Pull Out schedule the ESL teachers consider the students' classification on the IEP, student-staffing ratio, students age and the CR Part 154 mandate. The schedule is planned to provided the ELLs with the require number of ESL mandated units. In the Pull-out model, alternate placement paraprofessional accompany the students when they are pulled out for ESL.

Self-contained ESL Model/Heterogeneous Model/Ungraded:

P.S. 811Q has one 12:1:1 self-contained ESL class and is being taught by an English speaking Special Education Teacher that also has a NYS Certificate in ESL. This class follows an ungraded, self-contained model and provides instruction in English, as CR Part 154 mandate and students' IEP mandate. As all ELLs are designated beginners based on their results from the NYSESLAT test they receive 540 minutes of ESL per week (12 forty-five minute periods). The self-contained class has a classroom library with English and multi-language books, a technology center that is equipped with computers and software that include Boardmaker, Writing with Symbols in English and text books that are in English. The teacher employs ESL

methodologies and strategies such as TPR, The Language Experience Approach, Modeling and Bridging. The Orton Gillingham Structure Learning, Wilson Reading Program (Grades 3-12) and Foundations (Grades K-2), all researched based programs are being used to help students learn to read and improve their decoding skills. This year the Unique Learning System, also a research based, is being used to teach Social Studies and Science; the program is interactive and the teacher is able to create learning experiences for the students. ELA is taught following the Balanced Literacy Model. The NYS Learning Standards, Common Core Curriculum and Alternate Grade Level Indicators are followed as a guide to instructional planning and assessment. The NYS Resource Guide for the Teaching of Language Arts to Limited Proficient/English Language Learners and the NYS Learning Standards for English as a Second Language are used to drive instruction. Books and materials are adapted, age appropriate and reflect the heritage cultures of the students. Books are of high interest and low-readability, ebooks are also available on-line for students to read. "Weekly Reader," "New 2 You" -ready made lessons and Brain Pop Jr/Brain Pop ESL are used to present content in various subjects and to teach ESL. The ESL self-contained class has a Math center with workbooks, manipulatives and calculators. The ESL teacher uses Math Steps published by Houghton Mifflin to teach addition, subtraction and multiplication. Students use the Real Life Series- Market Math to practice money skills, Skill Builders to practice Time, Money and Measurements. The Kumon series grades 5-8 is used to teach and practice addition, subtraction and counting money. Students in the self-contained ESL class participate in departmental programming for ADL activities, Food Preparation, Community based-instruction and Work sites. ELL students also participate in the Girls Club, C. H. A. M. P.S. after-school program and Student Council.

Formal language and literacy training are infused into the daily routines and community-based instruction in order for ELLs to generalize skills to functioning settings.

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)?

Transitional Bilingual Education (TBE) provided by Special Education Bilingual Teacher in a Self-Contained 12:1:4 Bilingual Spanish Classroom.

There are 10 (BIS Spanish) students in one high school TBE class 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 teacher. 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 structured classroom strategies are used to facilitate learning and comprehension. To comply with CCLS, 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 TBE class 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 Common Core Learning Standards CCLS and CR Part 154. Language functions and structures are taught within the context of the lesson. Teachers use a wide range of print, visual and digital resources designed for developing English and native language proficiency. Students in Alternate Assessment do not follow the uniform curriculum. However, English Language Arts is strongly emphasized in the TBE program through the engineered classroom (classroom is set up with a variety of low and high tech augmentative communication devices for student access) , Aided Language Stimulation Program, which is the “literacy curriculum” for both monolingual and bilingual students with severe disabilities at P.S. 811Q. Specialized software is used to produce storyboards, song boards and activity boards and multi-sensory materials to enhance comprehension and provide support for the bilingual students’ emerging literacy skills. Teachers use stories that are based on the students’ culture that will connect to students’ prior experience. Non-fiction and fiction books are adapted to meet the needs of the students. Instructional materials are also downloaded from the World Wide Web and District 75 website. Currently, teachers are utilizing Unique Learning System Curriculum lessons, Classroom Suite, Attainment Computer Software, Smart Board ebook presentations and adapting other instructional materials to meet the needs of their students. Students participate in classroom activities via the use of communication boards labeled with Mayer Johnson symbols and augmentative communication devices programmed with pre-recorded responses, signs, verbal responses, eye gazes, and through specially-designed switches hooked up to voice output devices, etc.

ESL Instruction:

Students receive 108 minutes of ESL instruction per day. The students in grades K-8 receive two units of ESL instruction at the beginning and intermediate levels and one unit at the advanced level of English proficiency. In grades 9-12 students receive three units of ESL (540 minutes) at the beginning level and two units of ESL (360 minutes) at the intermediate level of English proficiency. At the advanced level of English proficiency students receive one unit of ESL and one unit of ELA per week. A unit of instruction as defined by the state regulation is 180 minutes. There are presently no students in the TBE classes at the intermediate and advanced level of English proficiency.

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

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

Freestanding ESL instruction is provided to the ELLs whose native languages are other than English. The ELLs at P.S. 811Q require a longer period of time to become English proficient due to their multiple disabilities, cognitive delays and learning disabilities. Students will receive instruction in ESL and ELA. Wherever possible, students will be instructed in small groups. Teachers will review student performance data on a regular basis and design level/course standards to meet the diverse needs of the students. Students will receive ESL services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT.

ELLs in grades K-8, receive two units of ESL (360 minutes) at the beginning and intermediate levels. The ELLs in grades 9-12 receive three units of ESL (540 minutes) at the beginning and two units at the intermediate levels of English proficiency in accordance with Commissioner’s Regulations Part 154. At the advanced level of English proficiency students in all grades receive one unit of ESL and one unit of ELA. A unit of instruction as defined by the state regulation is 180 minutes. The following instructional materials and books are currently being used: A Chorus of Cultures, published by Santillana, English in My Pocket and Theme Packs, published by Rigby, Multicultural Stories Literature Read Along, published by LakeShore, and Stories Around the World Back-Pack, published by the Learning Connection. In addition, teachers create specialized instructional materials and adapted books.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core

Learning Standards.

Content Area Instruction:

Spanish and English are used in the TBE class consistently to teach the academic content areas following the 60/40 model. In Math students receive 50 minutes NL/ 10 minutes using English ESL instruction. In Social Studies and Science students receive 35 NL/10 minutes using English ESL. For the Arts, Music, Physical Education students receive 45 minutes per day using English and NL. The amount of use of the native language in the content areas is balanced with the students' English proficiency. Students receive native language support by the classroom teacher and paraprofessionals who all speak the students' native language. In addition, students receive support from the school coach and two assistant principals who are Spanish speaking.

Students are instructed in Math, Science, Social studies, Art, and Music. Math Steps curriculum is used to teach math skills to students and materials are modified and adapted to meet the special needs of the students. Everyday Math is used by the teacher to plan lessons. The math component section in the F.A.C.E.S. curriculum is also used to teach the students the following skills: telling times, measurement, numeration, and money. This year teachers will also be using the Unique Learning System curriculum to plan lessons, to access differentiated materials and to report progress in the content areas. The Unique Learning System is also used to teach Social Studies and Science. Also used in Social Studies and Science, is the Language, Literacy, Vocabulary for ELLs produced by National Geographic. For Science teaching, the FOSS (Full Options Science Systems) teaching units are used, such as, Forces in Motion, Magnets, The Living Environment, etc. Students also receive instruction in activities of daily living. Instructional materials are available in both languages in sufficient quantities. Instruction is aligned with the recommendations for students in Standardized Assessment, but adapted to the needs of students with severe disabilities. Alternate Assessment students follow Common Core Learning Standards and the newly created NYS Extensions aligned to CCLS.

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

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

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

ESL teacher participates in inquiry team meetings, as well as team meeting to coplan with monolingual teachers who have ELL students in their classroom. 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, Balanced Literacy Approaches, Bilingual communication boards and alternative communication systems (AAC) in the native language and English. To help the students learn how to communicate in English via the communication systems in place for them, specialized instructional materials, adaptive technology devices, software, teacher made materials, adapted books, communication boards and story boards are used.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs with disabilities whose IEP mandate is Bilingual Instruction are grouped according to their native language. At the present time there are only enough students to form one 12:1:4 Spanish Bilingual Education self-contained classes. A 12:1:1 self-contained ESL class composed of bilingual students of other languages with Alternate Placement Paraprofessionals and ESL only students was formed. All other bilingual students of other languages have Alternate Placement Paraprofessionals in their classroom. Informal translated diagnostic assessments are given to students prior to unit of study (Unique/SANDI). Bilingual teacher adapts assessments based on students profeciency level in Spanish and English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading/Speaking/Listening/Writing

Based on the assessment and evaluations of NYSAA, NYSESLAT, Data Collection on Specific ESL Goals and Objectives and using our Speech-Communication Rubric we determine the ELL students' current level of English proficiency, unique learning need and preferred modality for learning.

ESL and bilingual teachers carefully design and assign in-class exercises and/or homework with which ELL students have the opportunity to demonstrate what language skills and knowledge they have acquired and what are the areas in which they require extra focused instruction. On-going evaluation of students' performance according to their IEP ESL goals/objectives is conducted through data collection. ESL and bilingual

teachers encourage ELL students to actively participate in various school activities such as Girls' Club, School Chorus and other vocational activities so that they can apply the four modalities of English acquisition throughout the year in meaningful settings.

6. How do you differentiate instruction for ELL subgroups?

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

A. Students with Interrupted Formal Education (SIFE)

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

B. 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. Newcomers who meet the age requirement will take part in the NYSAA.

C. 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.

D. 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.

E. Students Reaching Proficiency:

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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. 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 enhanced Literacy, Math, Science and Social Studies. In addition, ELL classes participate in Getting Ready to Learn (GRTL), basic yoga techniques that improve attention, task performance and behavior before instruction is given. ELL classes engage in video modeling and create social scripts to reinforce appropriate social behavior in school and at home. ELLs with disabilities receive all their mandated services listed in the IEP.

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

We adjust teacher schedules by providing common planning time for teachers to meet weekly. We adjust students' class schedules based on ESL needs throughout the year. ELLs will be using and adapting Unique Learning System a curriculum designed for students with significant disabilities. Teachers of ELLs modify/adapt the 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 enhanced Literacy, Math, Science and Social Studies. In addition, ELL classes participate in Getting Ready to Learn (GRL), engage in video modeling and create social scripts to reinforce appropriate social behavior in school and at home. ELLs with disabilities receive all their mandated services listed in the IEP.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

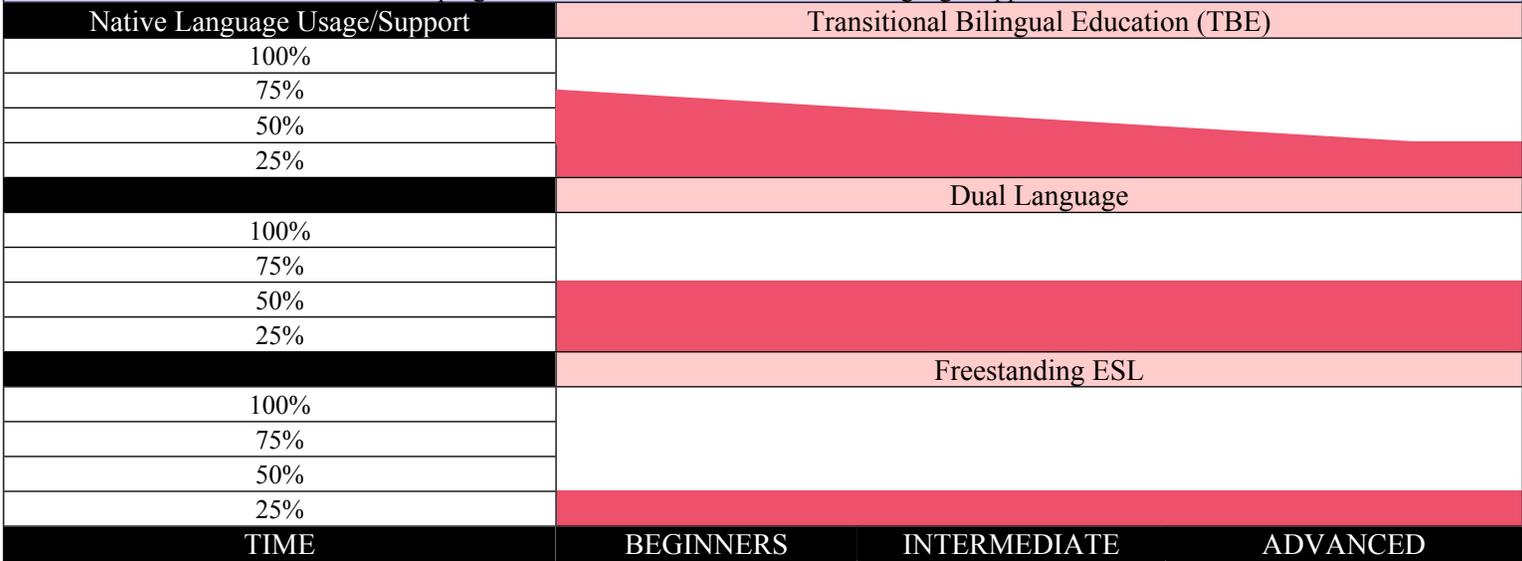
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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 New York State Extensions of CCLS for ELA, Math, Social Studies and Science. ELLs 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 in ELA practiced at P.S. 811Q:

- Reading Milestones
- Wilson Foundations
- Edmark

Balanced Literacy Approaches

To Help the ELLs in Math, the following interventions are used:

- Math Steps
- Ablenet EQUALS

To help the ELLs improve in Social Studies and Social Skills we use:

- Positive Behavior Supports for students with emotional difficulties.
- Functional Communication Approaches for ELLs with severe communication disabilities.

To help the ELLs in Science we use the following interventions:

- FOSS (Full Option Science System)
- Effective Learning Experiences and Unit Planning.
- Bilingual communication boards and augmentative and alternative communication systems (AAC) in the native language and in English.

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

NYSAA 30 students in Grades 3-12 who met the NYSAA eligibility criteria participated in NYSAA.

In ELA, one student attained a Level 1, one student attained a Level 2; 28 students attained a Level 4.

In Math, two students attained a Level 1, one student attained a Level 2, one student attained a Level 3, 26 students attained a Level 4.

In Science, 17 students attained a Level 4, 100%. In Social Studies, 9 students attained a Level 4, 90%.

The NYSAA testing data reveals that 93% of students tested are achieving a Level Score of 4 in NYSAA ELA and 87% are achieving a Level Score of 4 in NYSAA MATH. A test score of 4 is indicative that the student thoroughly demonstrates accuracy and independence.

The students have shown an improvement in their expressive language and communication skills as demonstrated by the ability to use communication boards, Mayer Johnson Symbols, activate augmentative communication devices to communicate their wants and needs. The results of the NYSAA demonstrate that the ELLs who participated in exam developed a knowledge of the content and performed satisfactorily in the assessed subject areas.

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

No new programs will be implemented.

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

There are no plans to discontinue any programs and services for ELLs this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have the same opportunities as their English speaking peers to participate in community based worksites, school social events, girls club, student council, school chorus and band, and after-school extracurricular activities, such as C.H.A.M.P.S. program. Participation in these activities will enable ELLs to practice their acquired language skills and work on their social communication skills in least restrictive environments. P811Q's successful Title III programs of the past four years provided low-tech AAC devices, modes of access and technology training to students in the presence of their families both at school and at home, resulting in enhanced communicative opportunities throughout the day in generalized settings for our ELLs with disabilities. The emphasis was originally on language for social interaction, but the renewed emphasis on 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Transitional Bilingual Education (TBE) and ESL Program:

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 Structured Teaching Strategies are used to facilitate learning and comprehension. To comply with NYC Literacy requirements, each classroom library contains books in the native language and English(TBE). 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.

Currently teachers are using Unique Learning curriculum, Vizzle, Classroom Suite, Attainment Computer Software, SmartBoard E-book Presentations. Currently SANDI/FAST are used as Formative Assessments to determine IEP Goals and Objectives, Student Progress, Instructional Focus and Functioning Levels regarding content and skill.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Age appropriate multi-sensory materials, activities relevant to the interest, cognitive ability, and stage of language development of the student, ESL methodology, and adaptive technology are used to enhance the students' understanding of the content areas.

Assessments are on-going and are administered in Spanish and English. Scaffolding strategies are employed to attain significant ESL and academic development. Some of the scaffolding strategies used are modeling, bridging, and contextualization. However, these strategies are modified and adapted to meet the special instructional needs of the students at P.S. 811Q.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Outreach Efforts are made by the BIS/ESL teachers, School Coach, Assistant Principals, School Unit Coordinators and Parent Coordinator. Parents who do not respond are called and encouraged to attend our school so that we may do an intake with a school team present. Services to newcomers may include: tutoring, buddy program, nurturing environment to facilitate receptive and expressive use of the English language, and/or assignment of alternate placement paraprofessionals. New students are also invited to attend Chapter 683 prior to the academic year.

18. What language electives are offered to ELLs?

ELLs that are standardized assessment can continue to choose a language elective (Spanish or French) if they want to in their inclusive setting. At this time, we do not offer our Alternate Assessment students any language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, we do not offer a dual language program.

C. Professional Development and Support for School Staff

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

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 Spring 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 2014 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 2013- Workshop on: Improving Communication Skills Using Augmentative Devices (for example, iPad) in an Engineered Classroom

January 2014-Workshop on: Assisting articulating ELLs from elementary to middle and /or middle to high school

March 2014-ESL and Bilingual Teachers will attend an in-house workshop on: Use of Augmentative Communication Devices in Literacy Lessons in the ELL Classroom.

September 2013 – June 2014: The ELL liaison teacher will attend all District 75 ELL Compliance Meetings and provide turn key training.

D. Parental Involvement

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

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 underprivileged students. The school (parent coordinator and transition coordinator) partners with community-based organizations (QSAC, OPWDD, YAI) and offers parents of ELLs and non-ELLs the opportunity to attend special workshops on SSI, Guardianship, and Transition Services for graduating students. Parents of ELLs are also invited by Parent coordinator to participate in transition fairs and post-secondary life transition options. Parent Coordinator also provides translators for all workshops given by PS811Q. Parents are also invited to attend Title III 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. We also send out for Title III Parent Surveys to assess what parents need in the home to address communication skills. We also make home visits and provide Saturday Clinics and Workshops on Communication and Access. 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.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Penny Ryan	Principal		11/7/13
Michel Rueda	Assistant Principal		11/7/13
Deniece Jordan	Parent Coordinator		11/7/13
Xiu-Cao Li	ESL Teacher		11/7/13
Rodrigo Cano	Parent		11/7/13
Victoria Donofrio	Teacher/Subject Area		11/7/13
Luis Montoro	Teacher/Subject Area		11/7/13
Maria Petkanas	Coach		11/7/13
	Coach		
Jose Salazar	Guidance Counselor		11/7/13
	Network Leader		
Lisa Calguri	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 5Q811 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: Bengali 3, French 1, Haitian Creole 2, Chinese 8, Cantonese 3, Mandarin 5, Japanese 1, Korean 6, Pashto 1, Polish 1, Russian 2 and Spanish 41
Oral Communication: Bengali 4, Haitian Creole 2, Chinese 5, Cantonese 3, Greek 1, Japanese 1, Korean 6, Mandarin 5, Polish 1, Russian 3, Spanish 41
The availability of translation and interpretation services for our schools written translation and oral interpretation needs (Bengali, French, Haitian Creole, Chinese, Cantonese, Mandarin, Japanese, Greek, Korean, Polish, Pashto, Russian, Spanish) is made known to the school community (staff) via Faculty conferences, memos, department meetings and SLT 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.
- 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.