

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75Q811

School Name:

P.S. Q811

Principal:

PENNY RYAN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P 811Q School Number (DBN): 75Q811
Grades Served: K-12
School Address: 61-25 Marathon Parkway
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
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kaitlyn Brennan
Student Representative(s): Berta Matatov

District Information

District: 75 Superintendent: Gary Hecht
400 1st Avenue
Superintendent's Office Address: New York, N.Y. 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Adrienne Edelstein Director: Gary Hecht
Director's Office Address: 400 First Ave, NY, NY 10010
Director's Email Address: GHecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1663

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kaitlyn Brennan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Berta Matatov	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	
Debbie Blanc	Member/Teacher	
Brian Schwartz	Member/Paraprofessional	
Todd Faude	Member/ Occupational Therapist	
Anthony Caponera	Member/ Parent	
Saine Arroyave	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Hahn	Member/ Parent	
William Hamilton	Member/Parent	
Cheryl Tillard	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 P. 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 (Comprehensive Educational Plan) goals which focus on communication, vocational skills and assessment driven instruction. The element of trust is interwoven into all of our programs and we focus and developing a trust with our parents who entrust their children to us.

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 (Common Core Learning Standards). All teachers follow the Unique Yearly Units of Study to design their own classroom units of study. The vocational content of Unique is aligned to CDOS (Career Development Occupational Studies) across all environments and all lessons are differentiated.

- Implementation of the Equals math program for students in alternate assessment

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 work sites. 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 (Picture Exchange System), 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 (New York State Alternate Assessment)- implemented for all eligible students for MOSL (Measures of Student Learning). Teachers groups collaboratively designed student work sheets and data collection steps to meet this year's activities aligned to the CCLS.

2. SANDI (Student Annual Needs Determination Inventory)- completed on every alternate assessment student in P.811Q. Baseline assessment collected and analyzed to determine individual IEP (Individual Education Plan) 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, 8:1:1, 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 inter-visitations.

- Teacher-led Professional Development: SMILE (Structured Methods in Language Education), Behavior, Technology, IEP goal writing. 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 Room 208 12. Ana's Bandannas 121
4. Café Service (Café Marie) Room 223 13. Marathon Marketplace
5. 811Q News- Room 221 14. Laundry Spot Service-224
6. Food Bank-205 15. INDTECH (Independence Through Technology)-101
7. Recycling-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 (Aided and Augmentative Communication) 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
7. JARs strategies for classroom routines.

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

75Q811 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	404	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		88.8%
% Free Lunch	51.5%	% Reduced Lunch		1.1%
% Limited English Proficient	25.2%	% Students with Disabilities		99.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	3.9%	% Black or African American		28.8%
% Hispanic or Latino	33.0%	% Asian or Native Hawaiian/Pacific Islander		14.7%
% White	18.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.32	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

As of June, 2015, an analysis of this goal data revealed 100% of alternate assessment students in the entire school have been assessed utilizing SANDI in the areas of ELA (English Language Arts) and Math and writing. In addition, Vocational and Communication skills were assessed. Analysis of SANDI baseline data indicates that all students were assessed and baseline scores were established. Data analysis was done to show incremental progress: ELA: 65% of students showed progress, Math: 61% showed progress, Vocational: 41% showed progress. ELA showed an increase of 48% showing incremental progress, Math showed 9% increased incremental progress.

1. The students’ communication skills were assessed utilizing SANDI and the District 75 Communication Profile. Baseline data was taken by November 2014 on the SANDI results which focused on skill #37 (Communicates in 2 word sentences to indicate 10 different concepts using PMC (Preferred Means of Communication)). Analysis of data taken in June, 2015 reveals that out of the 15 participating students, 27 % achieved a higher score from baseline with less prompt level. On SANDI Item# 37, 7% scored a 4, (Independent level), and 47% scored a 3, 27% scored a 2 and 20% scored a 1. We see these results as quite positive because students were assessed with a more rigorous Communication Item from SANDI.

A review of baseline data collected SANDI (item # 37)-“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.

NYSAA was completed on 82 students at P811Q. Data collected in June, 2015 reveals that we had 0 “No Scores” for connection to task, verifying evidence for all grades, (3, 4, 5, 6, 7, 8, HS) in the areas of ELA, Math, Science and Social Studies. This is a decrease of 23% of having no scores from 14-15 school year, when we had 21 “no scores” in the 13-14 school year.

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). Each teacher has received a full Equals curriculum K-12.

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.

As of Nov., 2014, SANDI baseline was collected on Math, ELA and Vocational assessments.

Because of the results of this needs assessment, we will focus on improving more rigorous instruction for students based on the SANDI assessment. We will focus on students participating in more rigorous items on the SANDI assessment in ELA and Math.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous Instruction: By June 2016, students will improve mastery of reading, math and vocational skills as evidenced by a 9% increase over baseline scores as evidenced by data collected on the appropriate formative assessment (SANDI).

Time linePart 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). <p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<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>	<p>All classroom teachers,</p>	<p>9/15/15 9/15-11/15 9/15-6/16</p>	<p>Classroom teachers, paraprofessionals, cluster teachers, administration, school based coach, Technology Education teachers, Speech Therapists</p>

<ul style="list-style-type: none"> • Training on use of SANDI assessment and analysis of data collected • Specific selection of items chosen for data collection from each content area. • Baseline data collected on SANDI/FAST • Utilization of E-Book technology on SMART BOARD to implement literacy program • Utilization of switch adapted E-Books 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 strengthen CCLS math and ELA skills • Development and continuation of in-house vocational activities/cottage industries to increase real world vocational skills • Development of job sites for further competitive employment placement. • 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 	cluster	9/15-6/16	
	teachers	9/15-6/16	
		9/15-6/16	
		9/15-6/16	
		9/15-6/16	
		9/15-6/16	
		9/15-6/16	
<ul style="list-style-type: none"> • Ongoing Professional Development 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 	Classroom	9/15-6/16	Teachers, coach, Principal, Assistant principals
	And	9/15-6/16	
	Cluster	9/15-6/16	
	teachers	9/15-5/16	
		9/15-6/16	
		9/15-6/16	
	9/15-11/16		

<ul style="list-style-type: none"> • 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 • PD and implementation of SANDI assessment. • Development of individualized goals related to CCLS. • IEP goals that are aligned to CCLS 		9/15-6/16 9/15-6/16 9/15-6/16	
• PD on ELA lessons aligned to CCLS	Classroom and cluster teachers	9/15-6/16	Assistant Principals, coach
• Number of satisfactory (Developing, Effective, Highly Effective) lessons observed in which there is alignment to CCLS (Literacy/Math)	Classroom and cluster teachers	6/16	Principal, Asst. Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>The district has purchased “Unique Learning System” to use their Transition Passport system as a curriculum guide. We also purchased STEM and have purchased Equals for all classes (K-12 and Algebra and geometry Kits). 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. 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. We have integrated Joint Action Routines (JARs) for all ELA, Math and Science lessons.(Pillar 1)</p> <p>We are utilizing tax levy money to provide curriculum materials. Unique Learning Curriculum, SANDI/FAST 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.</p> <ul style="list-style-type: none"> • SANDI Baseline collected 11/15, comparison of final data, 5/16. Number of students showing an increase of scores in Math, ELA and Vocational skills. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Baseline collected on SANDI-Nov, 2015

. Mid-point benchmark: Baseline FAST (Formative Assessment of Standards Task) assessment data will be collected to determine a 5% increase in skills on FAST (to determine if we are progressing towards our 9% projected goal)

May, 2016-Collect and compare,SANDI/FAST data to determine 9% increase in skills.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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.

As of Feb, 2015, 77 triennials were completed, and 163 annual reviews were completed. Level 1, 2 or 3 Vocational assessment was completed for each student 12 years and above.

SANDI Vocational Assessment was completed in Fall 2014 for all alternate assessment students (368 students)

Our vocational data reveals:

As of June, 2015, 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 bandannas, 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, or teacher made student self-assessment. 10 students have been newly travel trained since Sept. 2014, 7 students have been route trained, for a total of 17 travel trained students. This indicates a 30% increase in travel trained students from last year.

As of June, 2015, students were working in 29 work sites in the community including McDonald’s,

Taco Bell, Oakland Lake and Movie World. Five Guys has offered a full time competitive employment to one of our graduating students who has done his vocational field work there.

Each 12:1:4, 12:1:1, 8:1:1 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.

P811Q has partnered with 51 community agencies and we held a “thank you” ceremony this June to show our appreciation to these community work site businesses. This ceremony was led by Councilman Anthony Avella, Little Neck, Queens.

As of June, 2015 . Graduation transition data reveals that out of 36 graduates, 100% have been accepted into Post-secondary placement. As of June, 2014, Data on Vocational Placement of graduates indicates that 0 students were placed in competitive employment last year, but by June,2015,one graduate has been offered a full time job in Five Guys, his work site for the year. This is a 100% increase in this goal and it has been achieved.

6% have placed in Vocational Training , 58% placed in Day Habilitation Without Walls, and 11% placed in blended programs as a result of our intensive vocational training in the school. 14% of graduates are attending a 2 year college. 22% are ACCESS-VR referrals.

P811Q has participated in the PROMISE grant this year. 8 families are enrolled, 7 are in a control group with no services and 1 is in the Intervention Group. All 8 families attended an orientation session (100%) and 7 families (89%) attended a follow-up case conference .

Assigning authentic jobs is a challenge for our population so that teachers need to assign placement based on students’ clearly defined interests, strengths and abilities. Teachers must use this information to develop functional jobs that are essential in society. This year, our school continues to strive to increase the placement of students in authentic jobs.

Reviewing and updating Level 1 Vocational Assessments and SANDI Assessment for vocational development reveal that

we need to continue to provide instruction in work skills that lead to authentic jobs. Many of our students are

significantly physically challenged and our school needs to look at authentic work more broadly.

For example, students' main purpose while participating in authentic jobs may be to simply use their voice output devices to greet customers or request items.

Best practices for the alternate assessment population of students indicates that authentic work is the most important

goal to achieve for their vocational development and post-secondary placement.

Based on the analysis of our June, 2015 data, it has been determined that we need to continue to expand authentic jobs

based on specific student preferences and student Measurable Post-Secondary Goals. We also need to increase placement of

graduates in competitive jobs/supported employment within the community, as we successfully did with one graduate this year.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Supportive Environment By June 2016, there will be improvement in post- secondary transitional job placement indicated by a 5% increase in the number of graduates placed in competitive employment/supported employment in community settings.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Population addressed: Students aged 14-18, with emphasis on graduating students, with autism (6:1:1/8:1:1) and students	Teachers, students	10/15-6/16	Teachers

<p>with cognitive disabilities (12:1:1) and students with multiple disabilities (12:1:4) participating in school and community work sites.</p> <ul style="list-style-type: none"> • Students will again participate in the PROMISE Transition Services Grant which targets students 14-16 years old who receive Social Security Income benefits and will receive enhanced Transition Services which will create additional opportunities for Post-Secondary options. This will help us to partner with more businesses in the community to provide career education for our high school students (Pillar 4) • Students will be participating in the Unique Learning Curriculum which provides vocational lessons based on a Transitional monthly theme. Each lesson contains adapted materials such as job charts, job preference charts and student self-evaluations on the job. • Students will utilize appropriate communication devices with messages necessary to perform the specific job. This includes I-Pads, electronic voice output devices, PECS, and manual communication boards. <p>Each student will follow a task analysis to perform their job and will be assessed at each step for decreased prompting. Administer and review Level 1 Vocational Assessment and SANDI</p>	<p>participating in community work</p>	<p>10/15-6/16</p>	
<ul style="list-style-type: none"> • Vocational development assessment • Assign students to community/school work programs (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 <p>Design appropriate transitional (job skill) goals for each student</p>	<p>Teachers, students participating in community work</p>	<p>9/15-6/16 9/15-5/16 9/15-10/16 9/15-11/15 9/15-10/15 1/16-5/16 10/15-6/16 10/15-6/16</p>	<p>District Transition Coach, School Transition Coach, teachers, paraprofessionals</p>

<ul style="list-style-type: none"> Implement Inquiry Teams based on vocational needs 	Teachers, students between ages of 14-16	11/15-6/16	
<ul style="list-style-type: none"> Again, partner with PROMISE Grant (Promoting the Readiness of Minors on Social Security Income) to provide additional opportunities for competitive employment in the community. (Pillar 4) Assess and train students to use travel training skills to access work sites in the community 	Students in travel training program	10/15-6/16 9/15-6/16	District 75 travel training

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>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. ACCESS-VR 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. Councilman Anthony Avella has been a great support and resource in helping our school to partner with community businesses.</p> <p>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.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Sept.2015 -During Inquiry meetings, teachers will decide on assessments to implement for vocational program including Levels 1, 2, and 3 Vocational Assessments.
- SANDI will be administered during fall, 2015 and spring, 2016. In addition,
- Measurable Post-Secondary Goals will be reviewed 2 times per year Feb. 2016, May,2016). 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 and Trust)
- Students’ job inventory preference forms will be collected and analyzed to evaluate program effectiveness materials will be used to design Units of Study and Scope and Sequence for the school year.
- Data will be collected on post secondary job placement in competitive employment to determine if 2% increase of graduating students have possibility to be competitively employed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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As of January, 2015, a review of data reveals that the school has worked to be removed from the Persistently Dangerous list. A review of VADIR (Violent and Disruptive Incident Reporting)

VADIR scores for the year indicates that the school has decreased from a score of 0.66 as of June 2014 with 12 weighted incidents to 0.39 with 5 weighted incidents. This is a 43% reduction in weighted behavioral incidents, which far exceeds our expectation and meeting our goal. On May 21, 2015, the New York State Education Department conducted a school review and revealed that they would recommend that the school is a safe environment and should be removed from the persistently dangerous list. As of July, 2015, the school was officially removed from the State Education Department Persistently Dangerous List.

As of February, 2015, all students in need of Functional Behavior Assessment (FBA) have been designated and teams are completing the FBA. Behavior Intervention Plans (BIPS) have been completed and implemented for all students (28) with one-to-one crisis paraprofessionals.

Data collection is taken on a daily basis for all students with one to one crisis paraprofessionals and is analyzed monthly to update behavior intervention plans.

The BOOST grant was implemented with students from 3 sites including Main, QHST and Bayside HS to teach self-confidence, self-defense and anti-bullying strategies. Dr. Frank Cicero from Eden II presented a day-long workshop with staff on Sexuality Issues and the Autistic Person.

A School Behavioral Intervention Inquiry team has been established and participating teachers meet, collect assessment data and design BIPS (Behavior Intervention Plans) weekly for students in the school.

- A Behavioral Specialist teacher on staff went to 4 sites a week to assess students and assist with behavioral training and strategies.
- Because of a total of 12 “weighted” incidents in the 13-14 school year, 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.

- This year we have built capacity so that our teachers were able to collaborate and implement FBA's and BIPS based on what they have learned from IBR (Institute for Basic Research.. We have 3 certified BCBA's (Board Certified Behavior Analysis) on staff

A review of school data and statistics indicate that there are 28 one to one behavior support paraprofessionals

working with students. Our goal was to have 100% of these students with completed FBAs and BIPS by June 2015 and this goal was met.

A review of this data indicates that the behavioral collaborative teams had a positive impact on our school program. Therefore, staff is interested in continuing the behavior collaborative teams to meet the many behavioral needs and adaptations that our students require. Our focus for the 15-16 school year will be to have Behavioral Inquiry Teams work with individual teachers on FBA's and BIPs and to build capacity and greater consistency school wide.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Collaborative Teams : By June, 2016, through the implementation of strategies from collaborative inquiry teams, incidents of challenging behaviors will be reduced by 3% as measured by data supported FBAs (Functional Behavioral Assessment) of students with patterns of physical aggression towards others .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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"> • 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>Population addressed: high school aged students with autism(6:1:1/8:1:1) 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>	<p>9/15-10/15 9/15-6/16</p>	<p>Teachers, Administrators, School Coach, Related Service Providers, Paraprofessionals, School Coach</p>
<p>VADIR scores will be reviewed regularly, and walk-throughs will be conducted to review safety measures in school.</p>	<p>Students involved in weighted incidents</p>	<p>Monthly-10/15-6/16</p>	<p>Administrators</p>

FBAs will be completed for each student		9/15-6/16	Teachers, Guidance Counselors, Psychologists, Behavior Specialists
<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 protocol is followed & advancement made. • 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 (School Based Option) 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. 			

<ul style="list-style-type: none"> • Provide common planning time through department meetings and extended day PD. <p>Team teaching to teach social /communication skills across our various populations.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ol style="list-style-type: none"> 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 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. <p>Weekly summary notes kept by collaborative teams and Behavioral Specialist when implementing BIPs.</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Midpoint Benchmark- Feb. 2016-a review of VADIR scores and Behavior frequency charts indicating a minimum of 1% decrease in challenging behaviors.</p> <ul style="list-style-type: none"> • Completed 15 (50%) BIPs for students with behavioral challengers 2/16 • Implementation of BIPs in each classroom and school environment 9/15-6/16 • Daily data collection 9/15-6/16- collected and analyzed Feb. 2016 with VADIR scores, behavioral frequency. • Mastery of Behavioral IEP goals 6/16 <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As of June, 2015, our goal for ADVANCE exceeded our expectations. 238 formal and informal observations were completed for 57 teachers. 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 195 times during formal and informal observations during the 14-15 school year. 9 of these ratings (5%) were rated “developing” or below on the component. Our goal was to have a 10% increase in teachers with effective ratings in Item 3b. A review of Advance data indicates that we had a 128% increase in teachers rated effective or above for item 3b. We attribute this increase to Professional development done on strategies to increase questioning and discussion among 12:1:4 and 6:1:1 students, JARs (Joint Action Routines) training and the development of an Inquiry Team that addressed this component.

We met this goal for the 14-15 school year.

As of Feb. 2015, 14% of 43 rated teachers received a “developing rating” on Item 3b in ADVANCE. This data reveals a decrease of 48%. We are focusing on a 10% increase on effective ratings or above.

A School Inquiry team was formed that addressed the ADVANCE component of “Questioning and Discussion Techniques” for the 12:1:4 student. The group meets twice a week and has researched the best approaches to questioning and discussion for the cognitively young student including, JARS routines, daily calendar routines and discussion during vocational routines.

As of June, 2015, A review of current ADVANCE data indicates that out of all Danielson components, 1e- Designing Coherent Instruction (obs), a number of our teachers scored a “developing” or below rating. This indicates that we need to provide PD on appropriate ways to link SANDI Assessment, IEP goals and Instruction for our students.

As a result of this data, we will focus our ADVANCE training using the Danielson Rubric to provide 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Effective School Leadership : BY June, 2016, there will be a 10% increase in “effective” ratings for the ADVANCE component ITEM #1e Designing Coherent Instruction (obs.) as evidenced from Advance Score Tracker data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Use of Danielson rubric to frame observations & actionable feedback.(Pillar 2) • 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 Coherent Instruction techniques. • Use of Unique pre & post-tests, HAP (Health Advocacy Program) assessments, SANDI-identify & flag IEP goals, use of Level I & Level II vocational assessments, CDOS, Equals pre- and post-assessment. • Use of technology, computers, Smart Boards to address Designing Coherent Instruction techniques with students with disabilities. (Pillar 1) 	<p>All Teachers rated on ADVANCE</p>	<p>9/15-5/16</p>	<p>Principal. Assistant Principals, coach, lead teachers</p>
<ul style="list-style-type: none"> • Give actionable feedback to teachers on Danielson rubric during observations • Review focus components of this year’s Danielson, Looking at 8 components for evaluation • Form a teacher collaborative team that looks at how coherent instruction looks for the student with severe cognitive challenges with a finished product guide (Pillar 3) 	<p>Principal, AP’s</p>	<p>10/15-5/16</p>	<p>Principal. Assistant Principals, coach, lead teachers.</p>

<ul style="list-style-type: none"> Department meetings held on weekly basis that addresses this component and its implementation <p>Formation of Teacher collaborative inquiry teams to research the components implementation in the classroom</p> <p>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>			
<ul style="list-style-type: none"> Implementation of Best Buddies Program to increase achievement in academic skills. <p>Give actionable feedback to teachers on Danielson rubric during observations</p> <p>Provide PD on appropriate Coherent Instruction for each ratio group.</p>	Principal, AP's, teachers	9/15-6/16	Principal. Assistant Principals, coach, lead teachers.
<ul style="list-style-type: none"> Collect mid-year data on ADVANCE component. 	Assistant Principal	2/16	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, School based coach, School Collaborative Inquiry teams. Grow to Learn grant parent participation, Arts for ELLs grant, HAP grant for STEM (Pillar 1)											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Midpoint benchmark: By Feb. 2016. a review of ratings on component 1e after teacher observations should reveal a minimum of 5% increase of "effective or higher" ratings.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The alternate assessment non-verbal communicators of P 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 utilized the I-Pad with ProLoQuo2Go program during 7 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 seven selected environments. Secondly, we looked at decrease in prompt support to a more independent level. Thirdly, we looked at SANDI assessment item #37 to determine if students reached a greater level of independence (movement from 0 to 4 prompt skill level).

Data collection from June, 2015 on IPAD use indicates that 60% of the students met the assigned goal of using the IPAD 5X per session in 7 different environments. 60% of the students needed less restrictive prompting when using the I-PAD. 27% of the students were independently using the I-PAD. 20% maintained their skills at the same level.

The I-Pad team had created an inquiry space and 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's initial implementation.

The students’ communication skills were assessed utilizing SANDI and the District 75 Communication Profile. Baseline data was taken by November 2014 on the SANDI results which focused on skill #37 (Communicates in 2 word sentences to indicate 10 different concepts using PMC). Analysis of data taken in June, 2015 reveals that out of the 15 participating students, 27 % achieved a higher score from baseline with less prompt level. On SANDI Item# 37, 7% scored a 4, (Independent level), and 47% scored a 3, 27% scored a 2 and 20% scored a 1. We see these results as quite positive because students were assessed with a more rigorous Communication Item from SANDI.

A review of Title III data from June, 2015 indicates that 7 students participated in a program called “Access through Technology: Enhancing Literacy for English Language Learners” Grade level focus was on K-4 and 10-12 graders in alternate assessment. The program focused on VIZZLE training. Two parent meetings were held at 136 and the main site and Monarch teaching Technologies did VIZZLE training. 24 teachers received training, 6 paraprofessionals were trained (9 were ENL paraprofessionals). Our school now has 19 licenses for VIZZLE being used in classrooms. Parents of all 7 students participated in VIZZLE for use in the home.

Since a large number of our students are ENL and have challenges with communicating, the most helpful support we can give the families is to provide them with the tools to help their children become better communicators. We do this by demonstrating how the families can help students to access voice output devices, and providing them with online programs that can be used at home. Since most of our students also participate in community based experiences, it helps them to access jobs in the community by being able to communicate with costumers in the community. 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 2015-16 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 Students in Transition. (Pillar 1) We are expanding device use to I-Pads, Voice output devices and computer programs (Pillar 1) We are also expanding the type of communication strategies used in the home. We will be focusing on computer programs, behavior visuals and JARs strategies that can be used in the home and community.

This goal was met and we will continue to work on improving student communication.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Strong Family Community Ties: By June 2016, 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 with parents at home, school and in the community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Students receive an I-PAD as a communication device that contained a software program called “ProLoquo2Go”. This program utilizes Mayer-Johnson symbols which students activate on the screen to communicate. Teachers will update program. • Parent Training on the use of I-pads & ProLoquo2Go Program 	<p>Students with multiple disabilities and severe cognitive delays (12:1:4), students with developmental delays (12:1:1) and students with autism (6:1:1/8:1:1), non-verbal, all of whom participate in NYSAA.</p> <p>Parents and Family Members</p>	<p>9/15-6/16 10/15-6/16</p>	<p>Asst. Principal, Bilingual Coach, bilingual and ESL teachers and paraprofessionals. Family Worker, Speech Therapists</p> <p>Asst. Principal, Bilingual Coach, bilingual and ESL teachers and paraprofessionals. Family Worker, Speech Therapists</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 	<p>Students with multiple disabilities and severe cognitive delays (12:1:4), students with developmental delays (12:1:1) and students with autism (6:1:1/8:1:1), non-verbal, all of whom participate in NYSAA.</p>	<p>10/15</p>	<p>Asst. Principal, Bilingual Coach, bilingual and ESL teachers and paraprofessionals. Family Worker, Speech Therapists</p>

<p>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.</p>			
<ul style="list-style-type: none"> • Baseline data on communicative responses completed from 11/15 by participating classes (15 students) • Design of appropriate data sheet by 10/15 • Professional Development includes: Review ProLoQuo2Go, use of I-Pad in classroom lessons, collection of and analysis of data monthly. • Review and graph data 2/16 and 6/16 • Evidence of lesson plans utilizing I-Pad technology – 1/16, 3/16, 6/16 • Appropriate lesson plans written to address I-Pad and communication device lessons reviewed weekly 1/16 through 6/16 • Pre and Post video of I-Pad lesson and use of core vocabulary 1/16 and 6/16 • Align communication item #37 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 10/15 and continuing monthly through 6/16 	<p>11/15-12/15</p>		<p>Asst. Principal, Bilingual Coach, bilingual and ESL teachers and paraprofessionals. Family Worker, Speech Therapists</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. (1/15-6/16) • Use of JARs strategies for home routines. <ul style="list-style-type: none"> • Use of Title III grant to train parents on use of technology in the home and community. • Visits to students in the community to demonstrate use of device in the home. 	<p>Students with multiple disabilities and severe cognitive delays (12:1:4), students with developmental delays (12:1:1) and students with autism (6:1:1/8:1:1), non-verbal, all of whom participate in NYSAA, Students with FBA's and one to one crisis paras</p>	<p>3/1/16-6/16/5/16</p>	<p>Asst. Principal, Bilingual Coach, bilingual and ESL teachers and paraprofessionals. Family Worker, Speech Therapists</p>

Culminating Parent Engagement Fair to be held in the school			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Students will be evaluated on their communication progress utilizing SANDI Assessment, and the District 75 Communication Profile by 11/15. • 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. 9/15-6/16 • 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. 12/15
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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. Go Math/Everyday Math games: Drill Exercise to build fact and operational skills as well as calculator skills, logic, money exchange skills, 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	Students in Tier 2 with at-risk behaviors	Social Stories: small narratives created to	Small groups and one-to-one	During the school day

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	and Tier 3 with high risk behaviors	help students to better understand social-emotional issues		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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 activities and strategies for high quality professional development for teachers, principals, 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>P811Q</u>	DBN: <u>75Q811</u>
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
Total # of ELLs to be served: <u>24</u>
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 checked="" 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: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There are 413 students on register at P811Q, of which 89 are English Language Learners (ELLs). The ELLs comprise 22% of the student population. Of the 89 ELLs, 8 are in one self-contained bilingual Spanish class in grades 7-12. Eighty-one ELLs are in monolingual classes and 64 are currently receiving ENL instruction, either stand-alone or integrated, from 3 ENL teachers. Twenty-five 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 (52), Chinese (12), Russian (3), Bengali (5), Korean (5), Haitian (3), Hindi (1), Pashto (1), Japanese (1), Burmese (1) and Malayalam (2), Vietnamese (1), Polish (1) and Tibetan (1). During the 2014-15 school year 90 ELLs in grades K-12 participated in the Spring 2015 NYSESLAT. In grades K-8, four ELLs scored at the Emerging level of English proficiency and 27 at the Entering level. In grades 9-12, fifty-one ELLs scored at the Entering level, 4 at the Emerging level, 2 at the Transitioning level and 2 at the Expanding level. 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 (NYSITELL, NYSESLAT, NSYSAA and data on mastery of IEP goals). Most of the ELLs at P811Q remain at the entering level of English language proficiency, due to the severity of their intellectual and linguistic disabilities.

Participating in the 2015-16 Title III program are 3 ENL teachers, who hold NYS certificates in ESL, two of whom also hold 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 at a time, 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 six 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 unattainable 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 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, divided into five K-12 bands is further differentiated for the entire continuum of severe intellectual disabilities. It allows all students at P811Q to access the general

Part B: Direct Instruction Supplemental Program Information

education curriculum through monthly topics aligned to the content areas. The Unique Learning System builds literacy skills for both ELLs and monolingual student in the form of differentiated objectives, lesson plans, leveled books and student activities in monthly units that are aligned to the common core learning standards. Until very recently, students with severe disabilities were 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 and ENL teachers. 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/ENL 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, 3-5 and 10 through 12, who have either entered the school for first time (K), or who scored at the entering level of NYSESLAT during the 2015 Spring administration. 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.

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 2016. Due to the severity of the disability groups at P811Q, twelve home visits by a certified ENL 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

Part B: Direct Instruction Supplemental Program Information

instruction takes place, assistance will be provided to families by an ENL 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, one more license (3 were purchased in 2014-15) to the Boardmaker software program will be purchased for an ENL teacher. 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.

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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 ENL 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 entering, emerging and transitioning 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/ENL teachers and 4 bilingual

Part C: Professional Development

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/ENL 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 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 ENL 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 ENL 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 Assistant Principal Diana Parisy (an ENL certified supervisor) and one of the three teacher members of the P811Q bilingual/ENL Title III team, which consists of Xiu Cao Li,

Part D: Parental Engagement Activities

certified ENL teacher, Tanya Quinones and Victoria Donofrio, special education teachers with ENL 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 .

At the meetings, parents will have the opportunity of viewing the Unique Learning System that their children use 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.

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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) <ul style="list-style-type: none"> • Per session • Per diem 	<u>6577.21</u> <u>328.30</u> Support Staff <u>461.46</u> parent training <u>1695.60</u> professional development <u>2076.57</u> Instructional Pgm. (Saturday Trainings) <u>2015.28</u> Instructional Pgm. (Home Visits)	- <u>1 Secretary x 10 hrs. x 32.83 = 328.30</u> <u>Parent Training: (1 two-hr. evening workshop repeated during day</u> <u>1 Supervisor x 1 session x 2 hrs. x 54.69 = 109.38</u> <u>1 Bilingual or ENL teacher x 1 session x 2hrs x 53.28 = 106.56</u> <u>4 paraprofessionals x 1 session x 2 hrs x 30.69 = 245.52</u> <u>Professional Development</u> <u>3 Bilingual/ENL teachers x 6 hrs x 53.28 = 959.04</u> <u>4 paraprofessionals x 6 hrs. x 30.69 = 736.56</u> <u>Instructional Component:</u> <u>1 Supervisor x 3 sessions x 3 hrs. x 54.69 = 492.21 (Saturday)</u> <u>1 ENL teacher x 3 sessions x 3 hrs. x 53.28 = 479.52</u> <u>4 paraprofessionals x 3 sessions x 3 hrs x 30.69 =1104.84</u>

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.
		<u>1 Bilingual/ENL teacher x 12 visits x 2 hrs x 53.28 = 1278.72</u> <u>1 bilingual paraprofessional x 12 visits x 2 hrs x 30.69 = 736.56</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>1800. Staff Development Trainer</u>	<u>TechKNOW Associates Corporation Vizzle training</u> <u>Two 3hr . workshops @ 900.00 ea = 1800.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>119.81 Miscellaneous</u>	<u>119.81 Miscellaneous supplies</u>
Educational Software (Object Code 199)	<u>2577.98 Renewal of Vizzle Subscriptions and purchase of 1 Boardmaker copy</u>	<u>Boardmaker subscription @ 405.98 x 1 = 405.98</u> <u>Vizzle subscriptions @ \$ 543. ea x 4= 2172.00.</u>
Travel	_____	_____
Other	<u>125. refreshments for parents</u>	<u>Refreshments for parents 125.</u>
TOTAL	<u>11,200</u>	<u>11,200</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Penny Ryan	Assistant Principal Michel Rueda
Coach Maria Petkanas	Coach type here
ENL (English as a New Language)/Bilingual Teacher Xiu-Cao Li/ENL	School Counselor Jeaninne Kerr
Teacher/Subject Area Victoria Donofrio/ENL/Math	Parent Rodrigo Cano
Teacher/Subject Area Luis Montoro/Bilingual	Parent Coordinator Deniece Jordan
Related-Service Provider Lisa Calguri	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (excluding pre-K)	400	Total number of ELLs	96	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education									2	1			4	0
Dual Language														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	96	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	96
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	34

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE			2			2			6	0
DL										0
ENL			41			17			28	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish									2	1			4	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	6	2		2					1	2	2	1	11	0
Chinese	1								1		1	1	4	0
Russian													1	0
Bengali	1											1	1	0
Urdu														0
Arabic														0
Haitian			1											0
French														0
Korean		2											3	0
Punjabi														0
Polish														0
Albanian														0
Other	1				2				1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	5	4	2	2	2	1	1	5	6	6	7	32	0
Emerging (Low Intermediate)	3	1									1	1	2	0
Transitioning (High Intermediate)											1		1	0
Expanding (Advanced)											1		1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA		2	11	4	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA			3		13		1		0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1		19	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	9		9	
NYSAA Mathematics	9		9	
NYSAA Social Studies	9		9	
NYSAA Science	9		9	

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 ELLs at P.S.811Q participated in the SANDI formative assessments for students who are alternately assessed. 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 ENL classes as well as differentiated instruction based on Levels of Performance in SANDI . Most of our ELL students were found to be in the Beginning and Intermediate levels during the Fall, 2014 SANDI assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 During the 2014-2015 96 K-12 ELLs participated in the Spring 2015 Administration of the NYSESLAT. In K-8, 27 scored at a Beginning/Entering Level, 4 scored at an Low Intermediate/Emerging Level, 0 scored at the High Intermediate/Transitioning Level, 0 scored at the Advanced/Expanding Level, 0 Scored at the Proficient/CommandingLevel. In 9-12, 51 scored at a Beginning/Entering Level, 4 scored at an Low Intermediate/Emerging Level, 2 scored at the High Intermediate/Transitioning Level, 2 scored at the Advanced/Expanding Level, 0 Scored at the Proficient/CommandingLevel.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO#1: Student s will make progress in Entering Level by increasing 1-2 points in Speaking Section of NYSESLAT.
 AMAO#2: 1-2 Students will attain profeciency levels in Listening/Speaking Modality.
 We utilize the last year of NYSESLAT scores/results to create and articulate our classes. Bilingual and ENL teachers use the scores to group students appropriately, to create meaningful units of study and differentiated lessons.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 ELL periodic assessments are not used in our school with 95 alternate assessment students and 1 standardized student in Bayside High School. 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). The ELLs show improvement across all areas when using adapted curriculum and assessments. The native language is used to identify specific strengths and skills across content areas. Native Language is also used to identify key vocabulary the students understand to acquire new vocabulary in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Groups of BIS/ENL teachers and coach meet during Department Meeting to analyze results of NYSAA/NYSESLAT/SANDI, data collection and other informal assessments to determine the type of instruction needed, strategies to be used, materials to be adapted with students scoring below proficiency level. These identified students receive RtI, those in Tier 3 receive Intense and Individualized Instruction, as well as extra attention, activities and experience targeted to specific students.
6. How do you make sure that a student's new language development is considered in instructional decisions?
We make sure that teachers use ENL methodology for students whose second language is English. We have Department Meetings to discuss these students' needs, outcomes and best practices that the teachers need to use to ensure progress. Administrators, School Coach and BIS/ENL teachers work together to design effective Learning Experiences, unit plans and differentiated lessons that link Common Core Learning Standards, Adapted Curriculum and ENL Methodology.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other 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).
The Language Allocation Policy Team and School Leadership Team evaluate the success of the TBE, Free Standing and Self-Contained ENL programs by periodically reviewing the students' performances on the NYSAA, NYSESLAT, NYSITELL, SANDI, teacher assessments, observation of student acquired language skills in school and community settings, student portfolios, mastery of IEP goals and parental positive feedback. NYSESLAT levels are used to determine the ENL schedules of Standalone and Integrated ENL. SANDI is the most appropriate assessment to use with our students in creating IEP goals and ENL staff identifying ENL learning needs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
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. 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 ENL teachers Xiu-Cao Li, Tanya Quinones 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 NYSITELL scores are not available, ATS reports are checked to determine if the students are eligible for NYSITELL testing. HLIS and NYSITELL tests may be administered by Xiu-Cao Li, certified ENL teacher who speaks Mandarin, Cecilia Gallagher, Bilingual 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 students' native languages are asked to assist the ENL teacher in conducting the interview and completion of the HLIS. The HLIS is then reviewed to determine the eligibility for NYSITELL. If the student is found to speak a language other than English at home, and is eligible then the NYSITELL will be administered within the first ten days of school or a student with an IEP within 20 school days to determine the students' current levels of English proficiency. LPT will determine if student with IEP and whose home language is other than English are eligible for NYSITELL. Students whose native language is Spanish will be given the LAB (Spanish) if the NYSITELL is not passed. We use NYSITELL scores to determine which students are eligible for ELL services. Articulating ELLs from other schools or transfer students are placed according to their I.E.P. recommendation.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
CSE or D75 Placement Office will inform us of SIFE classification.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
After given a HLIS, the LPT will meet and determine whether to give the NYSITELL. The team's decision is given to the principal who then decides if it will be given to the superintendent for approval. LPT Team: Assistant Principal for Special Education (Michel Rueda), ENL Teacher (Xiu Cao Li), Bilingual Teacher (Maria Petkanas), and Parent of student.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Schools will within 5 days send the entitlement and non-entitlement notification letters after NYSITELL is scanned and scored to the parents. Pupil Accounting Secretary will record this information in ATS.
This is typically handled by CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Parents receive entitlement or non-entitlement letters during IEP conferences or as a result of HLIS and LPT decision . They will be informed during these meetings. Parents will be informed at this time they may send a written request to school to have school initiate the re-identification process.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 during the intake conference prior to coming to school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Assistant Principal and ENL teachers will reach out to parents and make phone calls to ensure parents understand how to fill out the Parent Survey and Program selection form. Staff will encourage parents to return the document to school in a timely manner.
This is typically handled by CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Pupil Accounting Secretary will periodically check ATS and will inform the assistant principal and ELL Liaison.
This is typically handled by CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
Pupil Accounting Secretary will be given placement information and will send notification letters home to parents.
This is typically handled by CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is kept in each Student's file in Records room and our Pupil Accounting Secretary and Family worker are responsible for maintenance of records. Documentation is uploaded into SESIS which all classroom and ENL teachers have access to online.
11. 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 ENL 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 reviewedRLAT (NYSITELL/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 ENL teachers put together a testing schedule to determine groups, time and location where each component of NYSESLAT will be given; makeup dates are included in the schedule. The test is administered collaboratively by the ENL teachers and other trained pedagogues. The schedule reflects the testing periods provided by the State Education Department.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ENL Liaison will ensure their distribution during annual IEP meeting.NYSESLAT results will be discussed during IEP meeting.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
ENL Program (6 parent requested) Bilingual Program (0). 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 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 ENL which most of our parents have requested in previous years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

- 2 ESL instructional models are being followed: Integrated and Stand Alone. ELLs receive a combination of Integrated and Stand Alone instruction based on self-contained classroom ratios (12:1:1,8:1:1,6:1:1,12:1:4 and 3 continuous grade level rules. Integrated Model/Ungraded: the ENL teacher works with ELLs during content instruction in collaboration with the regular self-contained classroom or cluster teacher and provides language acquisition and vocabulary support using ENL methodologies and instructional materials. Within the Integrated Model the ENL 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, ENL instructions follow the NYS ENL Standards and incorporate ENL methodology such as Cooperative Learning, and Whole Language Approach. The ENL 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 ENL 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 paraprofessionals who speak their native languages.

Stand Alone Model/Ungraded: The ENL teacher takes the ENL students out of their classrooms to a separate location for ENL instruction based on classroom ratios. 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. ENL teachers plan carefully with the classroom teachers to assure curricular alignment. Stand alone groups are organized based on students' unique learning needs, learning style, language background, behavioural needs, and IEP objectives. The stand alone groups are also organized heterogeneously (mixed proficiency levels). When planning the ENL Stand Alone schedule the ENL teachers consider the students' classification on the IEP, student-staffing ratio, students age and the CR Part 154 mandate. The schedule is planned to provide the ELLs with the required number of ENL mandated units. In the Stand Alone model, alternate placement paraprofessionals accompany the students when they are pulled out for ENL.

Self-contained ENL Integrated and Stand Alone Model/Ungraded:

P.811Q has one 12:1:1 self-contained ENL class and is being taught by an English speaking Special Education Teacher that also has a NYS Certificate in ENL. This class follows an ungraded, self-contained model and provides instruction in English, as per CR Part 154 mandate and students' IEP mandate. As all ELLs are designated to be at the entering/beginners level of English proficiency based on their results from the NYSESLAT test, they receive 360 minutes of ENL per week (8 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 ENL methodologies and strategies such as TPR, The Language Experience Approach, Modeling and Bridging. The Orton Gillingham Structure Learning, Wilson Reading Program (Grades K-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 Common Core Curriculum is followed as a guide to instructional planning and assessment. 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. "New 2 You", Vizzle, Tar Heel Reader, SMILE and Brain Pop Jr are used to present content in various subjects and to teach ENL. The ENL self-contained class has a Math center with

workbooks, manipulatives and calculators. The ENL teacher uses GoMath, Go Noodle, EQUALS to teach and practice addition, subtraction and counting money. 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. In order for the ELLs in the class to generalize and practice the language skills they have learned opportunities are provided for them to interact with other English speaking peers in the same school building such as mealtime, APE classes, field trips and school social events.

b. TBE program. *If applicable.*

Transitional Bilingual Education (TBE)

There are 7 (BIS Spanish) students in one high school self-contained TBE class at the main site. All the students are at the Entering/Beginning Level of English Proficiency. These students are ungraded and classified as 12:1:4 students with severe cognitive disabilities. Students in the Entering/Beginning Level receive 540 minutes of ENL instruction per week. They receive the ENL mandate from certified ENL teacher. Based on 45 minutes 8 period day, the following language allocations are provided:

ENL – 108 minutes per day

HLA- 45 minutes per day

Mathematics – 50 (HL)/10 English)

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

Art/Music/Phys. Ed. – 45 (English using ENL& HL)

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

c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Transitional Bilingual Education (TBE) provided by Special Education Bilingual Teacher in a Self-Contained

12:1:4 Bilingual Spanish Classroom.

There are 7 (BIS Spanish) students in one high school TBE class at the main site. All the students are at the Entering/Beginning Level of English Proficiency. Students in the Entering/Beginning Level receive 540 minutes of ENL instruction per week. They receive the ENL mandate from certified ENL teacher. Based on 45 minutes 8 period day, the following language allocations are provided:

ENL – 108 minutes per day (54 minutes per day of Stand Alone ENL and 54 minutes per day of Integrated ENL)

HLA- 45 minutes per day

Mathematics – 50 (HL)/10 English)

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

Art/Music/Phys. Ed. – 45 (English using ENL& HL)

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

Home Language Arts (HLA):

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 *Servidores de la Comunidad* (Policías, Bomberos, Enfermeras y Doctores, Dentistas, Granjeros, Bibliotecarios, Carteros, etc) by Dee Ready. *El Tiempo y las Estaciones* by Corey Phillips. *Mi Jardin*, *Salimos de la Escuela* by Irene Bordoy. *Los Abuelos* by Maria Rios. Latin America's Authors' Studies such as Jose Marti, Gabriel Garcia Marquez and Pablo Neruda. 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, the 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, the bilingual teacher uses 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 follow an adapted integrated curriculum based on the CCLS. 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, communication 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 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.

ENL Instruction:

Students receive 108 minutes of ENL instruction per day. The students in grades K-8 receive two units of ENL instruction at the entering/beginning and emerging and transitioning/intermediate levels and one unit at the expanding/advanced level of English proficiency. In grades 9-12 students receive three units of ENL (540 minutes) at the entering level and two units of ENL (360 minutes) at the emerging and the transitioning level of English proficiency. At the expanding level of English proficiency students receive one unit of ENL 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 emerging, transitioning and expanding 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. ENL instruction is provided by certified Special Education Bilingual Spanish teacher. ENL instruction follows the NYS ENL Standards and incorporates ENL methodology such as Cooperative Learning, and the Whole Language Approach. The ENL 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: Vizzle, Brain Pop, Tarheel Reader.

English as a New Language (ENL) Model: ENL instruction is provided to the ELLs whose native languages are other than English. The ELLs at P.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 ENL 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 ENL 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 ENL (360 minutes) at the entering/beginning and emerging and transitioning/intermediate levels. The ELLs in grades 9-12 receive three units of ENL (540 minutes) at the entering/beginning level and two units at the emerging and transitioning/intermediate levels of English proficiency in accordance with Commissioner’s Regulations Part 154. At the expanding/advanced level of English proficiency students in all grades receive one unit of ENL 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: Unique Learning System, Tarheel reader, BrainPop and teacher created specialized instructional materials and adapted books.

Integrated Model/Ungraded: the ENL teacher works with ELLs during content instruction in collaboration with the regular self-contained classroom or cluster teacher and provides language acquisition and vocabulary support using ENL methodologies and instructional materials. Within the Integrated Model the ENL 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, ENL instructions follow the NYS ENL Standards and incorporate ENL methodology such as Cooperative Learning, and Whole Language Approach. The ENL 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 ENL 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 paraprofessionals who speak their native languages.

Stand Alone Model/Ungraded: The ENL teacher takes the ENL students out of their classrooms to a separate location for ENL instruction based on classroom ratios. 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. ENL teachers plan carefully with the classroom teachers to assure curricular alignment. Stand alone groups are organized based on students’ unique learning needs, learning style, language background, behavioural needs, and IEP objectives. The stand alone groups are also organized heterogeneously (mixed proficiency levels). When planning the ENL Stand Alone schedule the ENL teachers consider the students’ classification on the IEP, student-staffing ratio, students age and the CR Part 154 mandate. The schedule is planned to provide the ELLs with the required number of ENL mandated units. In the Stand Alone model, alternate placement paraprofessionals accompany the students when they are pulled out for ENL

3. Describe how core content is delivered in each program model. 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 ENL instruction. In Social Studies and Science students receive 35 NL/10 minutes using ENL. 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 an assistant principal who is Spanish speaking.

Students are instructed in Math, Science, Social studies, Art, and Music. Equals and GoMath curriculum is used to teach math skills to students and materials are modified and adapted to meet the special needs of the students. Go Math and Equals are used by the teachers to plan lessons. The math component section in the Unique Learning Learning curriculum is also used to teach the students the following skills: telling times, measurement, numeration, and money. The Unique Learning System curriculum is used to access differentiated materials and to report progress in all content areas, ELA, Math, Social Studies and Science. Instructional Materials are available in both languages. 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, ENL 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 ENL 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 811Q.

The following is a sample of the instructional materials and books being used in the content areas, literacy: *Servidores de la comunidad* by Dee Ready, *El Tiempo de las Estacionbes* by Cory Philip, *Mi Jardin* by Irene Bordoy, *Los Abuelos* by Maria Rios. Assessments are on-going and are administered in Spanish and English.

English as a New Language (ENL) Model:

ENL 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 home 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 ENL class composed of bilingual students of other languages with Alternate Placement Paraprofessionals and ENL 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 ongoing assessments based on students profeciency level in Spanish and English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading/Speaking/Listening/Writing

Based on the assessment and evaluations of NYSAA, NYSESLAT, Data Collection on Specific ENL 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.

ENL and bilingual teachers carefully design and assign in-class exercises and/or homework with which ENL 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 ENL goals/objectives is conducted through data collection. ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ENL 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 ENL:

The ELLs in this group will continue to receive the above described interventions. Differentiated instruction will be provided to them according to their language proficiency level. The Unique Learning System Curriculum, an on-line, comprehensive, age appropriate, differentiated standard-based curriculum designed for students with significant disabilities will be used. Vizzle, Brain Pop Junior, Brain Pop ENL 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 P811Q 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 ENL 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. All materials are differentiated based on individual student needs and proficiency levels. 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 ENL services according to IEP will be supported for two years with Integrated ENL services. This transition plan is for students in Transitional Bilingual Education and ENL students.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

ENL teacher and a Special Education Assistant Principal who have been trained and qualify to manage the initial identification process and also the re-identification process. Classroom Teachers have been Jose P trained and/or are Special Education certified. Therefore all methodology used in our classrooms are individualized and differentiated instruction.

8. 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. Adapted materials are used by ELLs with disabilities. Students follow an Alternate Assessment Curriculum based on Common Core Learning Standards. ELLs will be using the Unique Learning System a curriculum designed for students with

Chart 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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(Department Meetings) for teachers to meet weekly and to also to have Colloborative Inquiry Team Meetings. We adjust students' class schedules based on ENL 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. ELLs also have the opportunity to interact with English Speaking Peers during Meal time, and non-disabled peers during Special Events and Field Trips.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

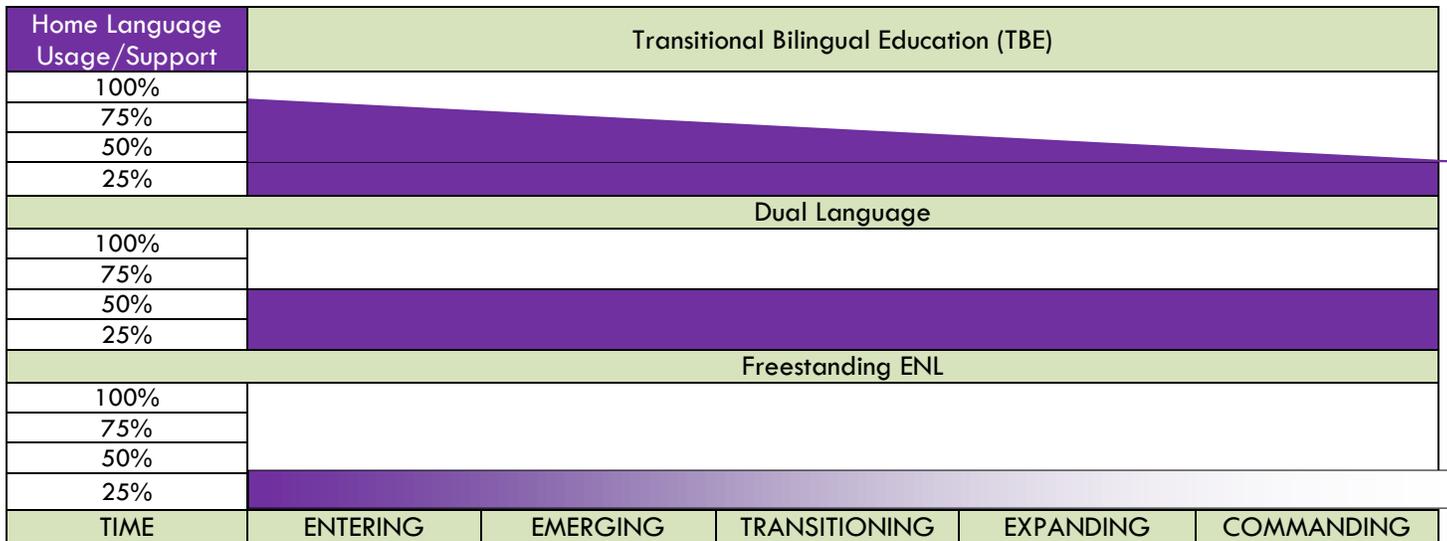


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ENL, 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 P811Q:

- Reading Milestones/Edmark
- Wilson Foundations

Balanced Literacy Approaches

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

- Go Math
- 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:

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

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

NYSAA 26 students in Grades 3-12 who met the NYSESLAT and NYSAA eligibility criteria participated in NYSAA.

In ELA, 0 student attained a Level 1, 4 student attained a Level 2; 17 students attained a Level 3. 5 students attained a Level 4.

In Math, 0 students attained a Level 1, 5 student attained a Level 2, 19 student attained a Level 3, 2 students attained a Level 4.

In Science, 0 students received a Level 1, 1 student attained a Level 2, 14 students received a Level 3, 2 students attained a Level 4.

In Social Studies, 1 student attained a Level 2, 6 students attained a Level 3, 2 students attained a Level 4.

The NYSAA testing data reveals that 19 % of students tested are achieving a Level Score of 4 in NYSAA ELA and 7% 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 will demonstrate that the ELLs who participated in this exam developed a knowledge of the content and performed satisfactorily in the assessed subject areas.

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

No new programs will be implemented.

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

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

14. 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 five 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Transitional Bilingual Education (TBE) and ENL 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, SmartBoard, E-books. SANDI is used as a Formative Assessments to determine IEP Goals and Objectives, Student Progress, Instructional Focus and Functioning Levels regarding content and skill.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- P 811Q's ELL students are scattered among the main building and eight off-sites; six 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 and supports them throughout the day by speaking their native/home 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 ENL units as per CR Part 154, which are provided by licensed ENL teachers in a Stand alone/Integrated program. The alternate placement paraprofessionals participate in collaborative planning and receive professional development in ENL and Bilingual Education. TBE classes teach using the Home Language/Native Language in all content areas during the majority day based on the NYSESLAT scores/levels. In TBE classes all paraprofessionals speak the Native/Home language of the students.
17. Explain how the school ensures all required services/resources support and 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, ENL 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 ENL 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 P811Q.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Outreach Efforts are made by the BIS/ENL 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 given the opportunity to be given the HLIS and NYSITELL prior to the beginning of the school year.
19. 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.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- At this time, we do not offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

District and school-level sponsored professional development and opportunities to attend outside workshops are provided to ENL, 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 ENL and Bilingual teachers and outside presenters. Special education teachers receive 10 hours of Jose P. training. We plan on providing Jose P. training for all our new/transferred teachers. We plan on working with the District 75 Office of ELLs to support this training. The school maintains a file with the dates on which teachers received Jose P. training. 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 2016.

All teachers have been encouraged to subscribe to DELLSS and to keep themselves informed of new developments in the field. 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 ENL Academy. TBE and ELL teachers also receive periodic instructional support from the school-based coach and the District ELL coach. Teachers are afforded the opportunity to engage in collaborative planning with their colleagues, non-special education teachers and paraprofessionals. Weekly department and classroom staff team meetings are held. In addition, teachers can select to use their Professional Development Activity period and common planning periods to work with ENL, bilingual, hearing, speech, and vision teachers, and other related service providers. Alternate placement paraprofessionals also participate in collaborative planning and receive professional development in ENL and Bilingual Education. Planned professional development activities for this school year include:

October 2015- Workshops on Adapting CCLS to create tasks aligned to NYSAA which our ELLs are a part of.

December 2015- Workshop on: Improving Communication Skills Using Augmentative Devices (IPad) in an Engineered Classroom

January 2016-Workshop on: Assisting articulating ELLs from elementary to middle and /or middle to high school

March 2016-ENL and Bilingual Teachers will attend an in-house workshop on: Use of Augmentative Communication Devices in Literacy Lessons in the ELL Classroom.

September 2015 – June 2017: The ELL liaison teacher will attend all District 75 ELL Compliance Meetings and provide turn key training.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

October 2015- Workshops on Adapting CCLS to create tasks aligned to NYSAA which our ELLs are a part of.

December 2015- Workshop on: Improving Communication Skills Using Augmentative Devices (IPad) in an Engineered Classroom

January 2016-Workshop on: Assisting articulating ELLs from elementary to middle and /or middle to high school

March 2016-ENL and Bilingual Teachers will attend an in-house workshop on: Use of Augmentative Communication Devices in Literacy Lessons in the ELL Classroom.

September 2015 – June 2016: The ELL liaison teacher will attend all District 75 ELL Compliance Meetings and provide turn key training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

January 2016- Workshop for Staff on:Assisting articulating ELLs from elementary to middle and /or middle to high school. Staff will be provided student names for following year to better plan with ELL teachers and IEP team.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

School will provide Professional Development on Monday afternoons specifically on ELL instruction and using it in the classrooms. School will keep agendas and attendance records of all PD provided to all teachers. ENL teacher will register for PDs offered by District Office and by DELLSS office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P811Q will host annual meeting to meet with ENL/BIS teachers to discuss language proficiency assessment results and language development needs in all content areas. Teachers will use Tuesday afternoon which is a Parent Outreach designated time. Teachers will keep a log of all meetings and outcomes. Parent Coordinator will assist in setting up meeting time and dates, and also additional outreach if needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Answer for #3: P 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.

Parents of ELLs are also invited by Parent coordinator to participate in transition fairs and post-secondary life transition options. Parent Coordinator also provides interpreters for all workshops given by P811Q.

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 ENL and TBE programs. During Parent-Teacher conferences, parents of ELL students are invited and encouraged to share their concerns with the bilingual and ENL 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. Beside sending out 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. The school publishes a monthly calendar that is sent home outlining the upcoming events for the month. Classroom teachers of ENL 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.

Answer for #2: ENL teachers will keep records of their annual meeting in their designated ENL files. All Parent Communication will be kept by the ENL teachers in their ENL files.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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 interpreters for all workshops given by P811Q.

5. How do you evaluate the needs of the parents?

During Family Engagement Night, the ELL team will distribute a Needs Assessment Survey to best evaluate the needs of the ELL parents. Interpreters will be available during Family Engagement Night.

Staff will call parents during Parent Outreach afternoons in their Home/Native Languages to get a larger participation of ELL parents during this family engagement night and also will continue addressing parents needs and giving feedback to classroom teachers and administration.

6. How do your parental involvement activities address the needs of the parents?

Parents of ELLs are invited to participate in transition fairs and post-secondary life transition options which is necessary for our students in order to have a successful future. We provides interpreters for all workshops given by P811Q.

We build the Title III program based on need of ELL students and their parents. We build all our transition programs based on our ELL students' needs.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Penny Ryan	Principal		10/29/15
Michel Rueda	Assistant Principal		10/29/15
Deneice Jordan	Parent Coordinator		10/29/15
Xiu Cao Li	ENL/Bilingual Teacher		10/29/15
Rodrigo Cano	Parent		10/30/15
Luis Montoro/Bilingual	Teacher/Subject Area		10/30/15
Victoria Donofrio/ENL	Teacher/Subject Area		10/30/15
Maria Petkanas	Coach		10/30/15
	Coach		1/1/01
Jeannine Kerr	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q811** School Name: **P811Q-Marathon School**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 and Pupil Accounting Secretary updates information in ATS.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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 4, Haitian Creole 3, Cantonese 1, Mandarin 9, Japanese 1, Korean 5, Pashto 1, Russian 3, Spanish 58, Hindi 1, Burmese 1, and Malayalam 2.
Oral Communication: Bengali 4, Haitian Creole 2, Cantonese 1, Japanese 1, Korean 5, Mandarin 5, Russian 3, and Spanish 58
The availability of translation and interpretation services for our schools written translation and oral interpretation needs (Bengali, Haitian Creole, Cantonese, Mandarin, Japanese, Korean, Pashto, Russian, Spanish) is made known to the school community (staff) via Faculty conferences, memos, department meetings and SLT meetings.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Blue Emergency Cards in September. HLIS to all new admits to the DOE throughout the school year. Parent Teacher Conferences 4x a year. After school program notice in the beginning of the year. NYSESLAT testing dates in Spring each year. Title III Workshop notices, School Workshop Notices, Medical Nursing Notes, and SLT announcements whenever distributed throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Intake/HLIS Meeting for all new admits to DOE throughout the year. Annual IEP meeting or Reevaluation Meeting every year. SLT meetings once a month. Parent-Teacher Conferences or Curriculum Nights 4 x a year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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.
- Copies of this message in different languages is kept in the main office by Pupil Accounting Secretary.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

-In house staff is used to provide oral interpretation services whenever possible. Presently, there is staff at P.811Q in the following languages to do oral interpretation, Bengali, Cantonese, Creole, 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 and Staff volunteers are used to do oral interpretation during School Leadership Team (SLT) meetings, Parent Staff Associaltion (PSA)meetings and Townhall meetings.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During Professional Development in September all staff members are informed of the website they can go to for translation services and over the phone interpretation services. This information is also posted in the main office and by the security desk.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents and Guardians will receive a written communication advising them of their rights to translation and interpretation services. 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: Parents' Bill of Rights and Responsibilities in their preferred language.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

On Tuesday afternoons during Parent Outreach designated time, staff who speak parents' home language will ask parents about the quality and availability of translation services that our school provides throughout the year. Staff will report feedback to supervising assistant principals. The comments and requests the parents share in their daily communication book will be translated and shared with administrative team and classroom team.