

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **75Q811**

School Name: **811Q**

Principal: **PENNY RYAN**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 75Q811
School Type: Special Education Grades Served: K-12+
School Address: 61-15 Marathon Parkway, Little Neck, NY 11362
Phone Number: 718-224-8060 Fax: 718-224-5914
School Contact Person: Janet Healy Email Address: Jhealy1@schools.nyc.gov
Principal: Penny Ryan
UFT Chapter Leader: Eric Pekarek
Parents' Association President: Maritza Tong
SLT Chairperson: Alison Middleton
Student Representative(s): Kaitlyn Brennan

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Ave, NY, NY 10011
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-8021503 Fax: 212-8021678

Cluster and Network Information

Cluster Number: D75 Cluster Leader: Tillman Roberto
Network Number: 755 Network Leader: Ketler Louissaint

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Penny Ryan	*Principal or Designee	
Eric Pekarek	*UFT Chapter Leader or Designee	
Maritza Tong	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kaitlyn Brennan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alison Middleton	Member/Chairperson/Secretary	
Todd Faude	Member/ Occupational Therapist	
Debbie Blanc	Member/ Health Teacher	
Brian Schwartz	Member/ Paraprofessional	
Saine Arroyave	Member/ Parent	
Anthony Caponera	Member/ Parent	
Lisa Hahn	Member/Parent	
William Hamilton	Member/Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.811Q is a school for students with multiple disabilities located in 10 sites throughout Queens, NY The mission of PS 811Q is to promote challenging educational and functional opportunities that will enable all students to become participating fulfilled members of a multicultural society. This will enable students to maximize their independence and potential in inclusive environments within our public schools and the global community.

We service students in 9 community school sites and one self-contained main site.

P.811Q has developed a shared understanding of effective instruction through the Danielson Framework and based on our school's mission statement to provide our students with the skills to be as independent as possible while functioning in society. Instruction is individualized and adapted to meet the strengths and needs of all students. All instruction is based on our collaborated CEP goals which focus on communication, vocational skills and assessment driven instruction.

Practices that are evident across all classrooms that reflect a coherent set of beliefs:

- **Curricular:** Implementation of the Unique Learning System which provides a framework for all of our teachers to implement content and age appropriate lessons aligned to the CCLS. All teachers follow the Unique Yearly Units of Study to design their own classroom units of study. The vocational content of Unique is aligned CDOS across all environments and all lessons are differentiated.

The Vocational Skills Program is a major focus of our curriculum. Students are assessed utilizing the Level I and II Vocational Assessment and SANDI to implement an authentic work program. Each middle and high school grade class has a specific vocational focus work program that is integrated into the daily curriculum. Vocational skills include in-classroom cottage industry, in-school work, and community based worksites. Students use Embedded Work Schedules, self-assessments and communication devices during all vocational work experiences.

- **Pedagogical Teaching Strategies:** multiple entry points are provided to meet the learning needs of our students into specific teaching strategies that utilize:
 1. Technology-computers, Smart Boards, I-Pads, I-Touch, PECS, Vizzle, visuals, Mayor-Johnson Symbols and Classroom Suite. All non-verbal students have an individual communication device, in addition to programmatic devices in the classrooms, cafeteria and office of the school.
 2. Naturally occurring routines are embedded into the curriculum through the use of classroom and individual schedules, arrival, departure, mealtime, swim, vocational and leisure routines, small group instruction, differentiated instruction.
- **1.2, 2.2 Assessment Practices:**
 1. NYSAA-implemented for all eligible students for MOSL . Teachers groups collaboratively designed student work sheets and data collection steps to meet this year's activities aligned to the CCLS.
 2. SANDI/FAST- completed on every alternate assessment student in P.811Q. Baseline assessment collected and analyzed to determine individual IEP goals for each student. SANDI assessment helped to drive instruction aligned to CCLS and used to create meaningful assessment driven goals. Coherent instruction is evident throughout the school utilizing SANDI for CCLS aligned IEP goals, Units of Study based on assessment, lesson plans and instruction.
 3. All assessment data for every student is collected in a Student Binder.
 4. Student friendly rubric has been created in which expectations, performance and next

steps are noted and assessed using an age appropriate, star system. Students can utilize rubric to self- assess.

P. 811 Q has used the **Danielson Framework for Teaching** as a guide to elevate our classroom practices and increase our shared understanding of effective instruction. Involved in the Teacher Effectiveness Program for 3 years. ADVANCE feedback used to improve teacher instructional practice. Teachers used the Danielson Framework to design their individual professional goals, where they need and want to improve their instructional practices, in addition to individual planning conferences where teachers and supervisors had conversations on professional goals.

- The School Professional Development Plan was developed by school members based on the Danielson Framework and MOSL. It was distributed to all staff as a well-planned, transparent system of providing teacher development support.
- Teachers from each school unit, age group and ratio group consistently collaborated on Units of Study for the entire school year. Units were designed by teachers for 12:1:1, 6:1:1 and 12:1:4 classrooms and is an ongoing professional activity.
- 7 school inquiry groups were formed this year to work on effective instruction in behavior, health and fitness, prompt dependency, student response time, communication goal writing across environments, SMILE implementation, I-PAD use in communication,
- Department Meetings-review student work, strategies for instruction and assessment.
- A pacing calendar is designed by teachers for monthly Units of Study/Scope and Sequence.
- New teachers collaborate with senior teachers, coach to plan classroom intervisitations.
- Teacher-led Professional Development: SMILE, Behavior, Technology, IEP goal writing.
- Collaboration between Speech Department and Teachers using the Joint Action Routine Strategies (JARS) for lessons.

ADVANCE feedback used to improve teacher instructional practice. Teachers used the Danielson Framework to design their individual professional goals, where they need and want to improve their instructional practices, in addition to individual planning conferences where teachers and supervisors had conversations on professional goals.

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Collaboration between Speech Department and Teachers using the Joint Action Routine Strategies (JARS) for lessons.

I. Vocational School Focus: P.811Q students have designated a class logo to identify their classroom learning focus. Each class has an identified vocational focus that implements a cottage industry which offers a variety of services to the school and community. These industries are implemented in classes that traditionally find it challenging to participate in authentic work. A directory of services is positioned at the front doorway of the school to give visitors the clear understanding of what our school is all about. Cottage industry workshops of authentic jobs include:

- | | |
|---|---|
| 1. Hair salon (Pelequeria) Room 120 | 10. Gardening (Garden of HOPE) Room 102A |
| 2. Nail salon (Meena's Nails) Room 118 | 11. Graphics/Card Shop (Majestic Greetings) 123 |
| 3. Building Maintenance 121 | 12. Ana's Bandanas 208 |
| 4. Café Service (Café Marie) Room 223 | 13. Marathon Marketplace |
| 5. Bow Wow Dog Biscuits 121 | 14. Laundry Spot Service-224 |
| 6. Food Bank-205 | 15. INDTECH-101 |
| 7. Composting-108 | 16. Super Smart Shopping Service-118 |
| 8. Paper Shredding, Furry Towel Service | 17. Lunch Delivery Service-219 |
| 9. Honesty Counts-Voc Ed teacher | 18. Bicycle Repair Service-101 |

II. Communication Skills Across the Curriculum

1. Use of AAC devices for every student who is assessed and in need of an appropriate device and programmatic use in every environment of the school.
2. Use of differentiated daily individual student schedules, activity schedules/embedded work schedules
3. Use of I-PADS and I talks for communication
4. Use of on-the -job social scripts
5. District 75 Communication Profile for each student completed by Speech staff
6. SANDI Communication Assessment

III. Technology Skills throughout the Classrooms- because of the nature of our students' abilities, technology is embedded into lessons, unit planning and instruction.

1. Use of Smart Board in every classroom for small group instruction.
2. A full library of e-books to support our literacy program
3. Classroom Suite software used to implement picture symbols into e-books
4. I-Pads for communication with Pro-lo-Quo to Go Software
5. I- touch used for communication during authentic work activities.
6. Every non-verbal student has access to a personal AAC device for communication

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As of **June, 2014**, 100% of alternate assessment students in the entire school have been assessed utilizing SANDI in the areas of ELA and Math and writing. In addition, Vocational and Communication skills were assessed. Analysis of SANDI baseline data indicates that all students were assessed in reading and math and baseline scores were established. 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 District75 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).

Analysis of data reveals that we will be focusing our efforts on ELA and Math achievement, but because of the nature of our school, we will focus on Vocational achievement also.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous Instruction: By June 2015, students will improve mastery of reading, math and vocational skills as evidenced by a 5% increase over baseline scores as evidenced by data collected on the appropriate formative assessment (SANDI).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>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, 8:1:1, 9:1:3 class ratios)</p> <ul style="list-style-type: none"> Training on use of SANDI assessment and analysis of data collected Baseline data collected on SANDI Utilization of EBook technology on SMART BOARD to implement literacy program Utilization of switch adapted EBooks for student participation in reading program Utilization of project based learning in classrooms to address the CCLS Using real world experience (community based programming) to address the CCLS math skills Development of in-house vocational activities/cottage industries to strength CCLS math and ELA skills Development and continuation of in-house vocational activities/cottage industries to increase real world vocational skills Use of small group and individual groupings during classroom lessons for differentiated learning Use of routines to integrate ELA and math skills into daily classroom activities 	<p>All classroom teachers, cluster teachers</p>	<p>9/14-11/14 9/14-11/14 9/14-6/15 9/14-6/15 9/14-6/15 9/14-6/15 9/14-6/15 9/14-6/15 9/14-6/15 9/14-6/15</p>	<p>4. : Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, Technology Education teachers, Speech Therapists</p>
<ul style="list-style-type: none"> Ongoing PD for school staff addressing CCLS Utilization of rubric to examine student work Use of student friendly STAR rubric with next steps for student improvement Ongoing PD on utilization of SMART BOARD for literacy activities Creating and using student daily schedules Common planning time to review and analyze student work and develop action plans for next steps weekly. PD on designing unit plans based on Unique curriculum (9/14 PD and implementation of SANDI assessment. Development of individualized goals related to CCLS. IEP goals that are aligned to CCLS 	<p>Classroom And Cluster teachers</p>	<p>9/14-6/15 9/14-6/15 9/14-6/15 9/14-5/15 9/14-6/15 9/14-6/15 9/14-11/15 9/14-6/15 9/14-6/15</p>	<p>Teachers, coach, Principal, Assistant principals</p>
<ul style="list-style-type: none"> 1PD on ELA lessons aligned to CCLS 	<p>Classroom and cluster teachers</p>	<p>9/14-6/15</p>	<p>Assistant Principals, coach</p>
<ul style="list-style-type: none"> Number of satisfactory (Developing, Effective, Highly Effective) lessons observed in which there is alignment to CCLS (Literacy/Math) 	<p>Classroom and cluster teachers</p>	<p>9/14-6/15</p>	<p>Principal, Assistant Principal</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The district has purchased “Unique Learning System” to use their Transition Passport system as a curriculum guide. We also purchased STEM and will purchase Equals for classes. We will continue to use the Eden curriculum. 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 also has a vocational component. The school employs a Transition Linkage Coordinator, Job Developer and District 75 Transition Coach and school coach. Administrators are providing professional development on alignment of CCLS, CDOS and the Danielson Rubric for utilization during formal and informal observations. We are utilizing grant programs from Grow to Learn to Learn for STEM, ELL for Arts to address our bilingual and ELL student achievement, Mighty Milers for STEM enrichment.(Pillar 1)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We are utilizing tax levy money to provide curriculum materials. Unique Learning Curriculum, SANDI Assessment, HAP grant, Grow to Learn grant. Arts for ELL grant, Donors Choose grants for materials, ELA and Math are integrated into Mighty Milers grants. We offer an after school program, C.H.A.M.P.S is an after school program used to enrich self-confidence.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

4. SANDI Baseline collected 11/14, comparison of final data, 5/15. Number of students showing an increase of scores in math, ELA and Vocational skills.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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 January, 2014, all students 14 years old or older (210 students), 81% were participating in authentic jobs in the community, school and classroom. 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, 2014, students were working in 34 work sites in the community including McDonald’s, Taco Bell, Oakland Lake and Movie World. Each 12:1:4 and 6:1:1 classroom at the main site has an in-house vocational focus that includes, a haircutting salon, nail salon, Graphics, greeting cards, and Gift Wrap Central. There are over 32 school based jobs and programs in effect. PS811Q has partnered with 51 community agencies.

As of June, 2014, 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. 0% have been placed in competitive employment.

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.

<ul style="list-style-type: none"> vocational development assessment Assign students to community/school work programs and ongoing) Take baseline of current number of students participating in authentic jobs and number of graduating students who can work in community competitive employment Design and implement a data collection sheet Provide Professional Development to job coaches/school staff on authentic jobs and competitive employment in the school and community Provide Professional Development on implementing a task analysis strategy for authentic work sites Review data Students complete job inventory preference form to determine job site assignments (Design appropriate transitional (job skill) goals for each student 	Teachers, students participating in community work	9/14-6/15 9/14-5/15 9/14-10/15 9/14-11/14 9/14-10/14 1/15-5/15 10/14-6/15 10/14-6/15	
<ul style="list-style-type: none"> Implement Inquiry Teams based on vocational needs. 	teachers	11/14-6/15	teachers
<ul style="list-style-type: none"> Partner with PROMISE Grant to provide additional opportunities for competitive employment in the community. (Pillar 4) 	Teachers, students between ages of 14-16	10/14-6/15	District Transition Coach, School Transition Coach, teachers, paraprofessionals
<ul style="list-style-type: none"> Train students to use travel training skills to access worksites in the community 	Students in travel training program	9/14-6/15	District 75 travel training

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

4. 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. We are recipients of a \$41,000 grant from PROMISE Grant to provide more employment opportunities to students between 14-16 years old.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Promise Grant, HAP Grant, ELA for Arts Grant, Grow to Learn Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

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, 2014 and spring, 2015. 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. This way, parents can learn more about their child's career education. (Pillar 3) Students job inventory preference forms will be collected and analyzed to evaluate program effectiveness

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- A review of data reveals that the school was placed on the Persistently Dangerous list because of a total of 12 “weighted” incidents involving a pattern of physical aggression towards others. The school designed an Incident Reduction Plan to implement goals and strategies to reduce weighted incidents. The school collaborated with the Institute for Behavior Research so that 100% of staff that work with students with behavioral challenges had a BIP completed and 3x a week of specialized training to implement behavioral strategies. Data reveals that our VADIR index decreased from 1.66% (2012-2013) to 0.66% (2013-2014).
- A review of last year’s data indicates that the school was able to reduce the amount of weighted incidents with the collaboration of IBR. This year we have built capacity so that our teachers are able to collaborate and implement FBA’s and BIPS based on what they have learned for IBR. We have 3 certified BCBA’s

A review of school data and statistics indicate that there are 28 one to one behavioral support paraprofessionals working with students. Our goal is to have 100% of these students with completed FBAs and BIPS by June 2015.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Collaborative Teams: By June, 2015, through the implementation of strategies from collaborative inquiry teams, incidents of challenging behaviors will be reduced by 10% as measured by data supported FBAs of students with patterns of physical aggression/altercation towards others

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of Trust

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>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) who exhibit challenging behaviors and are assigned 1 to 1 behavioral support paraprofessionals.</p> <ul style="list-style-type: none"> Teachers will form Collaborative teams to address the behavioral needs of their students. Teams will meet on a weekly basis Collaborative teams will research and discuss strategies to implementing individualized behavior plans. Behavioral support teachers will collaborate with their colleagues to help implement BIPs in the classrooms. Teachers will provide PD and support to each other on extended PD days and Superintendent PD days Recognize the talents and expertise of our teachers in the field of positive behavior supports (Pillar 2) Encourage teachers to learn from one another and assist each other with behavior supports (Pillar 2) 	<p>Teachers, students with behavioral challenges and one to one behavior support paraprofessionals</p>	<p>9/14-6/15</p>	<p>Newly hired Behavior Support Coach, Collaborative behavioral Inquiry teams, Collaborative classroom meetings with teachers, support staff, Administrators, School Coach</p>
<ul style="list-style-type: none"> VADIR scores will be reviewed regularly, and walk-throughs will be conducted to review safety measures in school. 	<p>Administrators, teachers</p>	<p>9/14-6/15</p>	<p>Newly hired Behavior Support Coach, Collaborative behavioral Inquiry teams, Collaborative classroom meetings with teachers, support staff, Administrators, School Coach</p>
<ul style="list-style-type: none"> FBA's will be completed for each student. 	<p>Students with behavioral challenges</p>	<p>9/14-6/15</p>	<p>Newly hired Behavior Support Coach, Collaborative behavioral Inquiry teams, Collaborative classroom meetings with teachers, support staff, Administrators, School Coach</p>
<ul style="list-style-type: none"> Teachers form strong teams to analyze student antecedent behaviors. Teacher teams make proposals to admin for inquiry work. They are responsible to keep minutes, attendance sheets, next-steps. Admin does "pulse checks" to ensure 	<p>Teachers</p>	<p>9/14-11/14 9/14-12/15</p>	<p>Newly hired Behavior Support Coach, Collaborative behavioral Inquiry teams,</p>

<p>protocol is followed & advancement made.</p> <ul style="list-style-type: none"> • Proposal form created for teams to use for inquiry work. Teams provide copies of agendas, minutes, attendance & next steps to admin for review. • Teacher teams meet regularly & support/mentor each other. • Weekly Collaborative Department Meetings to address curricular issues for improving behavior. • Three BCBA certified staff (2 teachers & 1 Psychologist) along with SBO position for a Behavioral Intervention Specialist-one day per week in place to support students & staff. • Inquiry teams using a model of distributive leadership in which all teams rotate roles. • Utilize a collaborative process for addressing issues for our most behaviorally challenged students. The use of supports & built staff capacity through IBR, BCBA certified staff, consultant model & teacher teams. • Provide specific behavioral strategies & supports through PD & classroom modeling. • Rotation of roles/distributive leadership during all meetings. • Provide common planning time through department meetings and extended day PD. • Team teaching to teach social /communication skills across our various populations. 		<p>9/14-9/14</p> <p>9/14-6/15</p> <p>9/14-9/14</p> <p>9/14-6/15</p>	<p>Collaborative classroom meetings with teachers, support staff, Administrators, School Coach</p>
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Student voice in the form of a Student Council, Club Formations and building of self-esteem through clubs
2. PROMISE Grant for job placement opportunities in the community based on student preferences
3. Create inquiry teams with a focus on behavior, curriculum
4. Utilize the services of School Behavior Specialist on a consistent basis to help staff implement BIPs with students with challenging behaviors
5. Complete FBAs and BIPs for all students who have one to one behavioral support services.
6. Inquiry Collaborative teams meet on a consistent basis, hand in proposals, keep data on work, review data and present results of collaboration with colleagues.

Weekly summary notes kept by collaborative teams and Behavioral Specialist when implementing BIPs.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

BOOST Grant-self-defense program. RESO-A grant for school security cameras at all exits. Institute for Behavioral Research Collaboration Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Completed FBAs for all students with behavioral challenges 1/15
- Completed BIPs for students with behavioral challengers 1/15
- Implementation of BIPs in each classroom and school environment 9/14-6/15
- Daily data collection 9/14-6/15
- Mastery of Behavioral IEP goals 6/15
- Decrease of 10% of challenging behaviors and decrease on VADIR score.6/15

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As of June, 2014, 137 formal and informal observations were completed for 50 teachers. Only one teacher received a “Developing” overall rating. A review of the ADVANCE data on MOTP Score Tracker reveals that the component where teachers had the most “developing” ratings was in Domain 3 Instruction-Using Questioning and Discussion Techniques. The component was scored 166 times during formal and informal observations during the 13-14 school year. 29 of these ratings (17%) were rated “developing” or below on the component.

A review of ADVANCE data indicates that we need to provide PD on appropriate questioning and discussion techniques that meets the needs of our students with social and communicative challenges. Professional Growth Plans revealed that this component was designated as a problem area.

As a result of this data, we will focus our ADVANCE training using the Danielson on providing PD for teachers on this component. Our goal focuses on a 10% increase from 83% of teachers getting an “effective” rating on this component.(From 137 teachers with effective rating to at least 151 teachers)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Effective School Leadership: BY June, 2015, there will be a 10% increase in “effective” ratings for Teachers in the ADVANCE component 3b for “Using Questioning and Discussion Techniques” as evidenced from Advance Score Tracker data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Teachers	9/14-6/15	Principal, Assistant
<ul style="list-style-type: none"> • Use of Danielson rubric to frame observations & actionable feedback.(Pillar 2) 			

<ul style="list-style-type: none"> All teachers fill out Professional Growth Plans which are used for discussion/talking points during Initial Planning Conferences. (Pillar 2) High expectations for students & staff/generalization of skills in Questioning and Discussion techniques. Use of Unique pre & post-tests, HAP assessments, SANDI-identify & flag IEP goals, use of Level I & Level II vocational assessments, CDOS. Use of technology, computers, Smart Boards to address Questioning and Discussion techniques with students with disabilities. (Pillar 1) Implementation of Best Buddies Program to increase achievement in academic skills. 	<p>Teachers, classroom, cluster</p> <p>Teachers</p> <p>Teachers, paraprofessional</p> <p>Teachers</p> <p>Teachers and 6:1:1 students</p>	<p>9/14-9/14</p>	<p>Principals, School based coach, School Collaborative Inquiry teams.</p>
<ul style="list-style-type: none"> Review focus components of this year's Danielson, Looking at 8 components for evaluation Form a teacher collaborative team that looks at how questioning and discussion looks for the student with severe cognitive challenges with a finished product guide (Pillar 3) Department meetings held on weekly basis that addresses this component and its implementation Formation of Teacher collaborative inquiry teams to research the components implementation in the classroom Give actionable feedback to teachers on Danielson rubric during observations. 	<p>Teachers</p> <p>12:1:4 teachers</p> <p>Teachers of 3 ratio cohorts</p> <p>Teachers</p> <p>Teachers</p>	<p>9/14-9/14</p> <p>12/14-6/15</p> <p>4/14-6/15</p> <p>10/14-6/15</p> <p>9/14-6/15</p>	
<ul style="list-style-type: none"> PD on alignment of CCLS to using selected component of the Danielson rubric, the teachers learn to understand how to enhance best practices and focus on student progress. 	<p>Teachers</p>	<p>9/14-6/15</p>	
<ul style="list-style-type: none"> Provide PD on appropriate Questioning and Discussion Techniques for each ratio group. 	<p>Teachers</p>	<p>9/14-6/15</p>	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principals, School based coach, School Collaborative Inquiry teams.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Grow to Learn grant parent participation, Arts for ELLs grant, HAP grant for STEM (Pillar 1)

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

6. Review ratings on component 3b after teacher observations are completed, End of year summary data on ADVANCE ratings.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A review of baseline data collected SANDI (item # 21)-“Requesting” mastery of IEP goals. Analysis of last year’s data reveals 90% of students showed improvement by meeting goal criteria & 93% students showed a decrease in the level of prompting needed moving toward more independent skills.

SANDI is aligned to our curriculum and teachers write IEP goals based on assessment in SANDI.

Ongoing review was done of student work with a unified rubric to rate every piece of student work & provide feedback to students in terms of how successful they were & what the next steps should be. The rubric indicates the skill, expectation, next steps & comments. It includes “Try Harder” (1), “Approaching”(2), “Meeting Expectation”(3) & “Exceeding Expectation”(4).

Teams met regularly to analyze student work, data progress monitor & make revisions in both complexity & instructional strategies. The Unique Learning System is aligned to CCLS-Teachers adapt the curriculum further to meet the needs of their students. Teachers follow yearly units of study & develop units of study at the classroom level.

As of June, 2014, 137 formal and informal observations were completed for 50 teachers. Only one teacher received a “Developing” overall rating. A review of the ADVANCE data on MOTP Score Tracker reveals that the component where teachers had the most “developing” ratings was in Domain 3 Instruction-Using Questioning and Discussion Techniques. The component was scored 166 times during formal and informal observations during the 13-14 school year. 29 of these ratings (17%) were rated “developing” or below on the component.

A review of ADVANCE data indicates that we need to provide PD on appropriate questioning and discussion techniques that meets the needs of our students with social and communicative challenges. Professional Growth Plans revealed that this component was designated as a problem area.

As a result of this data, we will focus our ADVANCE training using the Danielson on providing PD for teachers on this component. Our goal focuses on a 10% increase from 83% of teachers getting an “effective” rating on this component.(From 137 teachers with effective rating to at least 151 teachers)

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. Out of a total of 401 students registered in our school, 175 students need some form of augmentative communication device to fully participate in school, home and the community.

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, 2014 indicates data for prompt levels using the I-PAD indicates that 100% of participating students in I-Pad program decreased their level of prompting to a more independent level.

The students’ communication skills were assessed utilizing SANDI and the District 75 Communication Profile. Baseline data taken by December 2013 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, 2014, end of the year item data analysis collected on Item # 21 in SANDI indicates that 13 out of 15 students (93%) showed an increase in performance level. 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 meets 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.

A review of June 2014 data from the Title III grant indicates that 24 ELL students were served by this program. Parents of all 24 students were trained in Unique Learning Curriculum and use of device in the home. A team was formed to provide training to teachers and parents on the use of voice output devices and computer programs that were given to family for home use. Home visits were conducted by the team to help parents utilize devices and technology in the home.

Results of this review of successful data indicate that we will again engage our parents in this program so that they can better support their child’s education. (Pillar 3)

During the 2014-15 school year, the school will focus on our early childhood classes- Grades K-2 and Grades 3 and 4 (Pillar 1) and grades 10, 11 and 12. (Pillar 1) We are expanding device use to I-Pads, Voice output devices and computer programs (Pillar 1)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Strong Family Community Ties: By June 2015, there will be improved student mastery of communication skills as evidenced by a 7% increase in student’s use of appropriate technology devices in a minimum of 7 generalized settings within school and in the community

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • 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 receive an I-PAD as a communication device 	<p>15 students with</p>	<p>9/14-9/14</p>	<p>Classroom teams, including teacher, paraprofessionals, related service, administrator, School</p>

<p>that contained a software program called “ProLoquo2Go”. This program utilizes Mayer-Johnson symbols which students activate on the screen to communicate. Teachers will update program.</p> <ul style="list-style-type: none"> Classroom teachers will continue to participate in professional development presented by our Speech Therapists to better utilize I-Pads during at least 7 selected environments 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. Classroom teachers will increase the rigor of using the I-PAD, and Voice output devices by continually updating the program and giving students higher level work. 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 communication devices 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”. 	<p>disabilities from 12:1:1, 12:1:4 and 6:1:1 groups</p> <p>Teachers, Speech therapists</p> <p>Speech Therapists</p> <p>Non-verbal students, teachers</p> <p>Parents, students in ELL</p>	<p>9/14-6/15</p> <p>9/14-6/15</p> <p>9/14-6/15</p> <p>9/14-11/14</p>	<p>Collaborative Inquiry Team, school coach, cluster teachers, parents of students using communication devices</p>
<ul style="list-style-type: none"> Baseline data on communicative responses completed from by participating classes (15 students) Design of appropriate data sheet by 12/14 Professional Development includes: Review ProLoQuo2Go, use of IPad in classroom lessons, collection of and analysis of data monthly. Review and graph data 2/15 and 6/15 Evidence of lesson plans utilizing I-Pad technology – 1/15, 3/15, 6/15 Appropriate lesson plans written to address I-Pad and communication device lessons reviewed weekly 1/15 through 6/15 Pre and Post video of I-Pad lesson and use of core vocabulary (1/15 and 6/15) 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 12/14 and continuing monthly through 6/15 	<p>Students, teachers</p> <p>Teachers</p> <p>Teachers, paraprofessionals Teachers, Speech Therapists</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>12/14-1/15</p> <p>10/15-11/15</p> <p>11/14-6/15</p> <p>2/15-6/15</p> <p>1/15-6/15</p> <p>10/14-6/15</p> <p>1/15-6/15</p> <p>12/14-6/15</p>	<p>Communication Team</p> <p>Teachers, Speech teachers</p>
<ul style="list-style-type: none"> Provide in school and at-home training for parents on use of device in the home and their community. (12/14-5/15) 	<p>parents</p>	<p>12/14-6/15</p>	<p>Communication Team of Title III</p>

<ul style="list-style-type: none"> • Use of Title III grant to train parents on use of device in the home and community. • Visits to students in the community to demonstrate use of device in the home. 	Parents, Communication team	12/14-6/15	Communication Team of Title III
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

5. Classroom teams, including teacher, paraprofessionals, related service, administrator, School Collaborative Inquiry Team, school coach, cluster teachers, parents of students using communication devices and Title III grant and RESO-A grant.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
RESO-A grant,									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Students will be evaluated on their communication progress utilizing SANDI Assessment, and the District 75 Communication Profile by 11/14.
- 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. 9/14-6/15
- 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. 12/14

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students in Level 1/2 and Holdovers	Teachers College Resource Library: Professional Resources with instructional strategies to help improve student learning Test Preparation using Ready New York program:	Small groups Small groups	During the school day During the school day
Mathematics	Students in Level 1/2 and Holdovers	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	Students in Level 1/2	Graphic Organizers and Symbols (Boardmaker): to connect reading to writing	Small groups	During the school day
Social Studies	Students in Level 1/2	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.)	Students in Tier 2 with at-risk behaviors And Tier 3 with high risk behaviors	Social Stories: small narratives created to help students to better understand social-emotional issues	Small groups and one-to-one	During the school day

Section 7: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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

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

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

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

Part A: School Information	
Name of School: P811Q	DBN: 75Q811
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There are 404 students on register at P811Q, of which 86 are English Language Learners (ELLs). The ELLs comprise 21% of the student population. Of the 86 ELLs, 11 are in one self-contained bilingual Spanish class in grades 7-12. Seventy-five ELLs are in monolingual classes and 44 are currently receiving ESL instruction from 3 ESL teachers. Thirty-one students are presently served as per their IEPs as x-coded students, who are tested yearly with NYSESLAT. In grades K-12, the language groups represented in the P811Q organization are Spanish (51), Chinese (14), Russian (3), Bengali (4), Korean (6), Haitian (2), Hindi (1), Pashto (1), Japanese (1), Burmese (1) and Malayalam (1) and Vietnamese (1). During the 2013-14 school year 78 ELLs in grades K-12 participated in the Spring 2014 NYSESLAT. In grades K-8, two ELLs scored at the intermediate level of English proficiency and 14 at the beginning level. In grades 9-12, fifty ELLs scored at the beginning level, 4 at the intermediate level and 7 at the advanced level. One 12th grader participated in the test, but received no scores. All ELLs follow a curriculum based on the alternate grade level indicators and the common core learning standards. They are assessed through the Student Annual Needs Determination Inventory (SANDI) and other assessment tools (NYSESLAT, NSYSAA and data on mastery of IEP goals). Most of the ELLs at P811Q remain at the beginning level of English language proficiency, due to the severity of their intellectual and linguistic disabilities.

Participating in the 2014-15 Title III program are 3 ESL teachers, who hold NYS certificates in ESL, one of whom also holds a NYC ESL license. The assistant principal who coordinates the Title III program holds a NYS ESL certificate and a NYC ESL license; she will supervise the Title III program. Four paraprofessionals who speak either Spanish, Chinese, Korean or Bengali, will participate in the program. Paraprofessionals speaking other languages will be paid from another budget if needed. It is necessary to have paraprofessionals from diverse language backgrounds participate in the Title III program to enable our students and their families to access the Title III program.

P811Q's successful Title III programs of the past five years were focused on the use of technology to allow ELLs with significant disabilities access to communication across multiple contexts. The program began by providing low-tech alternative/augmentative communication (AAC) devices, switch access and technology training to students in the presence of their families both at school and at home, resulting in enhanced participation in academic and communicative opportunities throughout the day. The emphasis was originally on language for social interaction, but the emphasis nationwide 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. Advances in technology now allow English language learners with severe disabilities previously unimagined access to content matter at a level meaningful to students with physical and intellectual disabilities and language deficits. All students at P811Q can now participate in interactive SmartBoard lessons through the use of wireless switches or touch screen technology, and they can follow directions and respond to questions using voice output devices, laptops or i-pads. Using a computer with a touch screen, or other mode of access, students can also engage in

Part B: Direct Instruction Supplemental Program Information

independent activities, including homework, related to the lesson. They have the means as well to engage in social interaction throughout the day with peers, staff, family and members of the community.

P811Q students follow an alternate curriculum aligned to the Common Core Learning Standards (CCLS), The Unique Learning System, which is graded and then further differentiated for the entire continuum of severe intellectual disabilities. The Unique Learning System builds literacy skills across the content areas for both ELLs and monolingual students. It provides leveled books and student activities in monthly units that are aligned to the common core learning standards. Until very recently, students with severe disabilities have not been able to actively engage with learning materials either at school or at home. The use of VIZZLE, an online application now aligned to the Unique monthly topics, allows teachers to create books and interactive activities related to the monthly unit from symbol systems, digital images and photographs so that students can engage in meaningful activities aligned to the monthly unit using their wireless switches, i-pads and laptops containing text, symbols and pictures. Although many families have home computers (a must for their general education offspring), students with significant intellectual and/or physical disabilities have not been able to use them. Vizzle provides that opportunity through the use of a student player installed on the student's computer or i-pad.. P811Q will purchase or renew 4 subscriptions to VIZZLE for our bilingual/ESL teachers and coach. Families have also requested having the visual supports for self-regulation used at school (e.g., daily schedules, activity schedules and motivational systems, etc.) made available to them at home. Using Title III funds, the school plans to purchase for our bilingual/ESL teachers 3 subscriptions to Boardmaker online, a web based application comprised of 4500 core symbols and thousands of supplementary symbols for the creation of individual communication boards and systems. VIZZLE and Boardmaker together will result in increased capacity and opportunity for ELLs with severe disabilities to communicate and learn.

Research shows (see Y, Saito and Ann Turnbull in Research & Practice for Persons with Severe Disabilities 2007, Vol. 32, No. 1, 50-65 Augmentative and Alternative Communication Practice in the Pursuit of Family Quality of Life: A Review of the Literature for references pertaining to ELLs with disabilities) that families want to partner with professionals for knowledge and support for the use of technology at home and in the community, and that professionals need to find ways to deliver this support. The Title III Supplemental Program for ELLs, entitled, "Access through Technology: Enhancing Literacy for English Language Learners." will serve 26 ELLs with a significant intellectual or developmental disabilities in 12:1:1, 8:1:1 and 6:1:1 ratios in grades K-2, 3-4 and 10 through 12, who have either entered the school for first time (K), or who scored at the beginning level of NYSESLAT during the 2014 Spring administration, or else received no score. Direct instruction to a group of ELL students determined by age and class ratio (8:1:1, 12:1:1 and 6:1:1) on one of 3 Saturday sessions with the participation of a family member will focus on using VIZZLE, a web-based application aligned to the Unique Learning System designed for students with disabilities. Each group of students and their families will be instructed by an ESL teacher and 4 paraprofessionals who speak the students' home languages (Spanish, Bengali, Chinese and Korean) in using VIZZLE to engage in CCLS-aligned activities. Two paraprofessionals for each Saturday session will be paid through the Title III budget; any others needed, for language purposes, will be paid through another budget.

Part B: Direct Instruction Supplemental Program Information

Instruction will take place in the P811Q multi-media lab from 9 a.m. to 12 p.m. on 3 Saturdays between January and April 2015. Due to the severity of the disability groups at P811Q, twelve home visits by a certified ESL or bilingual teacher and a bilingual paraprofessional, each for a duration of 2 hours, alternately on Wednesdays from 5 pm to 7 pm, and Saturdays from 10 am to 12 pm for a total of 24 hours (12 visits) will be made to install the VIZZLE student player and to demonstrate and teach the use of VIZZLE within the context of the home. Home visits by the bilingual/ESL team will be made at the request of the family. Schedules and other visual systems created with Boardmaker for use at home will also be demonstrated. Monolingual teachers of the ELLS will be invited to participate in the Saturday training so that direct instruction to students will continue throughout the school day. They will be paid from another budget.

VIZZLE allows students with significant disabilities to engage in activities aligned to the themes of The Unique Learning System through the use of a student player installed on a computer, laptop or i-pad. Parents will be asked to bring their laptops or i-pads, if they have one, so that student players can be installed on them. Families who do not have portable devices will have the use of one at the Saturday session and will be instructed in how to install the player on their home computers. They may also request a home visit for assistance with installation and use of the VIZZLE student player. Wherever instruction takes place, assistance will be provided to families by an ESL teacher and bilingual paraprofessional as they are taught how to engage their children in activities specifically designed for their children's abilities. To create individual visual schedules and motivational systems for home and classroom use, 3 licenses for the "Boardmaker" software program will be purchased for teachers with the ELLs in their classes. The language of instruction will be English, with the bilingual paraprofessionals offering instructional support to students and parents and serving as interpreters as necessary.

Training for students will consist of instruction in the use of Vizzle in the context of model lessons aligned to the Unique Learning Systems's current theme. Family members will observe the process and learn how to use VIZZLE to assist their children in completing assignments. The theme of the training will be using technology to access the Unique Curriculum in order to enhance literacy across the content areas for English Language Learners with significant intellectual and communication disabilities. Following the model lesson, students will use laptops or i-pads to engage in specially designed work related to the lesson using either a special student player or other web applications. Families will be shown how they can assist their children in completing assignments at home and explore supplementary resources using these applications. Sample activities will be given to parents for them to do at home with their children, and opportunities for further assistance will be described. Also demonstrated will be the use of visual supports to help students plan and carry out assignments and other tasks independently.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

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

Teachers have been trained in the past on the use of alternative/augmentative communication (AAC) and various modes of access so that all students at P811Q have a means of interacting in classroom lessons. Teachers have also been trained in how to create interactive E-books for students whose needs cannot be met by commercially published materials (the majority of alternate assessment students). What is needed now is the means to increase active engagement on the part of students and the means for them to work more independently on assignments both in school and at home. To this end, teachers and paraprofessionals will be trained to use VIZZLE, a web-based technology tool to create differentiated materials aligned to both the curriculum and the common core standards for use at school and at home. Examples of such materials include electronic books, matching boards, interactive games, quizzes and writing assignments in text and in formats using digital images and pictures and picture symbols as modes of expression. Teachers will also be trained to use on-line tool to assess and track student progress.

Professional Development on the use of Vizzle will be offered to 3 bilingual/ESL teachers and 4 bilingual paraprofessionals representing the principal language groups at P811Q - Spanish, Chinese, Bengali and Korean (If needed, paraprofessionals speaking other languages will be paid through another budget). Training will also be open to monolingual teachers with ELLS in their classes, and they will be paid through another budget. Two 3-hr training sessions (a basic and an advanced) by TechKNOW Associates (trainers for VIZZLE) will take place after school in the P811Q computer lab from 2:30 pm to 5:30 pm on 2 Monday afternoons prior to the commencement of the instructional program for a total of 6 hrs. hours. The first session will cover the basic use of VIZZLE's ready-made activities, and the second will teach participants how to use VIZZLE to create individualized student activities. Monolingual teachers and paraprofessionals with ELLS in their classes will be invited to attend and will be paid from another budget. Teachers and paraprofessionals will learn to use VIZZLE to design differentiated lessons and activities aligned to the CCLS and the Unique Learning Systems's units of study. Paraprofessionals will also learn how to assist students in using the applications to complete extension activities and assignments. The bilingual/ESL teachers and paraprofessionals will be thus prepared to instruct ELLS and other students in their classes in using technology to engage in Unique Learning System -aligned activities, and they will be able create activities so that parents can assist their children in completing homework assignments through the VIZZLE student player. As a result of this professional development

Part C: Professional Development

series, teachers, paraprofessionals, students and families will have the skills necessary for them to provide or engage in challenging, motivating learning experiences aligned to the Common Core Standards in ELA across the content areas, following best practices in ESL strategies and methodology for ELLS .

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELLs at P811Q will be invited to attend one of two meetings, day (paid for through another budget) and evening, explaining both the Title III Program and how VIZZLE is used with the Unique Learning System at P811Q for all alternate assessment students in Grades K-12, including ELLs. The Unique Learning System is a comprehensive web-based curriculum, aligned to the Common Core Learning Standards, specifically designed for students with significant physical and/or intellectual and communication disabilities. The curriculum has 4 bands (Elementary, Intermediate, High School and Transition) sharing a common monthly theme and is further differentiated for use with the entire spectrum of significant disabilities. The meaning of the CCLS for ELLS with significant disabilities and how they address the needs of both monolingual students and ELLS in the teaching of ELA across the content areas will be discussed. Demonstration of an ELA lesson with differentiated content area materials and using ESL methodology as part of a learning experience will provide a concrete example of best practices in teaching ELLS with severe disabilities. Parents will then observe a model lesson in which students are actively participating in the lesson at the SmartBoard and through the use of Vizzle to engage in independent work. Teachers will demonstrate how homework assignments and extension activities are added to individual student Vizzle folders that can be accessed at home through the student player.

Each meeting will be led by two members of the P811Q bilingual/ESL Title III team, which consists of Diana Parisy, AP and certified ESL teacher, Xiu Cao Li, certified ESL teacher, Tanya Quinones and Victoria Donofrio, special education teachers with ESL extensions. Four paraprofessionals who speak the parents' language (Spanish, Chinese, Bengali and Korean) will be in attendance and will serve as interpreters. If paraprofessionals speaking other languages are needed for interpretation, they will be paid through another budget. Parents will be notified of the parent meetings by a flyer in their native language sent through their child's book-bag and by mail 10 days in advance of each meeting. Outreach to parents by telephone will be conducted by a bilingual staff person. Parents will be notified of the Title III program by the official Title III letter which is sent via mail in their native language .

Part D: Parental Engagement Activities

At the meetings, parents will have the opportunity of viewing the Unique Learning System that their children use at a school. The Unique Learning System is aligned to the CCLS and is used by all alternate assessment students at P811Q. Parents will also see a demonstration of some of the Vizzle activities and schedules created with Boardmaker software by teachers for students to use to interact in class, for independent work and for homework. Parents will be encouraged to sign up for the Saturday instructional workshops for students and families to further explore the use of Vizzle for English language learning in order to assist their children in completing tasks and other assignments at home as an extension of their school experience.

The parent meetings will be held during the day (at no cost to Title III) and in the evening at the January parent meeting. Each will last 2 hours. At the meeting, parents will be provided with the Saturday training dates and encouraged to sign up for one. A survey of their home computer equipment will be made at that point, or in a follow-up letter, or by telephone.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	6241.54	
<ul style="list-style-type: none"> • Per session • Per diem 	311.20 Support Staff	1 Secretary x 10 hrs. x 31.12 = 311.20
	439.08 parent training	Parent Training: (1 two-hr. evening workshop repeated during day: 1 Supervisor x 1 session x 2 hrs. x 52.84 = 105.68 1 Bilingual or ESL teacher x 1 session x 2hrs x 50.50 = 101.00 4 paraprofessionals x 1 session x 2 hrs x 29.05 = 232.40
	1606.20 professional development	Professional Development 3 Bilingual/ESL teachers x 6 hrs x 50.50 = 909.00 4 paraprofessionals x 6 hrs. x 29.05 = 697.20
		Instructional Component: 1 Supervisor x 3 sessions x 3 hrs. x

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>1975.86 Instructional Pgm. (Saturday Trainings)</p> <p>1909.20 Instructional Pgm. (Home Visits)</p>	<p>52.84 = 475.56 (Saturday) 1 ESL teacher x 3 sessions x 3 hrs. x 50.50 = 454.50 4 paraprofessionals x 3 sessions x 3 hrs x 29.05 = 1045.80</p> <p>1 Bilingual/ESL teacher x 12 visits x 2 hrs x 50.50 = 1212.00 1 bilingual paraprofessional x 12 visits x 2 hrs x 29.05 = 697.20</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1800. Staff Development Trainer	<p>TechKNOW Associates Corporation Vizzle training Two 3hr . workshops @ 900.00 ea = 1800.</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	18.26	Office supplies
<p>Educational Software (Object Code 199)</p>	2890.20 . Boardmaker and Vizzle Subscriptions	<p>Boardmaker subscription @359.10 ea. x 2 = 718.20</p> <p>Vizzle subscriptions @ \$ 543. ea x 4= 2172.00.</p>
Travel	_____	_____
Other	250.00 refreshments for parents	Refreshments for parents 250.00
TOTAL	11,200	11,200

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	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

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
Total	43	0	43	19	0	19	27	1	27	89
Number of ELLs who have an alternate placement paraprofessional: <u>14</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE <u>Spanish</u>							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	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!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									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 strenghts 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 profecency level. These identified students receive RtI, those in Tier 3 receive Intense and Individualized Instruction, as well as extra attention,activites 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. Adminstrators, 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. [①](#)

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 proficiency 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 received 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			

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

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

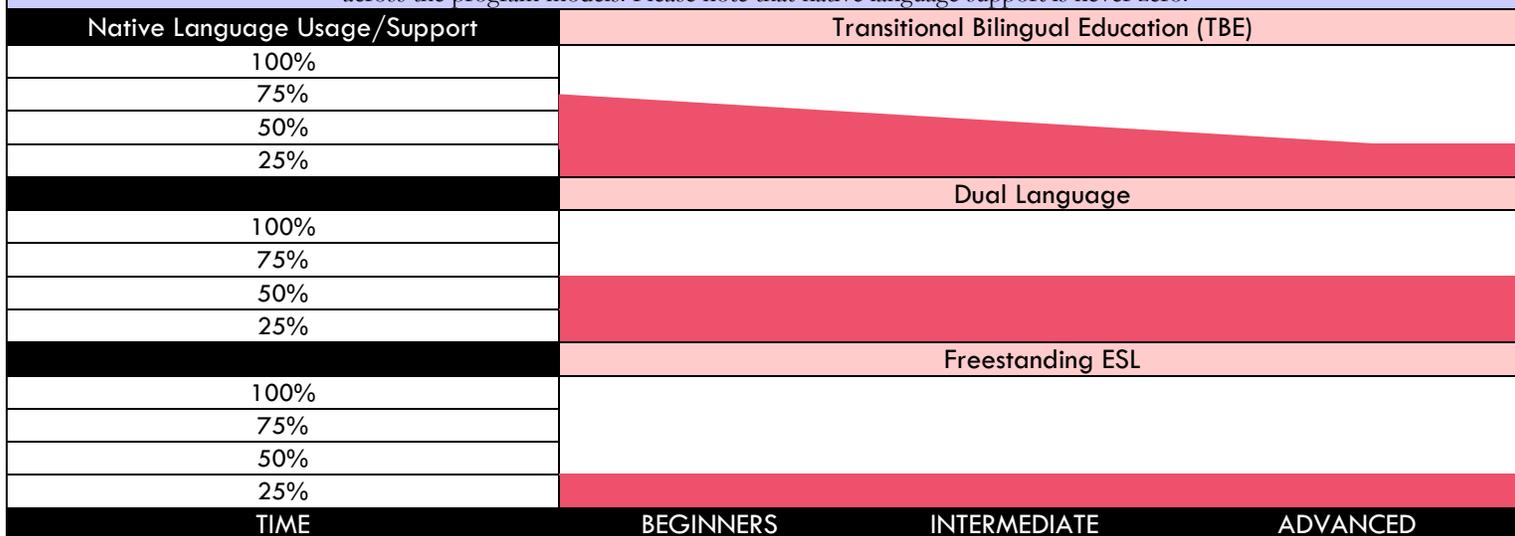
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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