



PURVIS J. BEHAN PUBLIC SCHOOL 11K

2008 - 2009

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (13 / K / 011)
ADDRESS: 419 WAVERLY AVENUE
TELEPHONE: 718 638-2661
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 011 **SCHOOL NAME:** Purvis J Behan

DISTRICT: 13 **SSO NAME/NETWORK #:** 6

SCHOOL ADDRESS: 419 Waverly Ave

SCHOOL TELEPHONE: 718-638-2661 **FAX:** 718-622-3028

SCHOOL CONTACT PERSON: Valerie Green **EMAIL ADDRESS:** vriivers@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Amitabha Bose

PRINCIPAL Alonta Wrighton

UFT CHAPTER LEADER Shannon Brown

**PARENTS' ASSOCIATION
PRESIDENT** AnnMarie Adamson

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** James Machen

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
ALONTA WRIGHTON	*Principal	
SHANNON BROWN	*UFT Chapter Chairperson	
VANESSA BARNETT	*PTA Vice President	
ROBYN ALLEN	Parent member	
ANN ANDREW	Parent member	
KISHA BANYAN	Teacher	
AMITABHA BOSE	Parent member	
RASHEDA LYONS	Teacher	
BARBARA ST. LEWIS	DC 37 Representative	
ODETTA SAUL	Parent Member	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 11 sits in historic Clinton Hill, Brooklyn New York. Reflecting the surrounding neighborhood, the PS 11 community is rapidly changing and expects to have a more diverse student population within a few short years. Public School 11 strives to develop well rounded children in an environment that is stimulating, diverse, secure, and stable. We offer a school community that considers the whole child. We are committed to providing our children with a comprehensive child-centered curriculum that is sensitive to individual strengths, passions, and interests.

The core curriculum of P.S 11 mirrors the New York State Education Department framework, which includes a well planned and enriched instructional program. Our curriculum incorporates a hands-on, discovery approach to learning. Creative problem solving, divergent thinking, research, independent study and self-evaluation are all enforced in each classroom. Through a standards-based curriculum, which includes a rich Arts program, we are committed to developing life-long learners. We view all children as viable contributors to society who will grow to appreciate and cherish their own uniqueness as well as that of the world around them and beyond. We believe that it takes all stakeholders: administrators, teachers, and parents working collaboratively to create a school in which all our children can flourish in order to reach their fullest potential.

Public School 11 is phasing out the LEAD program (Gifted and Talented) and has moved towards the Schoolwide Enrichment Model (SEM), more hands-on experiences, field trips, excursions and projects to enhance the curriculum and stimulate the minds of our children. Public School 11 is also the home to the award winning District 13 School Band and Chorus. We are also exceptionally proud of our two Visual Arts programs and two Science Labs that are an integral part of our school program. Our children have and are currently benefiting from several partnerships and programs such as Quiver Farms, Mark Morris Dance Group, Fort Green Park Rangers, Hollenbeck Garden, CookShop, Amnesty International, New York Philharmonic, Robotics, Boys to Men Club, Sisters Circle (new this year) and Let's Play Chess. Our enrichment program also includes "Friday Fusion" (grades 3-5) in which students are immersed in enrichment experiences that caters to their passions and interests such as Pet Shop, Poetry, Drama, Scrap-booking, Expression through Art, Environmental Club, Volleyball, LEGO Construction, Journalism, Physical Fitness, Songwriting, Sewing and Yarn Crafts, Junior Achievement, Make it Math, Hands-on Science and Dance. We are also proud of our PTA Afterschool Enrichment Program servicing students in grades Pre-K through 5 which offers Piano, Tennis, Sign Language, Soccer, Dance, Drama, Steel Pan, Art and Madd Science. These programs demonstrate Public School 11's commitment to develop whole and well-rounded children.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)					(As of June 30 – % of days students attended)				
	2006	2007	2008		2006	2007	2008		
Pre-K									
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Ungraded Elementary									
Ungraded Secondary									
Total									
Student Mobility:					Eligible for Free Lunch:				
					(% of Enrollment as of June 30)				
					2006	2007	2008		
Students in Temporary Housing:					Recent Immigrants:				
					(Total Number as of October 31)				
					2006	2007	2008		
Special Education Enrollment:					Suspensions:				
(October 31)					(Online Occurrence Reporting System [OORS] – Number as of June 30)				
	2006	2007	2008		2006	2007	2008		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes									
Number all others									

DEMOGRAPHICS										
<i>These students are included in the enrollment information above.</i>										
					Special High School Programs:					
English Language Learners (ELL) Enrollment:					(Total Number)	2006	2007	2008		
(October 31)	2006	2007	2008		CTE Program Participants					
# in Trans. Bilingual Classes					Early College HS Participants					
# in Dual Lang. Programs										
# receiving ESL services only					Number of Staff:					
# ELLs with IEPs					(As of October 31; includes all full and part-time staff)	2006	2007	2008		
<i>These students are included in the General and Special Education enrollment information above.</i>					Number of Teachers					
					Number of Administrators and Other Professionals					
Overage Students:										
(# entering students overage for grade as of October 31)	2006	2007	2008		Number of Educational Paraprofessionals					
					Teacher Qualifications:					
Ethnicity and Gender:					(As of October 31)	2006	2007	2008		
(% of Enrollment as of October 31)	2006	2007	2008		% fully licensed & permanently assigned to this school					
American Indian or Alaska Native					Percent more than two years teaching in this school					
Black or African American					Percent more than five years teaching anywhere					
Hispanic or Latino					Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.					Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White										
Multi-racial										
Male										
Female										

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic		

UPDATED – OCTOBER 2008

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
		Progress (SRAP) – Year ____				
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08	Quality Review Results – 2007-08
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 30% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 55% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

SECTION IV: NEEDS ASSESSMENT

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

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

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

Public School 11 conducted a comprehensive review of the school's educational program using available quantitative and qualitative data including student performance trends and other indicators of progress. An analysis of information available from the New York State Education Department and the New York City Department of Education accountability and assessment resources was used to determine P.S11's greatest accomplishments/ strengths, challenges and performance trends during the 07-08 Academic Year. This study was led by our Inquiry Team that consisted of the administration, our Data Specialist, and teachers.

Accomplishments/Strengths

- All K-5 teachers assess students' reading levels by the end of September (Running Records). All students are matched to books based on their independent reading level (Just Right Books). Running Record assessments are done four times a year- September, December, March and June. This assessment data is collected and analyzed by the inquiry team to monitor student growth, formulate discussions around individual student needs, progress, as well as monitor upward movement in reading levels at a reasonable pace.
- Teachers are more aware of the reading behaviors required for their students to progress to higher levels and are far better at creating goals that ensure student progress.
- Teachers are more capable at analyzing data to inform instructional practice across grade levels.
- PS 11 is a high performing school and received an A in school performance on the NYC School Progress Report. 72.1% of our students are proficient in English Language Arts and 86.6% of our students are proficient in Mathematics [levels 3 and 4]. The median student proficiency is 3.21 in ELA and 3.6 in mathematics. Our school continues its historical strength in moving students in levels 1 and 2 to level 3 or higher.
- Instructional bottom-lines are established for ELA and Mathematics instruction.
- Weekly curriculum and instructional planning sessions in grade level groups occur regularly with AIS teachers, the Math coach, Assistant Principal and/or Principal.
- Our Special Education population made significant gains on the NYS ELA and Mathematics Exam
- Our special education students and African-American students in the lowest third made exemplary gains.
- Our C.A.R.E. Team (PPT) meets at least twice a month to address social and emotional issues that affect student academic achievement and progress.
- SETTS and related service providers have periodic conferences to discuss with general education teachers how implementation of the IEP addresses student disability and supports student progress.

- PS 11 has increased relevant professional development opportunities to ensure all staff maintain and enhance quality instruction and increase student progress.
- School based mentors are in place to support our newest teachers and those requiring extended support with instruction, lesson planning, classroom management, record keeping and the learning environment.
- To ensure our special education students' academic needs are met, teachers determine the functional grade level of the majority of their students and join the respective general education weekly grade level planning conferences to align and modify curriculum.

Challenges

- Although PS 11 received an overall “B” grade on the 2007-2008 Progress Report, we received a “C” in student progress. Only 52.3% and 45.1% of our students made at least one year’s progress in ELA and Mathematics, respectively.
- P.S.11 struggles with having all students show one year’s growth, particularly those already at levels 3 and 4.
- P.S.11 strives to move all students to levels 3 and 4.
- Our school has not met the attendance target of 95 % set by the Chancellor, however, our attendance average is 92% which is an increase from the prior year. Attendance is also a focus for the 08-09 school year.

Performance Trends

PS 11 is a fairly high performing school and received an A in school performance on the 2007-2008 NYC Progress Report. 72.1% of our students are at proficiency level in English Language Arts and 86.6% of our students are at proficiency level in Mathematics. The median student proficiency is 3.21 in ELA and 3.6 in mathematics. Historically, our school is very adept at moving students in levels 1 and 2 to level 3 or higher. From 2005 to present, we have been a school consistently in good standing in the areas of ELA, Mathematics and Science. However, PS 11 received a C in student progress. Only 52.3% and 45.1% of our students made at least one year’s progress in ELA and math, respectively.

According to the 2006-2007 and 2007-2008 Progress Report:

- There was only a 1 percent point increase in students making at least 1 years progress on the ELA exam compared to the previous year.
- There was only a 1.7 percent point increase in students making at least 1 years progress on the Math exam compared to the previous year.
- Our school staff is skilled at moving students to proficiency level 3.
- Our special education students and African-American students in the lowest third made exemplary gains.
- Our school has been marginally successful in having students at performance levels 3 and 4 showing one year’s growth.
- Our students tend to “flat line” once they reach level 3. We are addressing this issue this year as progress is our focus.

School Environment Data

The Learning Environment Survey was submitted by 50% of parents and 67% of teachers. This is a significant increase over last year’s numbers. The survey revealed that over 90% of our parents are satisfied to very satisfied with the education their children are receiving. This is also true in terms of school to home communication and opportunities for parental engagement. Ninety percent of parents feel the school is safe. The survey also revealed that teachers felt strongly that the school has high academic expectations and sets high standards for all students. One hundred percent of teachers agreed

or strongly agreed that school administration communicates a clear vision for the school. However, the survey also revealed school administration must provide better feedback on pedagogy and encourage more open communication on important school issues. This challenge contributed to our receiving a C on the School Environment component on the 2007-2008 NYC Progress Report.

Quality Review Self-Assessment and Final Report

PS11 has the following in place:

- Extensive school-wide enrichment programs that engage students and increase student performance.
- Infrastructure in place that utilizes and provides for weekly grade level planning, inquiry work and professional development.
- Focused monitoring and support that raises the achievement of students who need extra academic support (i.e. Daily Academic Intervention Services program, Weekly Saturday Academy and Weekly 37 ½ Minutes Extended Day Program).
- Personalized written learning goals and action plans for individual students who are experiencing academic difficulties.
- Effective use of periodic assessment results to inform instruction.
- Teachers are knowledgeable about scale score implications rather than just proficiency levels.

PS 11 is working towards and continuing:

- Regular discussions with teachers about how to use data to drive instruction.
- More professional development opportunities based on teacher request and administrative observation.
- More systems put in place to monitor progress of special education students and ensure they receive the services they need.
- Effective use of grade planning periods where new teachers can receive support in teaching and learning.
- Setting clear and targeted goals for ELA and Mathematics standardized tests.
- Teachers need to more consistently use a variety of data to plan for and deliver differentiated instruction to increase student progress and outcomes.
- Better incorporate the use of benchmarks to monitor whether students and the school are on track to reach our long term goals.

Inquiry Team Action Research Findings

- Only 35% of our targeted population of students identified in the ARIS bottom third made one year's growth on the NYS ELA exam in 2007/2008 as determined by scale scores.
- Expanding our Inquiry Team work to establish grade level inquiry teams will more closely address students' individual needs.
- Inquiry Team Members will work with a targeted student population in small groups via a "push in" approach during the school day as well as during our 37 ½ minutes extended day program in order to further differentiate learning opportunities.

Budget

PS 11's budget supports our goal for making progress.

- **Small Class Size**
Small class size is essential to our performance. With government funding- EGR grant- our class sizes in kindergarten through second grade are capped at 20 per class. This allows us to build our foundational grades, producing students who will meet grade level state and city performance standards before entering grade 3.
- **Enrichment Clusters**
Our enrichment cluster program is designed to support our work around progress and the Schoolwide Enrichment Model. The benefits of the Arts and Sciences and its impact on student development and progress are long-lasting. Our cluster program staffs two visual arts teachers, two science lab teachers and one part time Band teacher.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Based on the findings and implications from the comprehensive needs assessment (Section IV) P.S11 has determined the school's instructional goals for 2008-09 as follows:

About Progress Goals 1 & 2	
<p><u>Progress: ELA</u> By June 2009, we expect a 15% increase in the number of students* making at least 1 year's progress in ELA. <i>[Including action plans for: Assessment, Reading, Writing, Word Study, Intervention Programs, Inquiry Team work, Schoolwide Enrichment, Professional Development, and Technology.]</i></p> <p><u>Progress: Mathematics</u> By June 2009, we expect a 10% increase in the number of students making at least 1 year's progress in Mathematics. <i>[Including action plans for: Assessment, Intervention Programs, Inquiry Team work, Schoolwide Enrichment, and Professional Development.]</i></p>	<p>Although our ELA and Mathematics performance rated well on our Progress Report and we are a school in "Good Standing", our data shows that we have work to do around our level 3 and 4 students making a year's progress as determined by the state ELA and Math Assessments. To that end, our teachers will systematically gather data to plan for instruction and targeted delivery. On-going assessments will drive instructional decisions in reading, writing, and mathematics with the goal of a year's progress for our students at the forefront.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area: ENGLISH LANGUAGE ARTS

Annual Goal	Action Plan				Aligning Resources	Indicators of Interim Progress and/or Accomplishment																										
SMART Goal	Actions/Strategies/Activities school will implement to accomplish the goal	Target Population(s)	Responsible Staff	Implementation timelines	Budget, Staffing/ Training, & Schedule. Include CFE	Interval of periodic review	Instrument(s) of measure	Projected gains																								
<p>PROGRESS GOAL: ELA</p> <p>By June 2009, we expect a 15% increase in the number of students* making at least 1 year's progress in ELA.</p> <p><small>*special emphasis on students performing at levels 3 and 4 on the state ELA examination.</small></p>	<p><u>ASSESSMENT</u></p> <p>Teachers will use assessment data to inform instructional decisions and monitor progress in English Language Arts. The following assessments are and will be used throughout the school year.</p> <p>a. Running Records Determine student independent reading levels and reading comprehension strengths and areas for growth. Students in grades K-5 are then matched to books on their independent reading level.</p> <p>Best Practice: <i>It is important that the books the students are reading are "matched" to the student- texts they can comprehend with minimal support. The purpose of Independent Reading is to provide daily opportunities for students to practice reading strategies and skills in books they can read with ease.</i></p> <p>b. Reading and Writing Conference The reading and writing conference serves as an important regular assessment during daily independent practice. As students practice using reading and writing strategies (as they work independently, in partnerships and in small groups), teachers meet with students to monitor their authentic use of skills, strategies and habits that have been modeled by the teacher.</p>				<p>Teachers College Running Records are currently used. Training is done in-house. More intense training will commence in January 2009 by an AUSSIE consultant. The Pinnell and Fountas Assessment Kits- a more thorough assessment system, will be implemented schoolwide.</p> <p>AUSSIE: 10 sessions are scheduled. Training dates are as follows: January-May 2009</p> <p>Pinnell & Fountas Assessment Kits will be purchased. An AUSSIE consultant will train K-5 classroom teachers, AIS staff, coach, administration and SETTS teacher.</p>	<p>Teachers College Running Records are currently used. Students are re-assessed to track progress and monitor growth every 3 months – mandated. Running Records are administered to all K-5 students and turned in to the principal 4 times a year.</p> <ul style="list-style-type: none"> - September - December - March - June <p>Lessons are designed to push students to perform to standards and meet the following independent reading levels by grade:</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>By the end of Grade</th> <th colspan="2">Expected Independent Reading Level</th> </tr> <tr> <td></td> <th>TC</th> <th>State</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">E</td> <td style="text-align: center;">C</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">K</td> <td style="text-align: center;">I</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">O</td> <td style="text-align: center;">L</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">R</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">T</td> <td style="text-align: center;">R</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">V</td> <td style="text-align: center;">T</td> </tr> </tbody> </table>		By the end of Grade	Expected Independent Reading Level			TC	State	K	E	C	1	K	I	2	O	L	3	R	P	4	T	R	5	V	T
By the end of Grade	Expected Independent Reading Level																															
	TC	State																														
K	E	C																														
1	K	I																														
2	O	L																														
3	R	P																														
4	T	R																														
5	V	T																														

<p>Teachers keep anecdotal records of conferences to refer to when planning and keeping track of student progress.. Teachers also keep records from small group instruction such as Guided Reading and Strategy lessons.</p> <p>Lessons are designed to push students to think critically and insightfully, conjecture, question, and problem solve.</p>	<p>Independent reading texts are purchased to fill classroom libraries consisting of children’s literature in a wide variety of genres such as: fiction (realistic fiction, science fiction/fantasy, historical fiction, mystery, series books, etc.), memoir, autobiography, biography, nonfiction (Social Studies and Science topics, etc.) poetry, picture books, children’s magazines, etc. that appeal to a variety of different interests to better engage students in reading and writing.</p>	<p>As students progress as readers, classroom teachers in K-5 are also advised to conduct a running record assessment (not necessarily as formal) between the stated timeframes as necessary and record accomplishment.</p> <p>The expectation is for students to move up at least one independent reading level at each assessment interval, some more than one level depending on baseline assessment.</p> <p>We are adopting the Teachers College (TC) Independent Reading Level Benchmarks as indicated above.</p>
<p>c. ELA Predictive Assessments</p> <p>Given to students in Grades 3-5, these periodic assessments now mimic the NYS ELA exam. This test is used to predict students’ likely performance level on the actual state ELA. Teachers use this valuable information to focus their efforts to help students meet state learning standards. Teachers are strongly encouraged to use this data, along with other student work to determine where students need more help and plan targeted instruction.</p>	<p>Data Specialist facilitates testing and compiles data. Meets with staff to analyze data and form next steps.</p> <p>Not a budget item.</p>	<p>ELA Predictive is given in November and June. Students are expected to perform at levels 3 and 4. Any rating below 3 is an indicator of deficits which require immediate attention and parent contact to assist with a developmental plan of action.</p>
<p>d. In-House Assessments</p> <p>Benchmark assessments will be administered three times during the year monitoring where students are at the beginning of the year, mid-year, and toward the end of the year – a final assessment after all formal assessments. The tests will be selected and reviewed by the Inquiry Team to keep track of student growth and inform next steps.</p>	<p>Cost embedded: - photocopying in-house assessment - purchase scantrons</p>	<p>The assessments will be administered in September, February, and June to grades 3-5. January, March, and June for grades K-2, both ELA and Mathematics.</p> <p>Students are expected to meet or exceed their previous score with a minimum of 80% accuracy per exam.</p>

SMART Goal	Actions/Strategies/ Activities school will implement to accomplish the goal	Target Population	Responsible Staff	Implementation timelines	Budget, Staffing/ Training, & Schedule. Include CFE	Interval of periodic review	Instrument(s) of measure	Projected gains													
Progress ELA continued By June 2009, we expect a 15% increase in the number of students* making at least 1 year’s progress in ELA.	e. Spelling Inventory: Elementary and Upper The purpose of the Spelling Inventory is to assess students’ progress in Word Study Work as teachers differentiate their instruction to meet the needs of all students. Word Study work is a critical component of ELA instruction as it aids in guiding students to become spellers, thus better readers and writers. The inventory is administered to students in grades K-5 by classroom teachers four times during the year with the initial assessment taking place in September/October.				Budget item: photocopies of Inventories Purchase Word Study texts for grades 3-5 including Vocabulary Development.	Students are assessed in September and October to determine their spelling stage in order to differentiate word work and monitor progress as spellers, readers, and writers. Students are assessed 4 times during the year to determine spelling growth and mastery: September, January, April, and June <u>Indicators of Progress for K-5 by June 2009</u>															
	f. Pat Cunningham and Teachers College Word Recognition Inventory Kindergarten, First, and Second grade students are informally assessed in the basics. <table border="1" data-bbox="239 881 1066 1008"> <tr> <td>Kindergarten only</td> <td>- Letter recognition from ECLAS, - sight words check from Pat Cunningham, and T.C. -Print concepts from T.C.</td> </tr> <tr> <td>K to Grade 2</td> <td>-Sight word check from T.C. and Pat Cunningham</td> </tr> </table>	Kindergarten only	- Letter recognition from ECLAS, - sight words check from Pat Cunningham, and T.C. -Print concepts from T.C.	K to Grade 2	-Sight word check from T.C. and Pat Cunningham					These inventories start in September. By November, all Kindergarten students are expected to be matched to a leveled reader. Grades 1-2 are matched to readers in September and are expected to grow a level or two by the end of October teaching into their word recognition needs. Inventories Timetable: <table border="1" data-bbox="1430 1065 1976 1161"> <tr> <td>K</td> <td>Letter recognition</td> <td>Sept - Oct</td> </tr> <tr> <td>K-2</td> <td>Sight words</td> <td>Sept.Dec,Mar,Jun</td> </tr> <tr> <td>K</td> <td>Print concepts</td> <td>Sept, Oct , Nov,</td> </tr> </table>	K	Letter recognition	Sept - Oct	K-2	Sight words	Sept.Dec,Mar,Jun	K	Print concepts	Sept, Oct , Nov,		
	Kindergarten only	- Letter recognition from ECLAS, - sight words check from Pat Cunningham, and T.C. -Print concepts from T.C.																			
K to Grade 2	-Sight word check from T.C. and Pat Cunningham																				
K	Letter recognition	Sept - Oct																			
K-2	Sight words	Sept.Dec,Mar,Jun																			
K	Print concepts	Sept, Oct , Nov,																			
g. Initial Writing Assessment and subsequent writing assessments K-5 classrooms Our Initial writing assessment, “Quick Publish”, takes place the first week in September. Students briefly go through the writing process to produce a personal narrative. Teachers use this writing sample to analyze writing					Professional Development centered around assessing writing was/is scheduled during: -August PD -Common preps -once a month ½ day PD [new this year]																

strengths and areas of concern.

At the end of each writing unit of study, students produce a piece embodying the characteristics of good writing within that genre. These pieces are measured against rubrics assessing writing content and conventions of grammar and mechanics.

Each piece of student writing should include the qualities of good writing as outlined in the NYC and NYS standards as well as the TCWP curriculum:

<u>Grades 3 – 5</u>	<u>Grades K – 2</u>
Logical sequence	Some elaboration
Descriptive language	Simple sentences
More details	Use of basic sight words
Complex sentence	Spelling conventions
Appropriate word choice	
More focus and elaboration	
Conventions of grammar & mechanics	
Insightful	
Voice and etc.	

Teachers will monitor writing growth against the standards:

- monthly meetings in grade groups during common preps where teachers will look at student writing against the Teachers College Writing Continuum – measuring against grade level standards and establishing next steps

Teachers will use the following instruments to measure writing progress / growth:

- NYS ELA standards rubrics
- Teachers will create writing rubrics to assess writing in each genre (fiction, nonfiction and poetry).
- NYC ELA Performance Standards and exemplars
- Teachers College Writing Continuum

Students are expected to:

- Show progress in writing fiction, nonfiction, and poetry by the end of each writing unit of study.
- meet or exceed grade level writing standards by mid June 2009.

Student writing should span several pages based on grade level and unit-minimum.

i.e. Narrative Writing

- K & 1 - 2 pages on primary paper
- 2 & 3 - 2 pages on wide ruled paper single space
- 4 & 5 - 3 or more pages on wide ruled paper single space

h. Teachers College Writing Continuum: *K-8 Continuum for Assessing Narrative Writing*

The Writing Continuum assesses student writing looking at the major components of good narrative writing: *Structure, Elaboration, Concept of Writing/Craft, and Meaning/Significance.*

Using this continuum, teachers will be better able to plan follow-up lessons, small group work, and one to one conferences to support writing progress.

Budgeted items: photocopies of continuum and mentor texts

The continuum is in stages, levels 1 to 12.

Throughout the year, students are expected to progress to the next writing continuum level as they develop and embrace writing strategies and techniques. Based on students' initial writing assessment, a writing continuum level is determined, and a plan and expectation for growth is established by the teacher. Each student is expected to advance 1 to 4 continuum levels by June 2009, depending on his/her baseline assessment level. Teachers then create goals for each student.

The Continuum is used in September on initial writing samples and for each narrative piece throughout the school year.

PROGRAMS

To ensure all our students make at least 1 year’s progress in ELA, the following programs have been put in place to meet our targeted goal:

a. **37 ½ Minute Program-** Grades 1 to 5

This program was re-designed this school year to provide a more academically rigorous program. Students are grouped according to ELA scale scores, performance levels, ECLAS and Running Records results and teacher evaluations. This program continues to serve students functioning outside the sphere of success and has been expanded to serve those functioning within and above that sphere. Students have been placed accordingly.

All Classroom teachers including, AIS teachers, Cluster teachers, and Educational Assistants work with small groups of students each week.

The Program timeframe: September 2008-June 2009

The 37 ½ Minute Program is scheduled each Tuesday and Wednesday, 3pm to 4:15pm to provide a more meaningful and fluid program for all students. The Math Coach, who is also a strong literacy person, (partial CFE funded) works with students identified in the ELA bottom third in grade 4. Our upper AIS teacher works with students identified in the bottom third in grade 3-ELA. Our bottom third in grade 5 ELA is serviced by a 5th grade teacher whose strength is moving struggling students. Our Kindergarten teachers are teamed with first grade teachers providing foundational reading and writing support to students. The other students are dispersed amongst the grades with teachers who best can meet their needs.

Grades 1-5
Various assessments including In-House Assessments and teacher-made assessments are administered throughout the school day and used in the 37 ½ program to inform instructional practice and determining small group placement and work.

End of November
Benchmark assessments are used to monitor progress in Grades 3-5: a test mirroring the state ELA

Grades 1-2:
- Print strategies / comprehension tests
- Running Records administered 4 times during the school year: September, December, March, and June. Teachers keep a record of each assessment and adjust the classroom libraries to match where students are.
The expectation is for each student to move at least one independent reading level per running record depending on his/her base assessment. The higher the independent reading level, the lower the expected rate of change.

<p>Progress ELA continued</p> <p>By June 2009, we expect a 15% increase in the number of students* making at least 1 year's progress in ELA.</p>	<p>b. Saturday Academy This test preparation program is designed to support all testing grade students - 3rd, 4th, and 5th graders - especially those performing outside of sphere of success.</p> <p>Selected teachers with proven record of success with moving students have been recruited to teach in this program.</p> <p>The program runs for eleven sessions from October 11, 2008 through December 20, 2008.</p>	<p>The program is funded by gifted funds to PS11 via our PTA including Per Session for 6 teachers and 1 assistant principal.</p> <p>Kaplan is the program used for these classes paid for by the school.</p>	<p>The results of the Benchmark assessments administered during the regular school day are used to refine lessons in this program. An October 2008, November 2008, & December 2008 in-house assessment will be administered during the academy as well. The Kaplan program is also used in the academy. An increase in the number of correct responses from one test to the next is expected and is monitored. For the written sessions of the test, teachers use rubrics to evaluate student responses and set a plan for improved written responses and comprehension. Those students performing above the sphere of success are expected to perform consistently on each exam.</p>
<p>Progress ELA continued</p> <p>By June 2009, we expect a 15% increase in the number of students* making at least 1 year's progress in ELA.</p>	<p>c. Our Reading and Writing Curriculum is aligned with our plan for rigorous and standards based instruction</p> <p>To support our goal to increase progress in ELA, the Teachers College Reading and Writing Project Curriculum is our chosen curriculum. This Balanced Literacy program:</p> <ul style="list-style-type: none"> • Is aligned to the New York City and State English Language Arts Standards • Provides students with opportunities for reading, writing, listening and speaking • Is a comprehensive instructional approach for reading and writing and includes the components of <i>Balanced Literacy</i> • Integrates critical thinking skills through a <i>balanced</i> approach <ul style="list-style-type: none"> • Students learn best in an active, workshop environment in which they work, think, talk together about the books they are reading and the writing pieces they are producing. • Literacy instruction includes a balance of the following: <ul style="list-style-type: none"> ○ Teacher's direct, explicit instruction of reading and writing strategies and time for students to practice using reading and writing strategies as they work independently, in partnerships and in small groups ○ Whole class, small group and individualized instruction-daily. <p>Whole class instruction in Reading and Writing Workshop is taught using the Workshop Model [Minilessons, Independent Practice, Instructional Share]</p>	<p>Budgeted items:</p> <ul style="list-style-type: none"> - photocopies of curriculum and resources - Classroom libraries to support units of study including leveled texts, read aloud texts, class novels, mentor texts, and other trade books. - Staff members attend Teachers College workshops – per diem coverages are budgeted. - TCRWP support material 	<p>By the end of each unit of study (4 week process), a product is produced to assess mastery.</p> <ul style="list-style-type: none"> - A written piece is the assessed product in the writing workshop. - A reading project is the assessed product in the reading workshop which can also be a written response. <p>Each product is assessed using a rubric. The expectation is each product should achieve a rating of 3 or 4.</p> <p>Other forms to measure progress are: Kid-watching and conferring</p> <p>By June, it is expected that each student's baseline independent reading level increase by at least two to four levels, depending on starting baseline.</p>

	<p>Components of our Balanced Literacy Program include:</p> <ul style="list-style-type: none"> • Reading Workshop [daily K-5] • Writing Workshop [daily K-5] • Read Aloud [daily PreK-5] • Word Study • Shared Reading • Shared & Interactive Writing 		
<p>Progress ELA continued</p> <p>By June 2009, we expect a 15% increase in the number of students* making at least 1 year’s progress in ELA.</p>	<p><u>STRUCTURES & INITIATIVES</u></p> <p>To ensure all our students make at least 1 year’s progress in ELA, the following structures/initiatives have been put in place to meet our targeted goal:</p> <p>a. Core and Grade Level Inquiry Teams These teams were designed to forge authentic discussions about student performance. Grade Level Inquiry Teams were created this year - K-5 – to analyze data in ELA and make recommendations for improved instruction and sound structures. Teachers engage in regular conversations about student needs, progress, and best practices for achievement.</p> <p>Each Grade Level Inquiry Team meeting is facilitated by a Core Inquiry Team member (members from the first year group).</p> <p>Sessions are scheduled once a week during common preps for the month of October.</p> <p>Thereafter, grade teams will meet at least once per month to discuss student progress and plan out next steps for continued growth.</p> <p>Grade Teams Initial sessions took place in October 2008 starting with Grade 5 teachers.</p>	<p>Funding is in place for Core Inquiry team work.</p> <p>Core Inquiry Team meetings are scheduled afternoons during the school day [Mondays and Thursdays 9:30-10:45am] along with selected afterschool and Saturday sessions as needed.</p> <p>Grade Inquiry Teams have the opportunity to meet each week during a double period prep designed for professional development and inquiry work.</p>	<p>Grade Teams: Teachers meet in grade groups to discuss student progress based on actual performance. Teachers monitor student behaviors and practice on a regular basis through kid- watching and conferring.</p> <p>Core Team: The core team analyzes data and plans next steps for continued growth, remediation, and/or new directions.</p>
<p>Progress ELA continued</p>	<p>b. Professional Development</p> <p><i>“Professional educators serve the most diverse population of students. This diversity among students can greatly enrich and enliven the educational experiences. There is a critical need for teachers who are responsive to the diverse cultural, linguistic and socioeconomic backgrounds of all students.”</i> From <i>Professional Teaching Standards</i></p>	<p>Budgeted: This year, classroom teachers have 2 back to back grade level professional development periods once a week to enhance teaching and</p>	<p>By the end of this year, all classroom teachers should have the following in place and up and running:</p> <ul style="list-style-type: none"> - A living Assessment Binder - Goals for each student in ELA and Mathematics

<p>By June 2009, we expect a 15% increase in the number of students* making at least 1 year's progress in ELA.</p>	<p>We understand the importance and impact a well trained teacher has on a child's learning and have embedded professional development in the school day while students benefit from a rich Arts, Sciences, and Technology program.</p> <p>A Professional Development Calendar is created each month to address areas of need based on daily classroom observations, walk-ins, and schoolwide needs assessment results. Professional development sessions will focus on differentiation of instruction and monitoring progress.</p>	<p>learning schoolwide.</p>	<ul style="list-style-type: none"> - Differentiated lesson plans - Centers for differentiation in ELA and Math - Active Grade Level Inquiry Team - A system for monitoring student progress in ELA and Math <p>Note: This list is not complete. These are a few of the basic expectations required of all teachers by year's end.</p>
<p>Progress ELA continued</p> <p>By June 2009, we expect a 15% increase in the number of students* making at least 1 year's progress in ELA.</p>	<p>c. Schoolwide Enrichment</p> <p>Our Schoolwide Enrichment Program is designed to provide accelerated learning for all students as well as provide a diverse curriculum to address the needs of our level 3 and 4 students. It is designed to develop the talent potentials of P.S.11 students by providing enrichment opportunities, resources, and services to develop their strengths and interests.</p> <ul style="list-style-type: none"> - A rich Arts program: All students attend a Visual Arts class at least twice a week by a licensed full-time artist. - A rich Science program: All students attend a Science Lab class at least twice a week by a trained full-time science teacher. - Students in grades 2-5 now attend a Technology class one to 2 times a week with a trained computer teacher - We partnered with various organizations supporting the sciences to enhance our science and social studies program [Amnesty International, Let's Play Chess, CookShop, Hollenbeck Garden Organization, Madd Science, and ...] - To develop within each student an appreciation for Fine Arts, a partnership with The NY Philharmonic and Mark Morris Dance Company was started. - Established enrichment clubs & organizations supporting Student Leadership [Robotics Team, Student Government, Future Leaders/Teachers, Boys to Men Club, Art Apprentice Club, Girls Club: "Sister to Sister", Band, and ...] 	<p>Budgeted items for Science:</p> <ul style="list-style-type: none"> - replenish science supplies and hands-on material - gardening supplies - pets and upkeep - trade books - student notebooks - per diem for PD coverages when necessary <p>Technology: software and instructional resources and material</p> <p>Arts: Project Art funding -Art cluster salary -material and books - hardware</p> <p>Enrichment Program: -materials to support program initiatives and</p>	<p>Our enrichment program will be the catalyst for enhanced and enriched instruction as well as enriched programs.</p> <p>This model will be used to address our goal to increase and sustain the number of level 3 and 4 students in the testing grades.</p> <p>It is our expectation that in an enriched curriculum and program, all students will be reached, motivated and inspired to perform at higher levels, making at least one year's progress in the core subject areas as measured by in-house and formal assessments by June 2009.</p>

- Started an after school enrichment program tapping into our students' strengths and interests through the Arts and Sciences and Sports[Madd Science, Sign Language, Spanish, Piano Keyboard, Steel Pan, Drama, Dance, Tennis, ...]
- Used Social Studies and Science curriculum to plan project based learning & align curriculum related field trips and experiences.
- Robotics Team to spearhead the P.S.11 "Go Green" initiative. (Schoolwide Paper Recycling and Energy Conservation)

In collaboration with our PTA, we hired a part-time Enrichment Coordinator and 2 PTA Afterschool Enrichment Coordinators (salary paid by a PTA gift).

To enhance the curriculum and serve to measure progress, grade level project based celebrations will culminate units of study in Social Studies and ELA. Various celebrations will start mid February through June 2009. Individual project based assignments will be assigned throughout the year as measures of learning.

- Technology Program as part of our enrichment initiative

Our technology program is designed to improve student achievement through discovery based learning. Students are given developmentally appropriate learning opportunities to support their diverse academic needs.

Our technology program features technology-enhanced experiences that address both curriculum content and technology standards. Utilizing the internet, students access a website specifically tailored with safe and suitable resources, project outlines and curriculum guidelines, with the expectation of raising student achievements to levels 3 and 4.

Through strategic planning the technology teacher incorporates cooperative learning, and independent research in grade appropriate lessons. Students are exposed to a wide range of learning opportunities in all subject areas. The activities provided develop higher order thinking skills which involve in depth class discussions, taking field trips around the world and analyzing these "in-class" trip experiences, comparing and contrasting research, graphing data, making scientific discoveries and synthesizing those experiences. The expectation is that the students take a more active and responsible role in their own education.

projects.
-PTA Enrichment funded by PTA

Subject/Area: MATHEMATICS

Annual Goal	Action Plan				Aligning Resources	Indicators of Interim Progress and/or Accomplishment		
	Actions/Strategies/Activities school will implement to accomplish the goal	Target Population	Responsible Staff	Implementation timelines		Budget, Staffing/ Training, & Schedule. Include CFE	Interval of periodic review	Instrument(s) of measure
By June 2009, we expect a 10% increase in the number of students making at least 1 year's progress in Mathematics.	<p>Teachers will use assessment data to inform instructional decisions and monitor progress:</p> <p>a. Beginning of the year benchmark assessment Identifies strengths and areas of concern in mathematics knowledge and level of retention of concepts taught in previous grade. Provides initial data on students' differentiation needs.</p>	Grades 1 – 5	Classroom Teachers	September	Assessments are compiled and copied by Math Coach.	This in-house assessment is provided to assess students' retention of prior year concepts and skills. Teachers use the results of this assessment to identify students' strengths, areas of concern and plan for differentiated instruction.		
	<p>b. Unit progress checks Measures students' growth and achievement to determine whether children have learned presented material. Provides information about students' current knowledge and abilities so that teachers can plan future instruction more effectively.</p>	Grades 1 – 5	Classroom Teachers	September – June (at the end of each unit)	Provided within our mathematics program	The expectation is for students to move up one level, or maintain levels three and four on each unit assessment. Concept spiraling, math centers and differentiation opportunities will be provided according to students' results.		
	<p>c. Acuity Periodic Assessments (Predictive and Instructionally – Targeted Assessments) These periodic assessments are administered throughout the school year to give teachers more information about what students have learned. Teachers use these assessments, along with other school work and what they see in class, to learn where students need more help and plan targeted instruction.</p>	Grades 3 – 5	Classroom Teachers	Predictive – December and June ITAs – November, March, May	Offered by the DOE	Math Predictive is given in December and June. Students are expected to perform at levels 3 and 4. Any rating below 3 is an indicator of deficits which require immediate attention and parent contact to assist with a developmental plan of action.		

<p>By June 2009, we expect a 10% increase in the number of students making at least 1 year's progress in Mathematics.</p>	<p>d. Mid-Year Assessment and End-of-Year Assessment Provides a snapshot of how students are progressing towards meeting the <i>Everyday Mathematics</i> grade-level goals and state standards.</p>	Grades 1 – 5	Classroom Teachers	1 st week in February and 1 st week in June	Provided within our mathematics program	<p>These assessments are expected to show teachers how students are progressing towards meeting the current year's math content standards.</p> <p>Students are expected to achieve a minimum of 80% accuracy on each of these assessments.</p>
	<p>To ensure all our students make at least 1 year's progress in Mathematics, the following programs have been put in place to meet our SMART goal:</p> <p>a. The <i>Everyday Mathematics (EM) Program</i>, our mathematics curriculum, is aligned with our plan for rigorous and standards based math instruction. This mathematics program enables elementary school students to learn challenging mathematical content and become life-long mathematical thinkers. The content in each grade provides all students with a balanced mathematics curriculum that is rich in real-world problem-solving opportunities. The curriculum provides for mastery of the state learning standards through ongoing learning and practice, problem solving and differentiated instruction.</p>	Grades Pre-K – 5	Classroom Teachers	<p>September 2008 – June 2009</p> <p>Math is taught five days a week for 60 – 75 minutes each day. On Thursdays and Fridays, mathematics is the first subject taught to show the equal importance of mathematics with ELA.</p>	EM teacher and student materials were purchased as part of the NYCDOE Core Curriculum materials.	<p>Teachers are expected to submit a pacing calendar each month to ensure that they move through the curriculum at a steady pace. This calendar also details the problem solving strategy focus, math games and math literature selection for the month.</p> <p>Teachers are expected to utilize all the components of EM program to increase students' mathematical knowledge and abilities, and to meet the needs of every student in his or her class.</p> <p>Students are expected to build upon the skills learned in the previous grade and learn new concepts and skills.</p>
	<p>b. Our 37 ½ minutes extended day program has been restructured to include more students and homogenously-grouped classes. During 2 – 3 week long math cycles, teachers will focus on students' effective use of problem solving strategies and learning through math</p>	Grades 1 – 5	Classroom Teachers, AIS Teachers, Cluster Teachers, Coach and	September – June (in 2 – 3 week cycles)	Tuesday and Wednesday 3:00 – 4:15 pm All staff including classroom, AIS and cluster teachers,	<p>The expectation is for all students who attend the program to understand and use varied problem solving strategies more effectively. These strategies include:</p> <ul style="list-style-type: none"> • Write a number sentence • Find a pattern • Draw a picture

	games.		Educational Assistants		<p>educational assistants and the math coach service students during this program. Most classrooms have more than one staff member to allow for small group work and individualized attention.</p> <p>See ELA action for further explanation.</p>	<ul style="list-style-type: none"> • Make a list, chart or table • Use logic • Guess, check and refine <p>Teachers will monitor progress by using a problem solving rubric. Students are expected to consistently achieve levels 3 and 4 on the problem solving opportunities presented.</p> <p>Also, the expectation is for all students who attend the program to increase students' critical thinking skills and to build and reinforce skills taught by the math games presented. Teachers will monitor progress by having students regularly complete a math game response sheet on which they will demonstrate their understanding and thinking.</p>
<p>By June 2009, we expect a 10% increase in the number of students making at least 1 year's progress in Mathematics.</p>	<p>To ensure all our students make at least 1 year's progress in Math, the following structures and initiatives have been put in place to meet our targeted goal:</p> <p>a. Problem Solving/Game Fridays This initiative was placed into our math instructional program. It will provide students the chance to solidify and extend their knowledge and to stimulate new learning through math game playing and problem solving questions.</p>	Grades 1- 5	Classroom Teachers	September – June (2 Fridays a month)	<p>Math coach provided Professional Development for classroom teachers on teaching problem solving effectively. Problem Solving resources newly purchased and distributed to grades 1 and 2. Resources purchased in previous years distributed to teachers in grades 3 – 5.</p>	<p>The expectation is for teachers to provide students with frequent experiences with problems that interest, challenge, and engage them in thinking about important mathematics. The problem solving questions presented should encourage students to use various problem solving strategies.</p> <p>Also, the expectation is for teachers to introduce students to EM math games that focus on the needs of their students and reinforce the concepts taught in the present unit of study. Student progress will be measured by monitoring results, according to the problem solving rubric and by analyzing responses made on math game response sheets. Students are expected to consistently achieve levels 3 and 4.</p>

						Students will increase their ability to formulate, represent, and solve mathematical problems by building a repertoire of strategies they can use and be better equipped to develop <i>and</i> carry out a plan to solve a mathematical problem. They will exhibit knowledge that is much deeper and more useful than simply carrying out a computation.
	<p>b. Math Literature Incorporating the regular use of math literature to expose the usefulness of mathematics in the real world and provides a context for problem solving. Reading math literature will open the door to thinking mathematically and logically in real world situations.</p>	Grades K – 5	Classroom teachers	September 2008 – June 2009	A large number of Math literature books are available in our math room for teachers to select to support concepts taught.	<p>Reading mathematics literature promotes critical thinking and provides a context for using mathematics to solve problems. Also, reading math literature helps students see mathematics as a tool for making life easier.</p> <p>Teachers are responsible for reading at least one math literature book each month to support the present unit of study. After receiving professional development on the effective use of math literature in the classroom, teachers will be expected to provide a response to literature question, problem solving experience or mathematics activity upon reading each math text.</p> <p>Students will be more interested and motivated in math which will boost math progress. Also, students will be able to better connect mathematical ideas to their personal experiences.</p>
	<p>c. Math Challenge This monthly school-wide initiative builds our students’ problem solving skills. Once a month each teacher will be given a class set of a word problem, activity, or brain teaser for students to solve. As problem solving is frequently an area of weakness for many of our students, it is our hope that providing students with an opportunity to be publicly recognized (with a certificate and displaying their work in the hallways) for their problem solving ability will</p>	Grades K – 5	Math Coach and classroom teachers	Monthly (October – June)	Once a month the math coach will provide each teacher with class set of a word problem, activity, or brain teaser for students to solve. All responses will be reviewed and graded by the math coach. Math certificates have	<p>Problem solving is frequently an area of concern for many of our students. This impedes our students’ progress. It is our expectation that providing them with ample opportunities for problem solving, and recognizing their problem solving abilities will motivate them, and sharpen their math skills.</p> <p>Student responses will be graded according to our problem solving rubric. It is expected that the percentage of students in each class achieving levels 3 and 4 on the math challenge</p>

	hopefully motivate them and sharpen their skills.				been purchased to recognize successful problem solvers.	question will steadily increase over the course of the school year.
	<p>d. Math June Planning</p> <p>At the end of the school year, teachers will engage in a special planning opportunities to reflect on their mathematics teaching and learning of the past year, and plan strategically for the coming year.</p>	Grades K – 5	Classroom teachers and math coach	June	Our math coach will facilitate this work with teachers.	It is expected that teachers engage in honest reflection by examining and analyzing the units of study taught in the current year. They will be encouraged to ask the important but difficult questions concerning your work with students. Once the reflection process is completed, planning for the new school year can begin in a more informed way.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	4	0	4	6
1	17	17	N/A	N/A	3	0	3	9
2	17	17	N/A	N/A	8	0	8	8
3	12	12	N/A	N/A	6	1	6	11
4	6	6	1	6	7	0	7	5
5	5	5	5	5	9	1	9	2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS for ELA is delivered through a combination of a push in and pull out program utilizing programs such as the Wilson Program and the Triumphs Reading Program. During the pull out sessions, students receive intense instruction in their areas of need. This includes the following components:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Comprehension • Fluency • Vocabulary <p>Also, students receive differentiated instruction in a 10-1 student teacher ration during the mandated 37 1/2 minutes extended day program. This extended time provides critical instruction for those students who are not meeting the standards, as well as an enrichment opportunity for those students meeting or exceeding the ELA standards. In addition technology programs are set up for individual students based on their needs. Students are able to utilized the computer to work on targeted areas at their own pace</p>
Mathematics:	<p>AIS for Math is delivered in small groups during classroom instruction as well as during the 37 1/2 minutes extended day program. Students who are identified as at-risk students for math receives instruction that focuses on building the foundational skills through games and center based activities.</p>
Science:	<p>AIS for Science is delivered during our content area reading during the regular school day. Teachers will establish goals for identified students not meeting the standards. To meet the needs of the k-5 students, hands-on experiences are provided in our two science labs.</p>
Social Studies:	<p>AIS for social studies is delivered during our content area reading during the regular school day. Teachers will establish goals for identified students not meeting the standards.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Provide counseling to mandated and at-risk students identified by their IEP and on an as needed basis during the school day. At-risk students who have not been mandated for counseling but who have social, emotional and academic difficulties will receive a 20-30 min session of counseling during students' lunch time and pushing in to students' classroom.</p>

At-risk Services Provided by the School Psychologist:	The C.A.R.E. team meets monthly to discuss and identify severely at-risk students who have already received intervention through the P.S 11 Guidance Counselor. These students then have individual one-on-one meetings with the school psychologists. These meetings happen during the regular school day.
At-risk Services Provided by the Social Worker:	P.S. 11 Social Worker provides family counseling and referral services for families in crisis who are experiencing social and emotional problems.
At-risk Health-related Services:	Aside for the health services provided by the school nurse, teachers are additionally trained to respond to severe health crisis such as peanut allergies, asthma attacks, and epileptic seizures.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** 7
(No more than two pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, languages(s) of instruction, instructional Strategies, etc).
Program planning and management description, to include identification and placement of ESL/Bilingual Certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.

At P.S. 11 we have students at the intermediate and advanced proficiency levels. The Freestanding ESL program is implemented through a combination of push-in and pull-out models by a certified ESL teacher. ELLs at the beginner or intermediate level are serviced with 360 minutes per week and the advanced students 180 minutes per week. Therefore, PS11 is in compliance with the mandated units of service. Special education students are serviced as per their IEPs. The language of instruction is English using ESL methodologies to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. The instructional strategies used are the Balanced Literacy and Workshop Models. Strategies include scaffolding techniques like bridging, schema building, and modeled writing. In addition, the Cooperative Learning strategy is also used, which encourages interactive student participation that promotes social and academic language skills. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners. The supervisors of the ESL program are:

Ms. Alonta Wrighton, Principal

Ms. Abidemi Hope, Assistant Principal

All parents and guardians of newly enrolled students fill out the Home Language Survey (HLIS) to indicate what language is spoken at home. If the information about the student’s home language indicates that a language other than English is spoken and understood by the student, the student is administered the Language Assessment Battery-Revised (LAB-R) test to determine his/her proficiency in English. Parents of new students who tested below the proficient level are invited to the parent orientation which details the various programs available to their children as ELLs in NYC public schools. Materials are offered in the home languages of the parents attending and the Parent Orientation DVD is made available in a variety of languages. At P.S. 11 the parent choice survey indicates the preferred option of having a Freestanding ESL program available for ELLs, the mandate of 15 students to open a bilingual class has not been reached. Additional Parent Orientations are scheduled during the school year as needed.

Our newcomer population is provided with peer support and tutoring if needed, during general classroom hours and after school. ELLs in need of additional support are offered Academic Intervention Services and small group instruction. All English Language Learners have access to free internet programs, such as bbc.co.uk/worldservice and mes.english.net

ELL-related mandates and use of data to improve instruction:

The 2008 NYSESLAT results data indicate that students tended to score higher in speaking and listening. Therefore, greater emphasis will be placed on writing and reading. To fulfill this need, all ELLs are receiving differentiated instruction in small group settings. Emphasis will be placed on developing such skills as sound/symbol relationship, encoding, decoding, word fluency, and reading and listening comprehension. Balanced literacy activities include read alouds, shared writing, shared reading, and interactive writing. Instruction also supports the Teacher's College curriculum in reading and writing workshop with scaffolding and differentiated instruction for additional language and academic support. The ESL program at PS11 also supports and is aligned with the ELA program of the school as well as with the NYS ELA/ESL learning standards. Supplemental materials include the ESL Sunshine Edition - an accelerated program prepared by second language experts like Anna Chamot, Jim Cummins, and Michael O'Malley, and which includes a textbook, a practice book, and an audiocassette – as well as the 2009 Milestones edition.

A. Curricular: Briefly describe the school's literacy, mathematics, and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e. AIS, Saturday Academies).

PS11 follows the Teacher's College Workshop model for its literacy program. In addition, the Everyday Math curriculum is implemented, as is the Harcourt curriculum in science. Our ELL learners follow the same curriculum but receive differentiated instruction. Scaffolding techniques are used to ensure that all ELLs have equal access to these curricula and their content. A variety of academic support services are also made available as a measure to ensure that ELLs have the same opportunities as native English speakers to meet or exceed state standards in all content areas. The 37 ½ minutes program is used to support ELL academic success and Saturday Academy is also provided for the same reason.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs include art, music, sports, clubs, etc.

PS11 runs an after school enrichment program, which includes such classes as soccer, drama, dance, and tennis. Parents of ELLs are notified of these programs in their home languages. ELLs have equal access to these programs and do participate in them. In addition, PS11 also offers the Young Minds program. ELLs do attend this program and receive homework assistance in addition to other activities.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientation, homework help, leadership development, ESL and/or math/literacy.

Parent orientations for incoming students are organized twice a year where translation services are provided. Brochures and materials to be distributed are made available in the home languages of the parents. The parent coordinator ensures that information on testing such as ELA and NYSESLAT are also provided to parents. Teachers also provide parents with clear and specific recommendations about ways to support their children's learning. Parents are encouraged to contact teachers with any questions and concerns and PTA meeting are held on a monthly basis. If

parents whose native language is other than English are contacted by the school, the staff ensures that translation services are on hand to enable the parents to fully understand and participate in the issue being discussed.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

A Meet-and-Greet is organized for parents and incoming ELLs. Parents have the opportunity to tour the school, receive materials concerning the ESL program in their home language, discuss the ESL curriculum, and have pertinent questions answered. Parents and their children can meet one another in order to foster a sense of community amongst the ELLs attending PS11.

IV. Staff Development (2008-2009) activities – tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Professional development is made available to all teachers and educational assistants. The ESL teacher attends workshops and study groups provided by the district, Instructional Support Specialists, and ELL Compliance Performance Specialists. Our principal, assistant principal, and the Instructional Support Specialists will facilitate further professional developments in 2009. Some of the workshops attended/to be attended in 2008/2009 are:

Title	Date	Target Audience
Differentiated Instructional Strategies for ELLs: How to scaffold instruction for ELLs (Study group to meet five times throughout the 2008-09 school year)	October 29, 2008	Teachers of ELLs
ESL, ELA, or NLA: What Comes First?	November 4, 2008	Teachers of ELLs
The BESIS Data Collection Technical Assistance Meeting	November 5, 2008	ESL Teachers, Program Coordinators
Differentiated Instructional Strategies for ELLs: How to create differentiated lessons for ELLs	December 19, 2009	Teachers of ELLs
NYSESLAT Training Workshop	March 30, 2009	New personnel administering the NYSESLAT for the first time (administrators, bilingual coordinators, testing coordinators, bilingual and-or ESL teachers)
Differentiated Instructional Strategies for ELLs	April, 2009	Teachers of ELLs
Beating the Odds: Best ELL Practices for Outstanding Results – discussion on how content-based lessons can be differentiated for the diversity of learning needs of ELLs	June 4, 2009	All teachers of ELLs
Differentiated Instructional Strategies for ELLs	June, 2009	Teachers of ELLs

Classroom teachers and the ESL teacher maintain an ongoing collaboration in order to maximize opportunities for ELLs to demonstrate academic and linguistic progress.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

UPDATED – OCTOBER 2008

Our school ensures that our ELL population is supported by all of the following support services if needed: Guidance Counselor, Nurse, Academic Intervention Services, and Speech Therapists.

VI. Name/type of native language assessments administered (Bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Purvis J Behan P.S. 11 **District** 13

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1	0	0	0	0	1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SC HEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Every student is required to complete a Home Language Survey that is maintained as part of the student record. The pupil personnel secretary reviews each student biographical data and Home Language Survey annually to determine our schools language translation needs.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
Approximately 98% of P.S. 11 school's population primary home language is English. The remaining 2% speaks French, Haitian Creole, Arabic and Spanish. The school's demographic is made available on the schools' Official DOE website and is periodically reviewed and reported on the schools' website.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
P.S. 11 is fortunate to have staff and parent volunteers that are proficient in Spanish, French, and Arabic. They are routinely available to translate written communication between the school and the child's home.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
During the registration of ELL students, parents are given the opportunity to request translation services. To date none of our parents have requested translation services.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Students in the identified population that required translation services will be provided a letter in the Native Language describing resources available for parents with limited English. This information will also be available during the fall and spring.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 350,442
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 3,504
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 17,522
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 98%
5. If the percentage of high quality teachers during 2007-2008 is less than 100%, describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The PS 11 administration confers with non-HQ teachers to strongly encourage them to complete required coursework to become highly qualified as deemed by the Department of Education. Graduate programs are also posted on a teacher bulletin board including p-credit offerings.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS 11 is a Title I Schoolwide Program (SWP) school. Thus, by definition, all parents are considered Title I parents. The set of expectations for all parents are set out below in the School-Parent Compact. In addition, there are several programs that are run at PS 11, either by the school, or by the PTA that target parents with the goal of improving student performance. Some of these programs are directly academic in nature, such as the Parent Math Workshop run by the Mathematics Coach. Other programs have an indirect, yet important effect on student performance. These include the Resolving Conflicts Creatively Program (RCCP) that holds half-day parent workshops on conflict resolution, the Boys to Men program that solicits fathers to provide role models for 4th and 5th grade boys, the month long student Read-a-thon and informal internet literacy courses.

Each year the PTA decides how the Title I money should be spent. For the 2005-2006 academic year, a Title I committee was set up whose charge was to identify ways to spend the Title I money. Ultimately it was decided by the PTA to use the funds to among other things purchase new desktop computers for the Parent Resource Room. In the 2006-2007 academic year, the funds were used to fund the RCCP program. Some of the 2007-2008 funds were used for Meet the Teacher Night during which parents got an opportunity to meet the teachers of any grade and in particular of upcoming grades of their child. In the 2008-2009 academic year, the PTA will again be asked to identify areas in which the Title I Parent Engagement funds can be spent.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

SCHOOL-PARENT COMPACT

The Purvis J. Behan School, PS 11 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2008-2009.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL-PARENT COMPACT

The Purvis J. Behan School, PS 11 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2008-2009.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The administration and faculty of P.S. 11 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Providing excellent in-class instruction that seeks to utilize techniques of differentiated learning.
 - Provide each student an opportunity to attend the 37½ minutes afterschool program that will focus on improving standards and providing opportunities for outstanding extra-curricular activities.
 - **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held twice during the year: once in the fall and once in the spring. These conferences will occur at the school and teachers will be available from 1-3 PM and 5-8 PM to meet with parents.

2. **Provide parents with frequent reports on their children's progress.** Specifically, the school will:
 - Provide weekly curriculum newsletters to parents documenting what was covered during the week.
 - Contact parents as needed to inform them of student successes and to discuss areas where improvement is needed.
 - Hold workshops for parents to help them better understand the curriculum being taught.
3. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available during the school day to meet with parents.
 - Staff will also be available by appointment at a time that is mutually acceptable to all parties.
 - The parent coordinator will be available throughout the day to facilitate staff/parent interactions.
4. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
 - Parents can participate in many ways such as in Cookshop, in the Friday enrichment clusters, and as learning partners.
 - Parents are encouraged to discuss opportunities with individual teachers to see what volunteering possibilities exist.

Parent Responsibilities

Parents will support their children's learning in the following ways:

- Providing access to a healthy, nutritious breakfast.
- Providing a home environment that maintains good health habits including - a time to play and relax, and at least 8 hours of sleep.
- Providing their child(ren) with the support necessary to be on time for school each and every day.
- Providing their child(ren) with the support necessary to attend school every day.
- Monitoring the completion of homework assignments.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom - (Cookshop, Parents as Learning Partners, Class Parents and chaperoning on school trips).
- Participating in decisions relating to their children's education.
- Promoting an appreciation and respect for the socioeconomic, racial, cultural, ethnic and religious diversity of our school community.
- Promoting positive use of their child's extracurricular time.
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
- Participating in the PTA and their activities.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement

Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners or other school advisory or policy groups.

Title I Parent Involvement Policy

PS 11 is a Title I School-wide Program (SWP) school. Thus, by definition, all parents are considered Title I parents. The set of expectations for all parents are set out below in the School-Parent Compact. In addition, there are several programs that are run at PS 11, either by the school, or by the PTA that target parents with the goal of improving student performance. Some of these programs are directly academic in nature, such as the Parent Math Workshop run by the Mathematics Coach. Other programs have an indirect, yet important effect on student performance. These include the Resolving Conflicts Creatively Program (RCCP) that holds half-day parent workshops on conflict resolution, the Boys to Men program that solicits fathers to provide role models for 4th and 5th grade boys, the month long student Read-a-thon and informal internet literacy courses.

In prior years the PTA decided how the Title I money was spent. For the 2005-2006 academic year, a Title I committee was set up whose charge was to identify ways to spend the Title I money. Ultimately it was decided by the PTA to use the funds to among other things purchase new desktop computers for the Parent Resource Room. In the 2006-2007 academic year, the funds were used to fund the RCCP program. Some of the 2007-2008 funds were used for Meet the Teacher Night during which parents got an opportunity to meet the teachers of any grade and in particular of upcoming grades of their child. In the 2008-2009 academic year, PS 11 elected a Title I Parent Representative and an Alternate. The Title I representative together with the SLT decided to use this year's funds for Meet the Teacher Night and other parent workshops such as a Technology workshop and a Resume writing workshop.

In addition to what is listed above, the Parent Involvement Policy at PS 11 also includes some points from the suggested Parent Involvement Policy template of the Elementary and Secondary Education Act (ESEA).

1. PS 11 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - The Title I Parent Representative and Alternate, together with the School Leadership Team parent members will draft the Parent Involvement Policy. This draft will be discussed with the entire parent body at a monthly PTA meeting in which suggestions for additions and improvements will be solicited. The Title I Parent Representative will then finalize the policy which will be then be forwarded to the SLT for final approval.
2. PS 11 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - All PS 11 parents are invited to every SLT meeting during which issues of importance regarding school review and improvements are discussed.
 - The principal holds regular “Principal Roundtables” in the early evenings to provide parents with the opportunity to become more involved with review and improvement.
 - The SLT makes a presentation at every PTA meeting to discuss and solicit ideas on these issues.
3. PS 11 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies. These include:
 - Involving parents through the Parents as Learning Partners project.

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- Inviting parents to their child’s classroom to participate in various curricular and extra-curricular activities.
 - Soliciting parent involvement in chaperoning Field Trips, in participating in the Fusion Friday Enrichment Program and the grade-by-grade curriculum showcases.
 - Allowing and encouraging parents to run school tours. These occur 3 to 4 times a year. Parents lead small groups of prospective parents on tours through the school.
 - Encouraging parents to become involved in monitoring and proctoring during lunch time and in the transition from the end of the school day to the afterschool enrichment program.
4. PS 11 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program.
- Since PS 11 is a SWP Title I program, evaluation of these programs is done by the SLT. Findings for this evaluation are informed, in particular, by input from the Principal, teachers and the Title I Parent Representative and Alternate.
 - The Title I Parent Representative will share the review of the quality of the Title I Part A program with all PS 11 parents at a PTA meeting and, if warranted, in writing.
5. PS 11 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. The State’s academic content standards;
 - Each fall, parents are invited to the classroom for a grade-wide presentation of that year’s curriculum and expectations.
 - Materials are regularly distributed to parents that share the state’s academic content standards.
 - Special meetings are held for parents of children in grades 3-5 to discuss statewide testing content.
 - ii. The State’s student academic achievement standards;
 - Meetings are held with parents to discuss the meaning of the different Levels (1-4) of academic achievement.
 - These standards are carefully discussed in the context of individual children during Parent Teacher Conferences. Report cards for each subject area clearly indicate the current level of achievement for the student.
 - iii. The State and local academic assessments including alternate assessments;
 - In the grade-wide parent curriculum meeting, the mechanisms for student assessment are discussed. In particular, assessment of a child’s reading level is done several times a year and the findings are reported to parents of the child.
 - iv. How to monitor their child’s progress;
 - For many grades, parents are required to review and sign their children’s homework. This occurs on a daily basis thus providing a parent the opportunity to monitor their child’s progress. It also provides the child’s teacher with some validation that a parent is involved with the child’s education at home.
 - Tests and other assessments are sent home for parent signature.

- Parents are free at any time to make an appointment and meet with their child’s teacher, the Assistant Principal or Principal to discuss their child’s progress.
- v. How to work with educators.
- All PS 11 parents are encouraged to speak with their child’s teacher to see how they can become involved in the classroom. This occurs regularly at PS 11 with parents coming to the classroom and sharing their expertise in short mini-lessons on a variety of topics.
 - Parents who are less familiar with this are given support by the Parent coordinator in approaching a particular teacher.
- b. PS 11 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- The school holds regular parent workshops on topics such as English Language Arts, Mathematics and State-wide Test Preparation.
 - The school’s technology specialist will hold a parent workshop to bring parents up to date on recent advances in technology and to show them how to access critical educational material on the internet.
- c. PS 11 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- PS 11 already has very good parental involvement at many levels. This includes a strong and consensus driven SLT, a strong and consensus driven PTA and an exceptional Parent coordinator who facilitates school/parent interactions.
 - Parents through the PTA will continue to be involved with fund raising for the school through the Silent Auction, Read-a-thon, Author-Illustrator day, bake sales and selling of PS 11 merchandise. Many of these programs also have strong educational components (Read-a-thon, Author Illustrator Day).
 - The PTA will continue to fund appropriate educational programs such as Saturday Academy, Chess in the 2nd and 3rd grade classrooms, field trips and Spring Field Day.
 - The PTA will continue to run the highly successful after-school enrichment program.
- d. PS 11 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- PS 11 is a SWP Title I school. Information regarding all school and parent programs are distributed to all parents vial hard copies and also via the internet through the PTA run parent list-serve. The school has developed a system of “Red folders” as a primary means of communication between school and parents. These red folders accompany the child home everyday. Parents know to look in the folder for materials that are sent home. The folders are clearly marked with one side stating “Return to school” and the other stating “Keep at Home”. In this way information is easily transmitted between school and home.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**
A comprehensive review of our school's needs assessment is addressed in **Section IV of this document: *Needs Assessment***.

2. **Schoolwide reform strategies that:**
 - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
 - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
 - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**
 - **Meet the educational needs of historically underserved populations.**
 - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
 - **Are consistent with and are designed to implement State and local improvement, if any.**

In order to assist the students participating in the Title I program, resources are viewed and assessed to determine whether they would be effective in meeting the needs of the students. In order to determine each student's performance range, P.S 11 utilizes the Fountas and Pinnell Benchmark Assessment Tool Kit. Based on these findings, the program resources are better determined – matched to the needs of the student.

Careful planning and consideration is given when designing the programs for all Title 1 students. Planning for the students experiencing difficulty is incorporated into the existing school day through grade level common prep periods, and our twice a month grade level inquiry team meetings. Students are serviced during the regular school day through a combination of a push-in or pull-out program.

At P.S 11, students participate in an extended day 37½ minute program twice a week. This extended time provides critical instruction for those students who are in need, as well as an enrichment time for those students who are academically meeting and exceeding the Standards. In addition to the extended day program, students in grades 3-5 are offered the opportunity to attend our Saturday curriculum mirrors the New York State Education Department framework, which includes a well planned out and enriched instructional program. Our Curriculum incorporates a hands-on, discovery approach to learning. Creative problem solving, divergent thinking, research, independent study and self evaluation are all reinforced in each subject area. See Progress Action Plan.

Smart goals and strategies for learning are created for each student receiving academic intervention services. These smart goals are shared with the regular classroom teacher to ensure that a partnership is created between all parties. Periodic meetings are also held to discuss next steps for students participating in the academic intervention programs.

P.S.11's schoolwide reform strategies are also addressed in both of our Progress Action Plans for ELA and Mathematics as well as the following appendices: 1, 2, and 4.

3. Instruction by highly qualified staff.

Instruction by highly qualified staff is addressed in both of our Progress Action Plans for ELA and Mathematics as well as the following appendices: 1, 2, and 4 and Section III School Profile final paragraph. 98% of P.S 11 teachers are certified and highly qualified with all teachers teaching within their licensed area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Embedded in the attached Action Plan for ELA and Mathematics

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 11 is not a high-need school. We are fully staffed.

6. Strategies to increase parental involvement through means such as family literacy services.

P.S.11 continued goal is always building school community, with-in and with-out. Much work went into building relationships with teachers, administrators and parents. We are off to a good start in this area and are striving to increase parent involvement to a greater degree.

Some of the strategies to increase parent involvement include the following:

- Parent as Learning Partners: Parents and care givers of P.S. 11 students are invited to their child's classroom to participate in a learning activity on the first Friday of every month. Parents can cook, read, sing, draw, play math games or try a variety of other interactive pursuits with the children.
- Class Parents: Class parents are primarily linked to all communication between the school's leadership, the PTA, the teacher and other parents in the class. Each class at P.S. 11 has about 2 class parents. Class parents encourage other parents to volunteer at school events and fundraisers held throughout the year.
- P.S. 11 PTA E-mail Listserv: The P.S. 11 PTA listserv is an email based communication group that serves members of the school community.
- Parent Workshops: Parents and caregivers of P.S.11 are invited to attend several workshops throughout the school year in the areas of ELA, Mathematics, Summer Maintenance, Middle School Enrollment, and Technology.
- Curriculum Parent Orientations: In September, parents are invited to meet their child's teacher to discuss the graded curriculum in all areas, expectations, grade level projects, trips and special events.
- Meet the Teachers Night: In late spring, current and new parents are given the opportunity to meet teachers to discuss curriculum expectations, grade level projects, trips and special events for the upcoming year as well as provide a menu of strategies and tips to prepare for the new grade.

- Principal Roundtable/Town Hall Meetings:
- Grade Newsletters:

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have a successful full day Universal Pre-K Program (3 classes) offering thematic based opportunities, social development, and standards based learning. Embedded in our program is a transitional period from PreK to K from eating in the classroom to eating in the cafeteria with other grades. We also give our Pre-K teachers opportunities to converse with K teachers about expectations for Kindergarten living.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

P.S 11 instituted weekly common planning periods for each grade. Teachers meet with an administrator, coach or an academic intervention teacher to discuss curriculum, data and assessment tools and strategies. We've also created an Inquiry Team on each grade that focuses on children performing outside the sphere of success. The Inquiry Team reviews and analyzes student work, student achievement data, attendance reports and student behavioral data.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

P.S.11 created a push-in pull-out Academic Intervention Program during the regular school day. Students that are experiencing difficulty mastering the ELA or Math standards are provided assistance during small group instruction. Students' difficulties are identified early due to initial and on-going assessments given by all classroom teachers and the AIS teachers. Teacher observations, social histories, educational evaluations, periodic assessments, running record miscue analysis, teacher-made exams, ELA and Math state assessments provide us with sufficient information on which to base effective assistance. During these sessions students are provided with instruction for approximately 45 mins based on their individual academic needs. Our 37½ minutes extended day program meets twice a week for 1½ hours. This intervention program also provides assistance to students not meeting the standards. Students that attend this program are grouped according to their ability level in order to maximize learning. PS. 11 Saturday academy program provides test preparation for grade 3-5 students in ELA and Math and also provides opportunities for student to accelerate. As a result of our continued and on-going assessments, academic services, special education services as well as modified promotional standards may be recommended for those students still not meeting standards or making adequate academic progress.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS11 has 3 full day Universal PreK classes

Our nutrition initiative is supported by the Cookshop Program; Nutrition Education and Financial Empowerment. Students learn all about foods that are good for their bodies, how foods grow, and are able to prepare healthy recipes to take home to their families.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS [N/A for PS11]

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: NA **SURR¹ Phase/Group (If applicable):** NA

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
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APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

SURR Group/Phase: NA **Year of Identification:** NA **Deadline Year:** NA

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At P.S. 11, we will create a curriculum committee to examine issues raised in Key Finding 1A. The committee will consist of the Principal, Assistant Principal, 2 AIS Teachers, and the Math Coach. The focus of the committee will be how to best:

- Create transparency of the Teachers' College Reading and Writing curriculum to determine how it is aligned to the State standards.
- Examine all instructional materials to identify if the materials being used allows for differentiated instruction.
- Examine whether the standards-based instruction is rigorous enough for each grade level.
- Examine curriculum maps to see how they could be enhanced to go beyond literal understandings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence we can identify to support the relevance of this finding includes:

- Minimal progress made by our proficient students on the state ELA test
- Small percentage of students in grades 3 – 5 achieving a level 4 on the state ELA test
- The presentation and quality of mini-lessons taught by some teachers are in need of improvement
- All teachers not having made a consistent practice of aligning curriculum with state standards in their daily lessons

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

After preliminary discussions, our school will address these issues by:

- Initiating grade level conversations around aligning curriculum and state standards in daily ELA lessons
- Delving into more in-depth and purposeful understanding, planning and preparation to enhance the level and quality of daily instruction

- Surveying classroom libraries to make more informed choices when purchasing future reading materials. Making sure materials purchased are more aligned with state standards and student interest.

B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

At P.S. 11, the curriculum committee as well as representatives from each grade will examine the issues raised in Key Finding 1B. The committee will consist of the Principal, Assistant Principal, 2 AIS Teachers, the Math Coach and representatives from each grade. The focus of the committee will be to discuss:

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- how to best inform teachers about the existence and usefulness of the NYS Mathematics Process Strands
- how teachers can use the process strands to raise the level of math instruction
- what other measures could be utilized to increase the depth in what is being taught in the mathematics classroom
- how to incorporate the process strands with our present mathematics curriculum
- how to best help teachers understand how to infuse the process strands within the content strands of the state standards

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence we can identify to support the relevance of this finding is:

- Most teachers are unaware of the existence of the NYS Mathematics Process Strands or how to best incorporate them
- Minimal progress has been made by our proficient students on the state Math test
- Lack of students in grades 3 – 5 achieving a level 4 on the state Math test
- Basic level of student work and projects displayed in some classrooms
- The observed need for more mastery of key concepts by some of our students

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

These areas will be addressed through professional development provided by the math coach.

The professional development will

- Familiarize teachers with NYS Math Process Strands and how they can increase students mathematics knowledge and abilities
- Describe the purpose and usefulness of the math journal
- Train teachers on providing better assessments
- Conduct strand traces to see how concepts are connected across grades

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Please Note:

Direct and explicit instruction defines PS11’s lesson expectations. Direct and explicit in our definition refers to explicit instruction- an explicit teaching point that is clearly defined, coherent, with a singular focus and can be measured/ evaluated at the end of the lesson.

We are in the process of looking more closely at this finding.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

The evidence we have that dispels the relevance of this finding includes:

- PS 11 uses the workshop model for ELA instruction.

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- This model includes the following components: connection, teach, active engagement, link, and share.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although **high academically focused class time** was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, **a high level of student engagement** was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that **direct instruction** in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). **Student activities** other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. **Technology use** in mathematics classes also was very low.

Please respond to the following questions for Key finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

We are in the process of formulating a committee that will look further into this finding.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Because this finding contains different components, we have found that some parts are applicable to our school while others are not.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

In preliminary evaluations, the evidence we identified includes:

- Some teachers are not technologically savvy.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- Teachers are in need of math software and they are not aware of resources available online to support their work.
- 86% of our students are performing at proficiency level or higher in math; this is supported by our high academically focused math instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will address these issues by:

- Continuing to provide professional development that will address teachers' technology needs
 - Ordering software for math instruction
 - Continuing to increase the level of student activities
 - Making math games a priority as a means to promoting student engagement
-

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We looked at our school organization sheet and had our secretary access the exact number of years of service our teachers have.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence we have that dispels this finding includes:

- About 74% of our teachers have 3 or more year's service at PS 11
- About 61% of our teachers have 5 or more year's service at PS 11
- Only 2 new classroom teachers were hired during 08-09 school year and 5 new teachers hired during the 07-08 school year

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our ELL teacher attends professional development sessions facilitated by our LSO. All professional correspondence and literature is shared with our ELL teacher. Our ELL teacher is also in constant communication with the ELL coordinator at the LSO.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL teacher attends professional development sessions facilitated by our LSO. All professional correspondence and literature is shared with our ELL teacher. Our ELL teacher is also in constant communication with the ELL coordinator at the LSO.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Language Allocation Policy (LAP) for P.S. 11 has been developed in order to allow our English Language Learners (ELLs) an equal opportunity to develop cognitively and academically. P.S. 11's LAP will serve as a systematic plan for language development that will guide the ELL program and curriculum. This school year we have 7 English Language Learners enrolled in our Freestanding ESL Program; two are X-coded as per their IEPs.

Proficiency Level	Number of Students	Time Allocation
Beginner	0	
Intermediate	2	360 minutes
Advanced	2	180 minutes

The languages represented include Spanish (1), Haitian Creole (1), and French (2). The parent choice survey indicates the preferred option of having a free-standing ESL program available for ELLs. The mandate of 15 students to open a bilingual program has not been met. Instruction is given exclusively in English. Data from the 2008 NYSESLAT indicates that instruction should focus on reading and writing. In order to support our ELLs' native language development, the ESL program has an extensive lending library with bilingual and native language books available to students, family members, and classroom teachers.

According to NYSESLAT patterns, students tended to score higher in speaking and listening. Therefore, emphasis is being put on reading and writing. In order to fulfill this need, all ELLs are receiving differentiated instruction in small group settings with emphasis on decoding, encoding, sound/symbol relationships, word fluency, reading and listening comprehension. In addition, students are provided with the opportunity for free writing and journal writing to support improvement of writing skills.

A variety of academic support services are made available as a measure to ensure that ELLs have the same opportunities as native English speakers to meet or exceed state standards in all content areas. All ELLs are provided with after school and Saturday Academy as a means of additional academic support.

The team that provides instruction and educational support to our ELL population is composed of the following:

1. Ms. Ciccarello, Ms. De la Torriente, Ms. Haskins, and Ms. Jackson – Classroom teachers
2. Ms. M. Miszczak – ESL teacher
3. Ms. Peterson-Ruffin – Academic Intervention Teacher

In addition to providing students with services that support their English language development, professional development is made available to all teachers and educational assistants. The ESL teacher attends workshops and study groups provided by the region and Teachers College. Classroom teachers and the ESL teacher maintain an ongoing collaboration in order to maximize opportunities for ELLs to demonstrate academic and linguistic progress.

For audio-visual materials, we use the ESL Sunshine Edition, which is an accelerated program prepared by second language experts like Anna Chamot, Jim Cummins, and Michael O'Malley. The set includes a textbook, a practice book, and an audiocassette.

Finally, parts of Informal Assessment include group and individual projects, oral presentation of written reports and reading assignments, student observations, and teacher-made tests.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS11 has had a small population of ELL students over the past few years. Teachers are aware of the data on their ELL students provided by their provider. Our ELLs progress is monitored in the same fashion our non-ELL students are monitored.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

P.S.11's General ed. teachers, special ed. teachers, and school administrators are trained to link annual goals to performance standards by focusing on knowledge, skills, behaviors, and strategies to address student needs. We are working to ensure that IEP goals written by our teachers relate to the specific needs of individual students and are specially designed to address the student's disability and those needs that interfere with the student's ability to participate in and progress in the general curriculum.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to Chapter 408, all teachers providing instructional/support services to an IEP mandated student must have a copy and/or access to students' IEPs. All teachers of IEP students attend all Annual Review conferences, EPC's, and Parent conferences. Professional development workshops are held for all teachers working with IEP students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will continue to conduct relevant workshops/meetings to ensure that all staff maintain quality instruction and increase student progress.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

We will review and ensure that IEP’s specify accommodations and modifications for classroom environment and instruction. All IEP’s will be reviewed to ensure alignment between goals, objectives, and modified promotion criteria. In addition, content of grade level assessments will be clearly indicated.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

All IEP’s are reviewed for consistency and alignment with performance standards. Students with behavioral issues and concerns do not have behavioral plans as part of the IEP.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will address relevant issues by continuing to have in-house and central based PD in this area. Our staff recently attended an ISC PD addressing the creation and implementation of the Functional Behavior Assessment (FBA). This will ensure that all IEP’s indicating a behavioral concern will include a FBA.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

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Submit date: **Jun 25, 2008** Email address: **AWRIGHT3@SCHOOLS.NYC.GOV**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	13k011
School Name	Purvis J Behan
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 46,711
Principal Name	ALONTA WRIGHTON
Principal Email	awright3@schools.nyc.gov
Principal Phone	7186382661

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 0
Reducing teacher-student ratio through team teaching strategies	\$ 0

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes

No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 0
Instructional coaches for teachers	\$ 46,711
School leadership coaches for principals	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

Yes

No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

Yes

No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

Yes

No

Please describe the program.

C4E funding will provide PS11 with a teacher coach who will provide consistent and ongoing support in instructional mathematics -grades to 5. The program will support standards based teaching as well as study strategies, techniques and methodology to best meet the NYS Performance Standards in mathematics.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Our Teacher Coach, in collaboration with the instructional/inquiry team will: - develop elements of good teaching and practices in mathema research on how children best learn math and best acquire mathematical skills. - lead weekly grade level math curriculum discussions on u assessments to inform instructional decisions. - facilitate discussions around how best to implement best practices in the classroom / how translates into quality instruction for ALL students. The Teacher Coach will facilitate grade level project based assessments aligned with th standards and curriculum.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (€ appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expa pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for Engl Learners (ELLs)?

- Yes
- No