



**P.S. 11  
WILLIAM T. HARRIS SCHOOL**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 02M011  
WILLIAM T. HARRIS SCHOOL  
ADDRESS: 320 WEST 21<sup>ST</sup> STREET  
NEW YORK, NY 10011  
TELEPHONE: 212-929-1743  
FAX: 212-989-7816**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P. S. 11      **SCHOOL NAME:** William T. Harris

**SCHOOL ADDRESS:** 320 West 21 Street NY, NY 10011

**SCHOOL TELEPHONE:** 212-929-1743      **FAX:** 212-989-7816

**SCHOOL CONTACT PERSON:** Robert Bender      **EMAIL ADDRESS:** rbender2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Deborah Donenfeld

**PRINCIPAL:** Robert Bender

**UFT CHAPTER LEADER:** Doris Kreibich

**PARENTS' ASSOCIATION PRESIDENT:** Mary Conway-Spiegel

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 02      **SSO NAME:** ICI

**SSO NETWORK LEADER:** Medea McEvoy

**SUPERINTENDENT:** Daria Rigney

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robert Bender	*Principal	
Doris Kreibich	*UFT Chapter Chairperson	
Lisa Gaye Sechy	PTA Designee	
Lisa Gaye Sechy	Title I Parent Representative	
	DC 37 Representative	
	Student Representative	
Deborah Osborne	CBO Representative	
Karen Carmichael	Member/CSA/Assistant Principal	
Megan Boler	Member/UFT	
Lisa Jaffe	Member/UFT	
Colin Schriner	Member/UFT	
Deborah Donenfeld	Member/Parent/Chairperson	
Lucie Holman	Member/Parent	
Bianca Nickson	Member/Parent	
Jaye Nydick	Member/Parent	
Kristin Sewell	Member/Parent	

\* Core (mandatory) SLT members.

Signatures of the members 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.

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P.S. 11 is unique community of teachers, parents, and students who take great pride in working hard to create a diverse, caring learning community. Our students and their families have a variety of strengths and talents and come from a variety of socio-economic and cultural backgrounds. We celebrate and support this diversity throughout our school in many ways.

The range of programs that we offer personalizes a child's experience at P.S. 11. In addition to our General Education classes, we also have the following educational settings for our students:

- Gifted and Talented class (citywide test results required for admission) for students in Grades K-5.
- Collaborative Team Teaching Class for students in Grades K-5.
- Self-Contained Special Education class (12:1) for students in Grades K-2 and Grades 3-5.
- English as a Second Language (ESL) pull-out/push-in program for qualifying students in Grades PreK-5.

P.S. 11 prides itself on a rigorous yet progressive academic curriculum that aims to meet the needs of every child.

- Our literacy curriculum is based on our understanding of the *Teachers College Reading and Writing Project* and our students' needs. Through this collaboration, our staff attends professional development workshops at Columbia University Teachers College and many teachers participate in week-long Reading and Writing conferences each summer. We also have two staff developers from the Project that guide our teachers in literacy inquiry work and a full-time in-house literacy coach. Our principal attends monthly conferences at Teachers College. In addition, our principal, assistant principal, literacy coach, and several teachers participate in specific monthly study groups led by a Teachers College staff developer.
- As a school community, we have chosen to use *TERC Investigations* for our math curriculum (P.S. 11 is exempt from the citywide *Everyday Math* requirement). This curriculum has helped P.S. 11 to create a community of mathematicians who not only solve problems, but also can articulate their thinking in meaningful ways. The *TERC* curriculum is supplemented with *Math Steps* and teacher generated materials that support our math instruction.
- Our Science curriculum is tightly aligned with city and state standards and students in Grades 3rd and 5<sup>th</sup> Grade visit the Science Lab weekly, while 4<sup>th</sup> Graders visit the lab three times a week. A science specialist visits P.S. 11 to work with students in Grades PreK-2.
- Our Social Studies curriculum is also tightly aligned with city and state standards. A selection of trade books, artifacts, videos, field trips, and hands-on projects are used to convey the New York State social studies curriculum in Grades PreK-5.
- Our emphasis on technology is evident throughout the P.S. 11 building. Students visit a self-contained computer lab weekly, and our upper grade students use mobile lap top carts for researching and publishing, as well. In addition, all Fourth and Fifth Grade classrooms and some Second and Third Grade classrooms have Elmo projectors that allow teachers to integrate technology into their daily teaching.
- Our Reading Recovery program provides support for the most struggling readers in First Grade, is implemented by two full-time teachers.
- P.S. 11 also employs a full-time reading specialist who works with our at-risk Second and Third Graders.

P.S. 11 believes in teaching the whole child. We look for many access points in our students' learning. For this reason we have a very rich and diversified arts curriculum. In addition to full-time music, art, and theater programs, we have additional ways for students to experience the arts. Some of the incredible programs in New York City that we have collaborations with include:

- *Rosie's Broadway Kids*: 5<sup>th</sup> Graders work with Broadway professionals, learning to sing and dance.
- *American Ballroom Dance*: 5<sup>th</sup> Graders learn to ballroom dance.
- *Circle in the Square*: 3<sup>rd</sup> Graders work with theater professionals in the art of playwriting. Professional actors then perform the students' original plays on a Broadway stage.
- *Museum of Modern Art*: 1<sup>st</sup> Graders visit MOMA on private tours and then create their own art.
- *Juilliard School of Music*: Teaching artists visit 1<sup>st</sup> and 3<sup>rd</sup> Grade classrooms to expose them to music theory, composition, music from around the world, and orchestra instruments. Fourth Grade students attend concerts at the Juilliard School of Music.
- *Cookshop*: First Grade students participate in this school-based food and nutrition-education program designed to encourage children to eat more wholesome foods, especially vegetables, whole grains, legumes and fruit. The curriculum materials, which are designed for pre-k to Second Grade, focus on classroom cooking experiences and allow children to explore how plants grow and where food comes from.

P.S. 11 utilizes the *Schoolwide Enrichment Model*, crafted by Joseph Renzulli as a way to tap into the strengths, interests, and passions of students. While the program began as an experiment in the upper grades, it is now implemented schoolwide. Our students are given 25 choices of enrichment clusters each cycle and choose what interests them. Some of courses this year include: Digital Film making, Competitive Swimming, Basketball, Yoga, T-shirt Design, Cooking, Scrapbooking, Bookmaking, Set Design, Community Service, Board Game Design, Clay Creation, Origami, Flag Football, Decoupage, and Art Gallery Walk.

Using the different talents of P.S. 11 teachers, students participate in the following extracurricular activities, as well:

- *Music and the Brain*: In this program, beginning in Kindergarten, students learn to play keyboards.
- Spring Musical: Fifth Graders participate in a spring musical co-directed by PS 11's music and theater teachers.
- The Pre-K, K, 2nd and 3rd Grades perform 4 additional musical productions each year.
- Art Studio: Students explore and make art using a variety of materials. Our art studio boasts its own kiln.
- Chess is taught in the cafeteria before school and there is also an after-school chess club that competes in monthly citywide chess tournaments.
- Our physical education curriculum centers on soccer in Grades 1 and 2, and because P.S. 11 has a swimming pool, our 2<sup>nd</sup> through 5<sup>th</sup> students swim weekly.
- P.S. 11 Farmers Market: After purchasing shares in the Chelsea CSA, P.S. 11 receives produce weekly from Stoneledge Farm, an organic farm in upstate NY. Third Grade students learn about local, organic and seasonal produce, how it can be prepared, what it tastes like. They operate the market from June through November, selling the produce to the community at or below market prices. Children and their families learn about healthy foods and the importance and impact to our environment of supporting local farms.
- Newspaper: A selection of Third, Fourth, and Fifth Grade students meet weekly after school with an advisor to develop ideas, write stories, and publish a newspaper that is distributed several times a year.
- Student Council: A group of Fourth and Fifth Graders work along with their advisor to identify problems, create action plans, and make change in the P.S. 11 community, in addition to developing ways to grow school spirit.

We have a wonderful after-school program that also offers many enrichment classes for our students, as well. Students are granted scholarships to this program on an as-needed basis.

Our belief in teaching the whole child has helped us to implement our Community Standards and our *Kind & Gentle Curriculum*. The principal, parents, and staff collaborated to create the P.S. 11 Community Standards and the standards outline our expectations for being positive members of our community. Students learn how to be positive citizens who take responsibility for their actions through our *Kind & Gentle Curriculum*, which is implemented in Grades PreK-5.

The following initiatives have encouraged strong family involvement and have resulted in a stronger P.S. 11 community:

- Family Friday: On the last Friday of each month all families are invited to join their child in his/ her classroom for the first period of the day. Families experience firsthand how their children learn by participating in Reading, Writing, and Math Workshop, during different Family Fridays.
- Class Breakfasts: During the first week of school, families are invited into the classroom for a light breakfast to meet the teacher and become familiar with their child's classroom. .
- Class Newsletter: Each month, families receive a class newsletter that describes what is happening in their child's classroom. Our specialty teachers also send home a monthly newsletter to let families know what is happening in Art, Theater, Phys. Ed., Computers and Science.
- PTA: We have a very active PTA who works tirelessly on behalf of the P.S. 11 community.
- P.S. 11's SLT plans and executes a number of schoolwide events each year. Two of these events focus on community building: our Potluck Dinner in the Fall and our World Dance Party in the Spring. The other events focus on curriculum and instruction. During the 2008-2009 school year these events included Math Mac & Cheese, Books & Burritos, Girl's Night (an event for upper grade girls and their parents focusing on body changes) and a Poetry Night.

**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					
<b>School Name:</b>	P.S. 011 William T. Harris				
<b>District:</b>	02	<b>DBN #:</b>	02M011	<b>School BEDS Code #:</b>	310200010011

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	17	18	17		94.0	94.5	TBD		
Kindergarten	79	90	88						
Grade 1	79	86	94	<b>Student Stability: % of Enrollment</b>					
Grade 2	84	85	91	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	77	81	72		94	96.7	TBD		
Grade 4	74	81	72						
Grade 5	83	74	78	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					61.3	61.3	61.3		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					4	5	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total					2	1	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	24	22	26						
No. in Collaborative Team Teaching (CTT) Classes	25	40	56	Principal Suspensions	21	9	TBD		
Number all others	40	31	25	Superintendent Suspensions	3	8	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	26		<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	46	48
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	9	11
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals		4	4
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	97.8	100
American Indian or Alaska Native	.8	1.8	.2	Percent more than two years teaching in this school	61.5	47.8	56.5
Black or African American	21.3	20	17.2	Percent more than five years teaching anywhere	35.9	30.4	37
Hispanic or Latino	39.2	37.6	36.4				
Asian or Native Hawaiian/Other Pacific Isl.	8.9	28.6	33.1	Percent Masters Degree or higher	87	85	89
White	29.8	28.6	33.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.8	100	100
Multi-racial							
<b>Male</b>	50.1	49.5	49.2				
<b>Female</b>	49.9	50.5	50.8				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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	\	\	\			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	\	\				
Hispanic or Latino	\	\				
Asian or Native Hawaiian/Other Pacific Islander						
White	\	\				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	\	\				
Limited English Proficient						
Economically Disadvantaged	\	\	\			
<b>Student groups making AYP in each subject</b>	6	6	2			

#### Key: AYP Status

\	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	07-08 Well Dev.
Overall Score	99.4	Quality Statement Scores:	No review in 08-09
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.6	Quality Statement 2: Plan and Set Goals	-
School Performance (Comprises 30% of the Overall Score)	21.4	Quality Statement 3: Align Instructional Strategy to Goals	-
Student Progress (Comprises 55% of the Overall Score)	59.9	Quality Statement 4: Align Capacity Building to Goals	-
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	-

*Note: Progress Report grades are not yet available for District 75 schools.*

## 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
- 

### Student Performance Trends:

In the last year we have seen overall gains in student performance. In ELA test scores have improved 14.4 % with 83.3% of our students scoring at proficiency or higher. In Math, test scores have improved 7.9% with 92.1% of our students scoring at proficiency or higher. Our ELA scores have increased 19.9% in the past three years and our Math scores have increased 15.3% in the past three years.

We have also seen overall increase in student progress. Last year our percentage of students making at least one year of progress in ELA increased 20.4%. The increase for math was 23%.

Median proficiency in both Math and ELA also increased over the past two years. Average change in proficiency for students scoring in level 1 and level 2 was higher than those scoring in levels 3 and 4.

59% of Special Education students had exemplary proficiency gains in ELA (up from 44.8% last year) and 93.3% of our students in the lowest 1/3 citywide had exemplary gains, with 78.9% of our Hispanic students showing exemplary gains compared with 34.6% last year.

There has been an overall increase of black and Hispanic students reaching proficiency in Math, ELA and Science. While the statistics above clearly demonstrate growth in student performance and progress, we realize that there is room for further growth. Progress with our higher performing students is being analyzed closely. Our Inquiry work is expanding to include all grade levels. All professional development will be based on looking at student work and performance. Our ESL teacher continues working in a push-in pull-out model to give teachers some tools to work with English Language Learners as well as students who are bi-lingual. This year we are receiving Title III money to fund an after-school ESL program.

### Accomplishments:

Increased test scores is always a great accomplishment. However we have measured our accomplishments in many more ways.

- Our attendance rate has increased steadily over the last three years.
- The gap in performance between African American/Hispanic and White students is slowly closing. New York State has noted P.S. 11's High Performing/Gap closing for the last three years.

- Due to our commitment to teaching students about community and citizenship our negative occurrences have decreased.
- Our students have learned the value of community through our annual community outreach fundraisers. Each year, students have raised money to help others in need. All 4<sup>th</sup> and 5<sup>th</sup> Grade students participate in Lunch Leaders: a school based community service program that assigns monitors to the Kindergarten and First Grade classes on a rotating basis to help the younger students navigate the lunch room and learn the community standards.
- Our register is growing as more neighborhood families are enrolling their children.
- We have maintained our Arts Programming in the face of budget cuts so that students in each grade still have exposure to music, art, theater and dance.
- Results from the Learning Environment Survey were overwhelmingly positive and showed a gain of 2.4 points.
- We have been able to retain low class size in all grades.

We have many aids to the continued growth of our school:

- The staff of P.S. 11 is dedicated to continue to learn and grow as educators. All teachers attend professional development regularly. We are engaged in professional development activities throughout the year in the form of grade meetings, school conferences and regional workshops. Our continued collaboration with Teachers College also offers wonderful opportunities for us to grow as educators.
- Our staff meets often with teachers from our network of schools to plan and discuss curriculum and best practices.
- Teachers attend summer institutes in Math and Literacy and this year several teachers will attend a summer institutes on Gifted Education.
- The administration is committed to growing as well. Both the principal and the assistant principal are active members of a study group and attend professional development workshops regularly.
- Administrators and staff are engaged in school-based study groups. These groups study professional texts.
- Collaborative Team Teaching classes can better meet the needs of our students with special needs in all grades. Our current CTT teachers will continue in a study group with other CTT teachers within our network of schools.
- Teacher attendance is above the city-wide average
- We have a high volume of parental involvement. Our PTA continues to support the school financially as well as providing our families with many community building events.
- Budgeting restraints have not deterred us from implementing and sustaining any of our planned programming.
- The P.S. 11 Hiring Committee has been able to hire and retain highly qualified teachers. 100% of the teachers are highly qualified. Teacher turnover is relatively low.

## 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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

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**Goal 1.** *By June 2010 all students will increase at least two benchmark levels in their lowest assessed mathematical strands.*

Description: After reviewing data from our progress reports, it was determined that Math progress for all students was an area that needed to be addressed.

**Goal 2.** *By June 2010 90% of lowest 1/3 of students in ELA will meet targeted Inquiry Team goals.*

Description: This year, inquiry teams will be implemented in grades K-5. The goals of these inquiry teams will be to target the lowest 1/3 of students in ELA . These students made the least progress according to our progress report data.

**Goal 3.** *By June of 2010 all students will increase at least 2 benchmark levels in Social Studies.*

Description: Based on formal and informal assessments, benchmarking and progress measuring in social studies need improvement. This goal will assist us in planning and implementing progress based curriculum in order to track growth in social studies skills.

**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 2009-10 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, Corrective Action, Restructuring, 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 (where relevant):**    Goal #1: Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 all students will increase at least two benchmark levels in their lowest assessed mathematical strands.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom teachers will work with administration and Math Coach to develop a benchmarked progressive assessment system. The assessments will be finalized by October 31, 2009. These assessments will measure the progress of all students in all of the major mathematical strands. All students will be given the initial assessment no later than November 15, 2009. The assessment will be given to students at least every six weeks and progress will be monitored by the teachers and administration.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E monies will be used to support the funding of the Math Coach. Teachers will meet at least monthly (grade meetings) with Math Coach to develop teaching skills and strategies that will be needed to move students through strand levels. Professional development on the implementation of assessments and collection of data will be presented to the entire staff on November 3, 2009.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student assessment data will be collected every six weeks to monitor student progress. All students will move at least two benchmark levels in his/her lower assessed strand.</p>	

**Subject/Area****Goal #2: Literacy**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 90% of lowest 1/3 of students in ELA will meet targeted Inquiry Team goals.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Literacy Inquiry Teams will be implemented in each grade (100% of all classroom teachers and 50% of out-of-classroom teachers will participate). These inquiry teams will choose 15 students to study. These students will all be participants in our early morning intervention program. Inquiry Teams will follow the inquiry protocols set forth by the DOE. All Teams will be in place no later than October 15, 2009. Inquiry Team meetings will take place at least two times per month for the duration of the school year. The Literacy Coach and Data Specialist (Assistant Principal) will work with staff to develop inquiry plans. Each team will develop a targeted set of goals for inquiry students by October 30, 2009. Interim goals will also be established. Goals will updated every six to eight weeks.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E monies will be used to support funding of Literacy Coach. Inquiry Team funds will be used to provide per-session activities for each team. Title I funds will be used for supplies and textbooks.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• All Teams in place by October 15, 2009.</li> <li>• At least one meeting per month for each team.</li> <li>• Goals of Inquiry Teams will be reviewed at least every six weeks (using student progress measures.)</li> </ul>

**Subject/Area****Goal #3: Social Studies**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2010 all students will increase at least 2 benchmark levels in Social Studies.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By September 30, 2009 each team of teachers (grade level) will develop year-long social studies benchmarks in order to assess the progress of each child in Social Studies. Assessments will also be developed in order to collect data that measures the progress. Intervention plans will be developed on an ongoing basis to provide support for students. Benchmark assessments will take place in November, March and June.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I funds and TL funds will be used.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• All grades will have completed the writing of benchmarks by September 30, 2009.</li> <li>• Assessments will be given at least twice during each unit of study. Benchmarks will be measured at least in November, March and June.</li> <li>• Interventions will be designed within each unit to support struggling students.</li> <li>• All students will show progress in each benchmark.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K	34	2	N/A	N/A	1		2	
1	51	3	N/A	N/A	2		2	
2	45	0	N/A	N/A	2		3	
3	49	15	N/A	N/A	18	2		
4	41	4	<b>41</b>	<b>41</b>	5			
5	30	2	<b>30</b>	<b>30</b>	20			
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p>Reading Intervention Teacher: Provides small group instruction during the school day and during extended day using programs such as <i>Text Talk</i> and <i>Foundations</i>.            Extended Day: Small group targeted intervention given in the mornings before school.            Wilson: Provided during the day for small groups            Reading Recovery: Provided to 1<sup>st</sup> Graders (one on one) during the school day.            Fluency: Great Leaps is given to students one on one during the school day.            Each grade level identifies 15 students for an Inquiry Team Study.</p>
<p><b>Mathematics:</b></p>	<p>Math Coach works with a small group during the extended day.            Extended Day: Small group targeted intervention given in the mornings before school.</p>
<p><b>Science:</b></p>	<p>Our 4<sup>th</sup> Grade students are given state assessments in the Spring. The students who are identified as possibly scoring Level 1 or 2 are given additional instruction in content area books as part of the extended day program. Those 5<sup>th</sup> Grade students who did score a level 1 or 2 on the 4<sup>th</sup> Grade science exam are also offered additional support in the extended day program with content area literacy activities.</p>
<p><b>Social Studies:</b></p>	<p>Our 4<sup>th</sup> &amp; 5<sup>th</sup> Grade students who are identified as possibly scoring level 1 or 2 on the Social Studies test in the late Fall of 5<sup>th</sup> Grade are offered academic intervention in the extended day program in the form of content area literacy activities.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance Counselor works with small groups of at risk students.            Additionally, the Guidance Counselor sponsors Big Brother/Big Sister for the 5<sup>th</sup> Grade and also implements Peer Mediation with 3<sup>rd</sup> Grade students, in order to provide support for students in the areas of conflict resolution and problem solving among their peers.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>School Psychologist works with students individually.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>School Social Worker meets with students individually            Ryan Center Social Worker meets with students individually and in small groups</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Ryan Center provides students and families with medical attention.</p>

## **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 (2009-2010) LAP narrative to this CEP.**

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### **LAP Narrative:**

#### **The team composition consist of the following members:**

Robert Bender, (Principal), Karen Carmichael (AP), Rob Catlin (Coach), Holli Simon (ESL Teachers), Susan Graham (Setts), Christine Leonhardt (guidance counselor), Deborah Donnenfeld (parent), Stephen McGill (Parent Coordinator).

PS 11 has one (1) certified ESL teacher.

Total number of students enrolled: 571

Total number of ELLs: 21

% of ELL students: 3.68

#### **ELL Identification Process**

1. The P.S. 11 staff follow these procedures when identifying possible ELL students:

During registration all families are expected to complete a registration packet. Included in this packet is the Home Language Identification Survey (HLIS). If a language other than English is identified as the home language the pupil personnel secretary (Phyllis Dicembre) notifies the parent coordinator and the ESL teacher. The certified ESL teacher (Holli Simon) then begins the screening process including the implementation of LAB R and HLIS. If it is necessary an interpreter is provided, either on site (Spanish and Chinese) or via the Department of Education Oral Translation Unit (using a speaker phone). Families are told about the assessment procedures in order for their children to qualify for ESL services. The licensed and certified ESL teacher administers an informal oral interview in English and the LAB-R to identify potential ELL students. The results of this assessment determine eligibility for the program. The NYSESLAT is administered annually. The ESL teacher attends the testing meeting given each year by the Testing Implementation Director for the district. Guidelines for giving the exam are reviewed. The ESL teacher and the testing coordinator ensure that all state guidelines and policies are followed. Students are tested according to their current grade level.

2. *Structures for insuring that parents understand program choices:* Orientation is held in September. Parents of newly enrolled ELLs are given the opportunity to meet with the teacher discuss the program options and to receive the parent information pamphlets in their native language and view the DVD (also in their native language). When necessary the DOE Translation services are utilized. Families opt to stay at P.S. 11, for a free standing ESL program, as it is their zoned school. They prefer for their children to be immersed in English during the school day and want their children to be with native English speakers.

3. Entitlement Letters and Program selection forms are returned at orientation. If forms are not returned, parent coordinator reaches out to families in order to obtain the necessary documentation. Additionally, throughout the year as new ELL's enroll families' meet one to one with the ESL teacher to receive the information and return the surveys at this time.

4. See above (2&3) for criteria used and the procedures followed to place identified ELL students in instructional programs.
5. Based on parent survey letters, the majority of the parents want their children to remain close to home and be immersed in a student population where English is the language they are most likely to hear and speak
6. The program model aligns with parent requests. They prefer to have their students speak the language in context with their peers as well as formally through ESL instruction. They choose the ESL program that is offered here at P.S. 11 after they are given an explanation of all 3 programs.

### **Programing and Scheduling**

1. The curriculum outline for the 3 pull-out groups is as follows.

#### Kindergarten, First Grade, and Second Grade Schedule (beginner and intermediate – pull-out model)

##### On Our Way to English:

- Rhymes (Listening and speaking) Poems, chants, rhymes.
- Songs Joining language, music, rhythm and movement.
- Read Aloud (Listening and speaking, oral language development) Big Books.
- Interactive Writing (Listening) Teacher models a written response or extension to the read aloud. Teacher will model the writing activity for students.
- Writing (Writing development, phonics, word study, handwriting, story writing, book publishing) This writing is an extension of the read aloud. Drawing.
- Independent Reading (Practice book handling skills, one to one correspondence, keeping meaning in the story.) Reading small editions of the big books and/or student published books.
- Guided Reading Practicing skills and strategies

##### Foundations

- Word Study

#### Second Grade Schedule (advanced students, push-in model)

- Reading and Writing Workshop based on the Teachers' College Curriculum which mirrors the classroom instruction. This scaffolds the students and helps them meet the expectations for the current units of study.

#### Third, Fourth and Fifth Grade Schedule (SEE ALSO: Title III, pg. 1; CR154, I & IV)

- Reading and Writing Workshop based on the Teachers' College Curriculum which mirrors the classroom instruction. This scaffolds the students and helps them meet the expectations for the current units of study.
- Also, the major objective of this group is to give them repeated exposure to standard English grammatical forms and vocabulary, oral, and written language.

The ELL teacher is working with the students on building their content area skills in order to help increase their performance in these areas. Non-fiction reading and writing are the cornerstone of the program. The two targeted areas were reading and writing.

2. The school ensures that mandated number of instructional minutes is provided according to proficiency levels in the free standing model. Once students are assessed and levels are determined, the schedule is submitted to administration so that the mandates are supervised and all mandates are met. The certified ESL teacher provides daily pullout instruction for 2 groups of students. The certified ESL teacher provides daily push-in instruction at beginning, intermediate, and advanced levels. We schedule groupings that support our children's learning, mixing grade levels when appropriate. (CR154, pt. 1). Students are serviced for 180 or 360 minutes per week depending on their proficiency level. Instruction is only in English. At P.S. 11 we value the students' level of literacy in the native language. We are well aware that literacy skills are transferable from one language to another. With this in mind we seek to allow students to continue their literacy development in their own language. The groups are designed according to proficiency level and grade level, with an effort made to separate lower and upper grade students. The ESL NLA instruction parallels the mainstream classroom curriculum, with the appropriate scaffolding, so that students are better prepared to participate in their classes. The certified ESL teacher provides daily pullout instruction for 3 groups of students. We have books written in Spanish and Chinese in the ELL classroom as well as in the library. Students who arrive with literacy skills in their own language are older students who are placed in the upper grades. These students can work independently in their classrooms when given appropriate materials in their native language. These students can also meet individually with the ESL teacher for further assistance.

3. All cluster teachers service the ELL population based on the regular school schedule. The K-2<sup>nd</sup> Grade ELL students receive science from an outside instructor along with the classroom teacher. The 3<sup>rd</sup>-5<sup>th</sup> Grade ELLs receive science from the science teacher 2 times a week with 4<sup>th</sup> Grade receiving an additional period for academic intervention and test sophistication. Every grade level receives physical education with the 2<sup>nd</sup>-5<sup>th</sup> Grades participating in swimming classes. All students participate in some performance classes as part of the regular program of instruction. The school also offers enrichment classes (clubs) on a rotating schedule. These classes support students in a variety of ways (performance, visual arts, yoga, sports, etc.). Instruction is provided in English with visual supports when necessary, in order to strengthen content and concepts.

4. Our program of instruction provides differentiation for sub-groups.

a. For SIFE students we provide additional support based on the needs of the student. For example, we have set up after-school homework help, individual tutors and peer-tutors to help with the re-entry of Students with Interrupted Formal Education. This is accomplished with the help of the New York University students who take part in the America Reads program.

b. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. Most of the ELL students qualify for and are included in the school's Academic Intervention Program. They receive additional instruction with the academic intervention providers. Classroom teachers, the intervention providers and the ELL teacher meet regularly to discuss their program of instruction. There are also meetings with the school administrators to discuss their progress. Steps are taken accordingly to support individual instruction. A comprehensive assessment of students' class work, statewide mathematics test results, and attendance will determine whether or not ELLs enrolled for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. ELLs in an English language school system for fewer than two years are exempt from the promotion standards.

c. When students are receiving ELL services for 4 to 6 years extensive academic intervention is provided in vocabulary. Our reading intervention teacher and ESL teacher work together to provide a structured program of vocabulary intervention in order to accelerate proficiency in the English language.

d. Although we have no Long-Term ELLs (in NYC schools for six years or more, in the past, services provided to long-term ELLs fall into a similar category as Services provided for Students with Interrupted Formal. The promotion standards apply to English language learners (ELLs) who have been in an English language school system for three or more years unless they have an approved extension of services for year four or five. We provide additional support based on the needs of the student. For example, we have an extended day program; seek individual tutors and peer-tutors to help with the long-term ELLs. These students are also part of the academic intervention programs and receive services from our reading intervention teacher.

e. Our Intervention Team works together to identify ELLs with special needs. All intervention instruction is presented in English. Once identified, students are placed in intervention services that match their needs. These services may include, reading intervention instruction, Reading Recovery, Foundations, Wilson, Title III after school programs, or extended day. The ELL teacher is on the AIT team as an alternate to serve as a consultant when an ELL student is experiencing unusual academic difficulties in the classroom. The school psychologist is also bilingual. Our current group of ELL students with special needs receive services from a certified Special Education teacher either as part of a Collaborative Team Teaching classroom or push-in services from our IEP or Special Education Service Provider.

5. The ELL teacher is on the AIT team as an alternate to serve as a connection to what the student is experiencing in the classroom. The school psychologist is also bilingual. When there is a question about the academic delays of an ELL student they work together to determine the best intervention for the child. The ELL teacher is working with the students on building their content area skills in order to help increase their performance in these areas. Non-fiction reading and writing are the cornerstone of the program. Science and Social Studies state testing data show ELLs performing at or above the same levels as non ELL students.

6. Ell's reaching proficiency are closely monitored by the classroom teacher. Conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. All classroom teachers provide ongoing individual conferences for students. The outcomes of these regular conferences are short terms goals for the student in reading, writing, math and content areas. Student goals are monitored. Assessment data is collected as part of the regular instructional program. If this data reveals a student is not making progress they are referred to the AIT and the appropriate academic intervention program is implemented.

7. Improvements for the coming year include an intensive intervention program with a focus on vocabulary. Our Inquiry Team work last year included developing text packets with Tier Two Vocabulary words based on the work of Isabelle Beck, *Bringing Words to Life: Robust Vocabulary Instruction*.

8. We have no plans to discontinue any programs.

9. ELLs are afforded equal access to all school programs. At P.S. 11 we are dedicated to providing an education that is rich, rigorous, well rounded and above all equitable. Education has always been the great equalizer. Our students come from vastly diverse racial, cultural and socio-economical backgrounds. James Catterrall of *The UCLA Imagination Project* writes that arts education “makes a tremendous impact on the developmental growth of every child and has proven to help level the learning field across socio-economic boundaries.” The National Endowment of the Arts also found that Arts education “has a measurable impact on youth at risk in deterring delinquent and truancy problems while also increasing overall academic performance....”

P.S. 11 is a reading and writing process school. Through our work with Teachers College Reading and Writing Project, students learn to see how reading and writing are both processed based. Our curriculum is designed to scaffold the learning of strategies and techniques that are needed in order to become life-long readers and writers. The Arts are also process based. In introducing our students to art, dancing, playwriting, singing and acting, students can fully realize how parallel the artistic process is to the literacy process. By offering different genres of art, students will realize how connected these content areas are. It is our goal for students to recognize the parallels of these processes. In this realization, students will begin to deepen their understanding of content.

The community of P.S. 11 is committed to giving each and every student an opportunity to shine. Whether it is through academics, athletics, chess or the Arts, students are introduced to a variety of avenues in which to find success. These successes lead to greater successes. ELL students have access to all programs offered at the school.

10. Rigby's *On Our Way to English* materials have been purchased to use in the program for the past three years. This program provides content-based instruction and builds academic language. Kindergarten students also receive word study using the Wilson *Foundations* Program. The non-fiction research, which is a part of the extended day program, promotes content area knowledge. *Vocabulary Advantage* is another program used by the ESL teacher to increase word knowledge. The teacher uses a balanced literacy approach, which strengthens oral language skills, as well as reading and writing, according to the appropriate standards per grade. Last June we sent students home for the summer with a summer reading plan and provided books for them to complete these plans.

11. The ESL NLA instruction parallels the mainstream classroom curriculum, with the appropriate scaffolding, so that students are better prepared to participate in their classes. The certified ESL teacher provides daily pullout instruction for 3 groups of students. We have books written in Spanish and Chinese in the ELL classroom as well as in the library. Students who arrive with literacy skills in their own language are older students who are placed in the upper grades. These students can work independently in their classrooms when given appropriate materials in their native language. These students can also meet individually with the ESL teacher for further assistance.

12. Targeted intervention in fluency, phonics, word work, vocabulary and comprehension is provided by the Reading Teacher who works very closely with the ESL teacher to monitor student progress. A part time intervention math teacher also works with ELLs in need of AIS services for math. Every effort is made to ensure that ELLs meet or exceed grade level benchmarks, which align with the grade level standards for their current age and grade level.

13. P.S. 11 welcomes all students and their families new to the school by first meeting with the school administrators. If a student has been identified as an ELL, the family is introduced to the ESL teacher.

### **P.S. 11 does not offer a Dual Language Program**

### **Professional Development and School Support**

1. New teachers receive notification of mandated ESL training. Sign in sheets for all trainings are kept on file in the school. All teachers serving ELL students are encouraged and supported in participating in district or ISC professional development offerings. (CR154, IV) The ELL teacher at P.S. 11 meets regularly with cooperating classroom teachers during prep periods to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes.

2. To support the staff in assisting ELLs as they transition from elementary to middle school the guidance counselor carefully monitors the middle school application process and meets with the 5<sup>th</sup> Grade teachers to ensure that they are aware of transition issues and which middle schools will provide the best opportunities for the ELLs that are moving on. This year we have looked at the data and acknowledged the number of students moving into or already in the testing grades. Our goal is also to continue to support students as they move to middle school. This is prompting us to continue to plan end of year workshops for families of ELL's. The workshops will center on ways to keep students reading and writing over the summer. Children will go home with bags of books on their independent reading level and notebooks to keep journals over the summer.

3. The ELL teacher will work to ensure that the cooperating teachers incorporate second language learning strategies and techniques to their teaching styles. (CR154, IV, pt.4)The school is also piloting a professional development component whereby the Reading Intervention teacher,

Speech teacher and ESL teacher work together to present workshops to all teachers. These workshops are designed to target vocabulary intervention and other areas of literacy where ELLs struggle. It is hoped this will identify students for early intervention and provide academic interventions which may reduce the number of ELLs referred for Special Education.

**Parental Involvement**

1. P.S. 11 has an active Parent Association and School Leadership Team. Parent involvement is high among all families in the community. There are after-school performances and family involvement evenings. Once a month on Family Friday, families are invited into their children’s classrooms to see the curriculum at work. Parents of ELL students receive invitations to these events in their home language. The handbook is published in all languages utilizing the services of the DOE translation unit.
2. The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. However, P.S. 11 has a Community Based Organization that runs an After School Program at the school. ELL parents are invited to attend performances in a variety of art forms, including dance, circus arts, Capoeira (African/Brazilian Martial Arts), Chinese Dance & Language and Russian .
3. P.S. 11 reviews and evaluates the needs of parents using the DOE Learning Environment Survey. The SLT also evaluates parents’ needs with an additional survey, which addresses needs particular to the school community. These additional surveys are published in all home languages as per the HLIS.

Parent Involvement activities needs are addressed using the results of both surveys.

**Part IV Assessment Analysis:**

**Overall NYSESLAT results:**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Beginner</b>		<b>2</b>				<b>1</b>	<b>3</b>
<b>Intermediate</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>7</b>
<b>Advanced</b>		<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>11</b>
<b>Total Tested</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>21</b>

**NYSESLAT Modality Analysis**

**Listening and Speaking**

<b>Proficiency Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>B</b>						
<b>I</b>			<b>1</b>			
<b>A</b>		<b>4</b>	<b>1</b>		<b>2</b>	

**Reading and Writing**

<b>Proficiency Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>B</b>		<b>2</b>		<b>1</b>		
<b>I</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>A</b>		<b>1</b>			<b>3</b>	<b>4</b>

**ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	2		4
4		2	5		7
5			2		2

**Math**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3			E: 2 NL: 1	E: 1	4
4			E: 5	E: 1	6
5			E: 3		2

**Science**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					
4		E: 2	E: 3 NL:1	E: 4	9
5					

**Social Studies**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					
4					
5	E: 1		E:1		2

*No ELL students received NYSAA.*

**Review and Analysis of Data:**

The NYSESLAT Date reveals that many of our students are reaching higher levels of achievement in Listening and Speaking than Reading and Writing. Many students have scored proficient in Listening and Speaking. Math State assessments reveal that our ESL students are performing at or above grade level. However, some students are still in Level 1 and 2 in Science and Social Studies. Nine of our students tested at grade level on the ELA with 2 just below grade level scoring a level 2.

**After reviewing and analyzing the data:**

The assessment tool the school uses to assess early literacy skills is a combination of the predictive assessments and the TCRWP assessments. The school uses these benchmarks as a guide to making instructional decisions. Proficiency levels on LABR and NYSESLAT are used to determine which students need additional instruction in each of the four modalities. Teachers work with the ESL teacher to help determine instructional plans for the students based on combinations of these assessments and their conference notes.

Data reveals that the Freestanding program which utilizes a push in and pull out program supports students in reaching their highest levels of proficiency by encouraging classroom talk and providing individualized instruction during reading and writing workshop. The school leadership team uses the results of the ELL assessments to help determine budget and instructional decisions for this group of students. Teachers use the data to determine differentiated instructional plans. Assessments reveal that there is diversity in our ELL population. Meeting their needs requires differentiation and individual reading/writing, math and content area goals.

## **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

### **Form TIII – A (1)(a)**

**Grade Level(s) K-5**                      **Number of Students to be Served:**     21     **LEP**   4   **Non-LEP**

**Number of Teachers**     2                          **Other Staff (Specify)** 6 classroom teachers, speech teacher,  
reading teacher, reading recovery teacher

### **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.

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The total number of ELLs: 21

The total number of SIFE: 0

The total number of newcomers: 1

The total number of ELLs in 4-6 years: 10

The total number of ELLs in special education: 5

The following is the total number of ELL students by grade (all students receive a combination of push in/pull out services).

5 students in the 5<sup>th</sup> Grade 3 Spanish, 2 Arabic

2 students in the 4<sup>th</sup> Grade 1 Chinese, 1 Fukinese

3 students in the 3<sup>rd</sup> Grade 1 Serbian, 1 Arabic, 1 Chinese

2 students in the 2<sup>nd</sup> Grade 1 Spanish, 1 Swedish

5 students in the 1<sup>st</sup> Grade 1 Spanish, 1 Russian, 2 Chinese, 1 Arabic  
4 students in Kindergarten 4 Spanish

Currently students enrolled in ESL classes speak), Arabic (5), Bengali (1), Hungarian (1), Chinese (5), Spanish (10), and Russian (1), Swedish (1). The largest group of ELLs are students in 1<sup>st</sup> and 5<sup>th</sup> Grade. Rosetta Stone materials will be purchased to use in the after-school program. This program provides individualized instruction in English. Students are issued a user name and password and their individualized profiles are tracked by the ESL teacher. They can gain access to their accounts from any computer, which will allow them to practice whenever they have access and not just limit them to the after-school program times. Non-fiction research which is also a part of the after-school program promotes content area knowledge. The students will be serviced two days per week by the ESL teacher and the reading recovery teacher (who is also bi-lingual certified). Students will be serviced in two separate groups Tuesday will focus on beginners and intermediate students and Wednesday will be for advanced students. The Wednesday program will primarily be preparation for NYSESLAT, with some classes scheduled in the computer lab in order to familiarize the students with the Rosetta Stone online program. The Tuesday class will have a more oral language base and consist of content-based activities in order to promote language acquisition. The Tuesday classes will also incorporate field trips to local stores, museums, and the library. Some Tuesday classes will also be held in the computer lab in order for the beginner/intermediate students to become familiar with the Rosetta Stone software. All students will receive instruction in English. Families will be invited to the computer lab as part of parent workshops to discuss the progress of their children and to answer any questions about how to use the Rosetta Stone program at home. The program will run from October 13<sup>th</sup> through May 2010.

**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.

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Professional development for all teachers:

- This year, we will have a small focus group consisting of the ESL teacher, one Reading Recovery teacher, the Reading Teacher, one Speech and six classroom teachers. The ELL professional study group will focus on moving students to proficiency levels in the key areas of grammar, vocabulary, and sight words. The goal of the instruction will be to move students from using simple sentences to full sentences that include accurate syntax or sentence structure. Methods will be explored to give direct instruction in basic sight words and provide opportunities for students to be challenged to use these words proficiently when reading, speaking, and writing. The study group will also explore methods to move ELL students from the use of basic vocabulary to more complex words in English that they will encounter in popular children's books. The overall goal of the study group is for teachers to explore ways for students to improve in all areas of grammar, sight words, and vocabulary as they continue to master the English language. We will introduce articles and research findings on the teaching and learning of ELL students. We will also study the connections between speech services, reading intervention and ESL in an effort to streamline communication regarding the ELL students. The ESL teacher, speech teacher and reading teachers will meet regularly with the team of teachers to examine oral language assessments and language development assessments and create a program of instruction for the ELL students based on their findings. The ELL teacher will mentor the cooperating teachers so that they may incorporate second-language-learning strategies and techniques to their teaching styles. (CR154, IV, pt.4)
- New teachers receive notification of mandated ESL training.

- All teachers serving ELL students will be encouraged and supported in participating in LSO professional development offerings. (CR154, IV)
- The ELL teacher at P.S. 11 will meet bi-monthly during prep periods, with the cooperating classroom teachers to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes.
- Rosetta Stone online access will be purchased to encourage families to support their students at home and to compliment the homework help portion of the P.S. 11 After-school Program (a program separate from our ESL after-school program).

**Form TIII – A (1)(b)**

**School: P.S. 11 William T. Harris BEDS Code: .**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Training rate	\$9,392.03	122 hours of per-session for two licensed ESL teachers to support ELL Students: 122 hours x \$49.89 (current teacher per session rate with fringe) = \$6086.58) 45 hours of supervisor support @ \$52.21= \$2,349.45. Staff Development rate for professional development 10 teachers for 5 sessions (50 hours @ \$19.12 = \$956.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,500.00	NYSESLAT test prep materials, vocabulary development materials, Literacy and Oral language assessments, Language Development assessments, field trips Vocabulary development assessments & materials \$1,200.00 Field trips \$300.00  <i>Assessments – TOLDP4 Test of Language Development-Primary and ITPA-3: Illinois Test of Psycholinguistic Abilities</i> <i>Materials- Sight word builder, simple sentence match-ups, sentence building learning center, creating sight word sentences, NYSESLAT test prep: Getting Ready for the NYSESLAT and Beyond</i>
<b>Educational Software (Object Code 199)</b>	\$3,760.00	Software Rosetta Stone \$3,385.00 for 35 users online  Teacher materials (3 levels) \$375.00
<b>Travel</b>		

<b>Other parent involvement</b>	\$347.97	Workshop materials
<b>TOTAL</b>	\$15,000.00	

### **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**

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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.

The staff was surveyed to assess the need for translations. Based on this data, oral interpreters are scheduled to attend parent conferences two times a year. Additionally, translators are available to attend family involvement events. NYC Department of Education provides translation services for written communications. The Parent Handbook has been translated based on prior needs and new admits.

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.

Our ELL population remains predominantly Spanish-speaking. There are several staff members fluent in Spanish. Other needs are being met by LIS Translations services. We also have a parent volunteer who assists with Arabic translations. The School Leadership Team is aware of the language needs and is using this information to make decisions regarding which languages to provide translation services for during family events and conferences.

#### **Part B: Strategies and Activities**

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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.

The Department of Education provides written-translation services to schools. This summer, the parent coordinator once again contacted the DOE translators to provide translations in the home languages of our students. Additionally, all parent communications are currently translated into the necessary languages. The DOE also provides notices in other languages of all pertinent school information such as promotion-in-doubt and summer school letters and the student discipline code.

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.

Most oral interpretations are being provided by LIS Translation Services. They are invited to parent conferences and school events in order to provide translation services. Many of our staff are fluent in Spanish. Parent volunteers are also utilized if necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school sends home communication in the predominant languages according to the home language surveys and a recent teacher survey regarding the necessary translation services. The school has written report cards which were sent to the DOE translation services for translation into home languages. Parent conferences are held with interpreters when necessary and family events provide oral translators. All letters pertaining to academic performance (promotion-in-doubt and summer school) are sent home in the home language. These communications are provided by the Department of Education. The Parent Handbook is translated into home languages by the DOE translation services. The school has posted notices in home languages in a common area of the school in order to notify families of the availability of translation services.

**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**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$320,418.00	\$94,729.00	\$414,777.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,204.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$947.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,002.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,736.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,004.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$9,472.00	

- 8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100%
- 9. If the percentage of high quality teachers during 2008-2009 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.  
Not Applicable

## 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 on the NYCDOE website.

### **P.S. 11 School Parental Involvement Policy**

P.S. 11 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S. 11 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: ***Our Title One committee is a sub-committee of the PTA Executive Board. This Committee plans how our parent-involvement funds are allocated.***
  2. PS11 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ***Families participate on the School Leadership Team and assist in writing the Comprehensive Education Plan. All families are surveyed in order to provide input for this plan.***
  3. P.S. 11 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: ***The PTA maintains a website in order to facilitate communication to the families. Several years ago Title I funds were used to purchase School Messenger Service. This service provides a telephone-communication tool to keep families informed about school events and to follow up on student absences. Class parents are sent all communication electronically and volunteer to distribute information to other parents in individual classes. The parent coordinator send home a weekly e-newsletter.***
  4. P.S. 11 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: ***[The Universal Pre K preschool program], by: Continuing to involve the Universal Pre-K teacher as a member of the PTA Executive Board and the School Leadership Team. Her participation on these committees will ensure parents are kept informed about the program. She also identifies and provides early intervention for students prior to being enrolled as part of the regular school population.***
  5. P.S. 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 school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. ***The School Leadership Team writes a survey annually to be distributed to the school community. Families are encouraged to participate in the survey. The data from the survey is then aggregated and reported to the School Leadership Team to inform the writing of the Comprehensive Education Plan. The SLT also reviews the responses the Annual Learning Environment Survey.***
  6. P.S. 11 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the 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
      - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: ***Parent conferences are held each year in November and March. In February, promotions-in-doubt conferences are held to notify parents of possible summer school attendance or retention. These conferences can be facilitated by an oral translator when necessary.***
  - iv. The school 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: ***continuing to offer parent workshops focused on skills and strategies to help their children succeed in school. Also, a new Progress Report was developed by teachers to give families a deeper understanding of their child's strengths and needs. These reports have been translated into all needed languages.***
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by: ***providing family night events which include the staff. Activities listed previously will continue.***
  - c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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: ***The parent coordinator will facilitate all translation services in conjunction with the ELL teacher. The PTA will continue to work with the office staff to ensure communication is sent home in a timely manner.***

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Comprehensive Education Plan. This policy was adopted by P.S. 11 on October 21, 2009 and will be in effect for the period of one year.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***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 on the NYCDOE website.

### School-Parent Compact:

P.S. 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 2006-07.

### School Responsibilities

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: ***The staff of P.S. 11 will continue to work with staff developers and coaches in order to deepen their craft. Staff will also be assessed both formally and informally by school administrators. In-house PD will happen on a regular basis. Teachers will be given at least one common planning time per week. The staff will also adhere to the P.S. 11 Community Standards.***
2. 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: ***Conferences will take place in alignment with the DOE mandates.***
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: ***Progress Reports are issued three times per year. Families of students who are at risk of not meeting grade-wide standards will be notified on an ongoing basis throughout the year.***
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: ***Staff members will all have email accounts. Staff will also make themselves available to meet with parents during scheduled prep periods throughout the week. Teachers will also send home monthly newsletters to families.***
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: ***Each class has a class parent. Family Friday events will happen each month. In this program, all classrooms will be opened to parents once a month.***
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. ***Parental Involvement Policy will be revised based on parent input provided to School Leadership Team.***
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering to help with my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- 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, the School Support Team or other school advisory or policy groups.
- Support my child in understanding the P.S. 11 Community Standards.

### **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.

Please see section IV: 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.

Please see sections V & VI: Annual School Goals and Action Plan

3. Instruction by highly qualified staff.

100% of staff are highly qualified

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.

- i. Staff developers from Teachers College Reading and Writing Project work with teachers lab sites throughout the year.
- ii. Staff members also attend workshops at Teachers College Reading and Writing Project.
- iii. Full time Literacy and Math coaches work with teachers one on one.
- iv. Grade meeting are held weekly with coaches and administrators.
- v. ICI-LSO provides support in areas of math.
- vi. Teachers attend summer workshops in math, reading and writing.
- vii. Monthly Faculty conferences are held.
- viii. After-school study groups are formed to study best practices and recent research.

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

- Hiring Committee works to network and recruit.
- Positions are advertised through DOE Open Market
- Local Universities are contacted.
- Student teachers (NYU & Columbia U) work in classrooms and are observed by administrators.

6. Strategies to increase parental involvement through means such as family literacy services.
  - Parent workshops are held throughout the year.
  - Monthly newsletters are sent home by teachers.
  - Weekly e-newsletters are sent home by Parent Coordinator.
  - Family Friday events allow parents to spend time in classrooms.
  
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.
  
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.
  - Teachers are included in all assessment decisions
  
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.
  - Student data is submitted to administrators every 6 weeks.
  - AIS services are provided to students at risk.
  - Extended day small group instruction.
  - Red Folder program serves as a communication system between service providers and classroom teachers
  
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.
  - Stop the Violence Grant funds after-school program
  - Ryan Center offers health and nutrition instruction. They also provide medical assistance to students and families

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. 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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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 Identified for Improvement**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**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.

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

## **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.

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### **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)*<sup>2</sup> 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

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<sup>2</sup> 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Beginning in late May and continuing throughout the end of the year, each grade level engaged in planning days. These planning days are designed specifically to address the following:

- Gaps in the Written Curriculum
- Curriculum Maps
- Taught Curriculum
- ELA Materials
- English Language Learners

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?

• Gaps in Written Curriculum, Curriculum Maps and Taught Curriculum: P.S. 11 uses the Teacher's College Reading and Writing Units of Study as the basis for our curriculum. This curriculum is carefully designed to address the New York State Standards for Reading, Writing, Listening and Speaking. Any gaps are addressed during June planning days by each grade level individually, as reviewing the standards is part of the planning process. Expected skills and strategies are discussed and included at this time. Teachers begin each unit listing student outcomes and use backward design to specifically plan units. Teachers are also given the data on their incoming class for word work and reading level. This data is used to assist in meeting the needs of the incoming group of students. The ELA Taught Curriculum maintains depth throughout the year. Students are engaged in direct and explicit instruction, independent reading at their assessed level, partnership work to encourage accountable talk, guided reading and strategy instruction and individual conferences. Students write in depth pieces for an audience and writing

celebrations take place monthly. Teachers' College Staff Developers come to the school to conduct lab sites several times a year. Teachers also attend professional development at Columbia University geared toward their grade and the needs of their students. This results in a comprehensive ELA curriculum which differentiates based on individual student needs.

- ELA Materials and English Language Learners: For the past three years P.S. 11 has targeted the purchase of materials for all learners. Classroom libraries have sufficient materials for students at all levels. Teachers stock their libraries based on the individual reading levels of students. The ELL teacher pushes into classes. Data from the NYS ESLAT is combined with student independent reading levels. The ELL teacher had and continues to receive professional development in the use of data and how it aligns with instruction. For the past two years the ELL teacher has received the same professional development in school with other teachers on the grade levels for which she has the majority of her students. Overall, we have noticed a trend in the need to develop a more sophisticated English vocabulary for our intermediate and advanced ELL students. This year a vocabulary program was purchased specifically to meet this goal.

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.

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## **1B. 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Beginning in late May and continuing throughout June each grade level engaged in planning days. These days were specifically designed to ensure the curriculum aligns with 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?

Teachers refer to the guide which accompanies the TERC Investigations curriculum and shows the NYS standards alignment for TERC across the grades. The curriculum is very process-oriented and any areas of weakness were addressed as the curriculum rolled out last year. P.S. 11 teachers and the Math Coach took part in June planning days at the end of last school year. The curriculum was again reviewed for standards alignment. Additionally, the Math Coach meets regularly with the grades to differentiate curriculum to meet the needs of the students and to ensure alignment with the curriculum and the state standards. Based on student data, the Math Coach and grade teams meet regularly to ensure there is no lack of depth and that all students are receiving instruction appropriate to their level.

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.

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## **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Lessons are delivered using the workshop model which ensures a high level of student engagement. Teachers are discouraged from using any lecture or question-answer format for lessons. Formal and informal classroom observations indicate a high level of student engagement.

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?

P.S. 11 uses the Teachers College Reading and Writing Units of Study as the basis for our curriculum. Students are engaged in direct and explicit instruction, independent reading at their assessed level, partnership work and whole class discussions to encourage accountable talk, guided reading and strategy instruction and individual conferences. Students plan, draft, revise, edit, and publish standards-based pieces of writing. Students write in-depth pieces for an audience and writing celebrations take place monthly.

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 (SOM<sup>3</sup>)* 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Lessons are delivered using the workshop model which ensures a high level of student engagement. Teachers are discouraged from using any lecture or question-answer format for lessons. Formal and informal classroom observations indicate a high level of student engagement.

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

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?

TERC Investigations was chosen as framework for mathematics at P.S. 11 because Investigations is a research-based, child-centered approach to teaching mathematics through engaging activities, discussions and problem solving. Students are involved in meaningful mathematical problems. The teachers, with the Math Coach, engage in ongoing learning about mathematics content and how children learn mathematics. There is at least one unit for Grades Kindergarten through 5th Grade that has a computer component teachers can add to TERC classroom work. The computer teacher has created a series of pages on the web that are designed to help teachers use the technology component of this math curriculum.

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.

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<sup>3</sup> 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.

**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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Employment records indicate that the number of new teachers resigning and transferring out of P.S. 11 is not high.

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?

Last year we hired 6 new teachers. 4 of these teachers were hired to provide for register growth. 2 of the teachers were hired to replace teachers who moved out of state.

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.

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**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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our ELL teacher is part of our school-wide professional development. She has attended QTEL training. Additionally, for the past three years an after-school professional study group which focused specifically on the needs of ELL students.

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?

After-school professional study groups studied the texts *Balanced Reading* and *Language Learning* by Mary Cappellini and *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons. All General Education classrooms were invited to attend. The ELL teacher attends district-wide sessions and she attends the lab sites conducted by the Teachers College Staff Developer. Fourteen of the thirty students currently are in 4<sup>th</sup> and 5<sup>th</sup> Grade, therefore she attends the intermediate staff development sessions. She has also attended professional development sessions in previous years at Teachers College specifically designed for ELL teachers.

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 11 engages in data collection for all students (ELL, Special Education and General Education) on a regular basis. Reading data is collected approximately every six weeks. NYSESLAT data is shared and used to inform instruction. This close monitoring ensures that ELL students are monitored along with the rest of the school's population.

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?

The ESL teacher communicates with the classroom teachers at the beginning of the school year. She provides them with a schedule of when she will be pushing into their classrooms and when she will be taking students out for additional instruction. She meets with classroom teachers throughout the year and provides comments on progress for ELL students' report cards. Teachers are aware of the proficiency levels of their students due to the nature of the push-in model used for most ELL instruction. All students take part in the same type of ESL program.

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.

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### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will present this finding to the Academic Intervention Team in order to assess the extent to which it is applicable and determine the implications for the school's instructional program.

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

Applicable  **X 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? This finding is not applicable. *All general education teachers have copies of IEPs and attend annual reviews where they have input into goals and accommodations/modifications.*

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. Finding is not applicable.

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**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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will present this finding to the Academic Intervention Team in order to assess the extent to which it is applicable and determine the implications for the school's instructional program.

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

Applicable  **X 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? *Based on systems noted in key finding number 6, all teachers understand accommodations and modifications for each student and the implications of modified promotional criteria for state and standardized tests. When necessary, behavioral plans and goals are adhered to for students with behavioral issues and concerns.*

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. *The finding is not applicable.*

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

P.S. 11 currently has no Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.