



P.S. 011 KATHRYN PHELAN

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 011 KATHRYN PHELAN
ADDRESS: 54-25 SKILLMAN AVENUE, QUEENS, NY, 11377
TELEPHONE: 718-779-2090
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q011 **SCHOOL NAME:** P.S. 011 Kathryn Phelan

SCHOOL ADDRESS: 54-25 SKILLMAN AVENUE, QUEENS, NY, 11377

SCHOOL TELEPHONE: 718-779-2090 **FAX:** 718-458-6362

SCHOOL CONTACT PERSON: Anna Efkarpidis **EMAIL ADDRESS** AEfkarpides@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patricia Schultz

PRINCIPAL: Anna Efkarpidis

UFT CHAPTER LEADER: Katie Kurjakovic

PARENTS' ASSOCIATION PRESIDENT: Jodi Hernandez, Elizabeth Curry

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: DiMaggio, Nancy

SUPERINTENDENT: Philip Composto

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/RulesPolicies/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
Anna Efkarpidis	Principal	
Katherine Kurjakovic	UFT Chapter Leader	
Jessica Pajares-Moreno	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Elizabeth Currie	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Isolina Simmons	PA/PTA President or Designated Co-President	Electronic Signature Approved.
claire donohue	PA/PTA President or Designated Co-President	
Ester Dendeng	Parent	Electronic Signature Approved.
Patricia Schultz	UFT Member	
jodi hernandez	PA/PTA President or Designated Co-President	

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.

* Core (mandatory) SLT members.

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.

School Vision and Mission

We at P.S. 11 believe that all children are capable of learning provided they are given the necessary resources to succeed. Accordingly we follow the appropriate curriculum as established by the New York State Department of Education. We provide instruction to meet students' linguistic, academic, emotional, and social needs so that they may truly become proficient in English and acquire the knowledge and skills necessary to succeed in today's world.

The mission of P.S. 11 Queens is to provide all of our youngsters with a world class education in compliance with the NCLB Act. In our culturally diverse, child-centered school, we will promote a safe, nurturing, and exciting learning environment. Our commitment to excellence will be accomplished through the collaborative efforts of involved parents, a supportive community, and a dedicated, caring staff.

Public School 11 is located in Woodside, Queens. This Kindergarten to Grade six school serves a population of approximately 1,250 students from culturally diverse backgrounds. The community is home to many immigrants who speak different languages including Spanish, Bengali, Chinese, Korean, Hindi, Urdu, Arabic, Gujurati, Polish, and Russian. The school is a central part of the community.

The Heritage Foreign Language Program is an innovative approach that maintains the native language of ELLs while helping them learn English and provides the opportunity for English proficient students to learn a second language and culture. It has been successful for 25 years. Students enroll in the program in Kindergarten and continue through sixth grade. Classes are taught by bilingual and monolingual teachers in a team teaching approach using learning centers and a thematic approach to learning.

Through the Project Arts Program all students are involved in an ongoing research project about the Woodside community. Projects are developed in coordination with classroom teachers and the resident artists. Also, the art teachers and music teacher come to the classroom to enrich the students' and teachers' knowledge and experiences in the arts.

There are two computer labs in our school which are visited on a weekly basis by almost every class. All classrooms are wired for Internet usage.

The physical education program will continue to follow the New York State curriculum. The Drama Club, which involves dance, gymnastics and theatre, is offered to the fifth and sixth grade students. At the end of the year there is a performance to showcase what the students have learned.

Academic Intervention Services (AIS) are offered to students who are at risk of not meeting state standards in English language arts and science. In addition we provide a Title III ESL after school program for English Language Learners.

All P.S. 11 teachers are highly qualified.

As a result of these programs, we have seen how effective educational collaboration can be. By participating in the school wide programs, we are planning to expand, restructure and implement educational programs to more quickly improve all student performance.

The school has been working collaboratively with St. John's University, Adelphi University, Fordham University, Touro College, La Guardia and Queens College utilizing student teachers in some classrooms. A community agency, Woodside on the Move sponsors an after school youth program in P.S. 11, as well as many community cultural events. The Asphalt Green program provides training for students and staff in various Physical Education activities that are in place during recess time. This school is also involved in Project Liberty, and Kiwanis of Woodside.

The faculty at P.S. 11 has been involved in many school-community projects such as: the Annual Literature Fair, Multicultural Festival, the Book Fair, Assembly Programs, and the Holiday Fair. Parents also participate in adult ESL classes, as well as numerous fundraisers in the School. P.S.11 is a Parents as Arts Partners School which provides several art workshops made available through funding from the Center for Arts Education. The students also work with American Ballet Theatre and New York City Ballet.

P.S. 11 is a Title I School wide Program School (SWP). Funds are used to support and enhance our educational programs and provide professional development for staff members. Although our school budget for the school year 2009-2010 is still in the process of development, we expect that we will continue to receive allocations from Title I, Title II, Title III, Title V, PCEN, and NYSTL.

P.S. 11 has been awarded the honor of being a Title I Exemplary School. It was on the Chancellor's 1998 list of schools with exceptional practices. The school has also been selected as a Title I Distinguished School. The school has also been recognized by The University of the State of New York Education Department as a High Performing/Gap Closing School for two consecutive years in a row. Finally for the past two years the school has received an A on the Progress Report and a Well Developed on the Quality Review.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 011 Kathryn Phelan				
District:	30	DBN #:	30Q011	School BEDS Code #:	30Q011

DEMOGRAPHICS										
Grades Served in 2008-09:	<input 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 checked="" 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				
Enrollment:				Attendance: - % of days students attended						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
Pre-K	0	0	0		95.1	95.4	95.5			
Kindergarten	164	175	183							
Grade 1	183	162	176	Student Stability: - % of Enrollment						
Grade 2	187	175	160	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	169	180	174		95.5	93.5	95.68			
Grade 4	149	172	177							
Grade 5	176	143	182	Poverty Rate: - % of Enrollment:						
Grade 6	164	165	138	(As of October 31)	2006-07	2007-08	2008-09			
Grade 7	0	0	0			95.5	93.5			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		0	4	15			
Grade 12	0	0	0							
Ungraded	0	3	0	Recent Immigrants: - Total Number						
Total	1192	1175	1190	(As of October 31)	2006-07	2007-08	2008-09			
					35.0	26.0	27			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number						

(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	11	10	19				
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	TBD
Number all others	66	63	64	Superintendent Suspensions	1	0	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (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	11	10	7	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	329	318	334	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	12	0	2	(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	77	79	79
				Number of Administrators and Other Professionals	9	18	18
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	1	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.1	Percent more than two years teaching in this school	83.1	82.3	81.0
Black or African American	0.8	1.1	1.3	Percent more than five years teaching anywhere	68.8	72.2	75.9
Hispanic or Latino	42.1	42.5	42.6				
Asian or Native Hawaiian/Other Pacific Isl.	42.4	41.7	42.4	Percent Masters Degree or higher	96.0	96.0	95.0
White	14.8	14.7	13.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.1	85.8	100.0
Multi-racial							
Male	51.5	49.4	48.2				
Female	48.5	50.6	51.8				

2009-10 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		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
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		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	104.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	21.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	∞	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

As I reflect on the direction our school has taken during the year, my focus will be to continue to direct my staff with the mission to increase pupil performance in Literacy and Mathematics.

Literacy:

I have utilized the Literacy Coach, Teacher Center Specialist, the three Assistant Principals, members of the Instructional Cabinet, Regional Personnel and Consultants in providing staff development to help teachers with strategies that will help them accelerate student literacy. Workshops have been provided during Professional Development Days, Faculty Conferences, Grade Conferences, and during individual conferences with teachers to support and train them in ways they can differentiate instruction and meet the individual needs of all our youngsters. Coordinated Supervision and cabinet meetings have been used to create a plan of action.

Our Balance Literacy Program is a great tool and we will continue to see growth in children's reading and writing. We have provided a consultant that works closely with model classrooms, as well as conducting weekly meetings. We purchased additional books for our classroom libraries to ensure that all levels were available for the students to support the units of study.

The Teacher Center Specialist has been working with our K-3 teachers doing demo lessons and providing support to our already existing Balanced Literacy program. The Early Childhood Assistant Principal has observed and conferenced with classroom teachers on the implementation of Balanced Literacy. The PAF, Foundations and Wilson methodologies have been and will continue to be the foundation of our word study program.

For Grades 4-6, demonstration lessons have been done on how to conduct reading and writing workshops and Read Alouds by the staff developers. The Staff Developers also conduct meetings weekly to turnkey information and strategies learned in their professional learning teams. Model classes have been set up on same grades to further train teachers in implementing the new literacy program.

This year we have seen growth in reading and writing through the new program. In addition to differentiating instruction, we have seen growth in children in their love of reading and becoming good readers. Students with special needs receive instruction with teachers trained in the Wilson Method

and Foundations Programs. All staff have received specialized training in the Foundations Program including support staff and paraprofessionals. The program has been successful with students in need of AIS services, special education services, and ELL's as well as general education children. Several teachers have also been trained on the Wilson Method and have received Level I certification and are now pursuing Level II certification. In addition our school has been selected as a model school for Wilson.

Children's writing has improved tremendously with the Teacher Center Specialist and Literacy Coach working in the classroom with teachers and children. Classes are also provided for ELLs in an after school program through Title III funding.

Mathematics:

Demonstration lessons have been conducted by the math coach and other staff members on the use of manipulatives and how to incorporate them into our lessons. The Everyday Mathematics program has been implemented in Grades K-5 and Impact in grade 6. The Math coach conducts weekly training sessions for all teachers in the grades and plans to continue to provide training for grades K through 5. Model classes were set up on each grade on an eight week rotation.

The AIS teacher provides intervention using different strategies to differentiate instruction and to uses manipulatives to support instruction. Classroom teachers have become more comfortable in the use of manipulatives and differentiating instruction in Mathematics. Staff members are being trained in Schools Attuned in order to best address the needs of students.

Special Programs:

Teachers providing Academic Intervention Services, as well as Special Education Teachers, continue to meet and articulate with classroom teachers to review student Individual Education Profiles. Classroom teachers continue to tailor their lessons to make provisions for these children.

Teachers have been paired on each grade as additional day-to-day support for administrative as well as instructional issues.

The Pupil Personnel Committee, The Least Restrictive Environment Committee, the AIS Team and the IEP Team meet with the Principal and Assistant Principals monthly to review children's performance in order to make additional recommendations to the classroom teachers and parents of the students on how to work together to help them improve their performance and meet the standards.

Staff development is provided through Faculty Conferences, Grade Conferences, Professional Development Days, common preps and professional learning teams.

The Safety Committee meets monthly to review safety procedures. P.S. 11 has a main building, mini building and four transportables. We now have a second safety officer assigned to the school.

Parental Involvement has increased but is an area we continue to work on. We're engaging more parents in meetings, decision making and using their skills and background to reach more families in the community which will result in overcoming the language and cultural barriers. The Parent Coordinator continues to be very instrumental in organizing workshops for all parents which has increased parental involvement.

The additional Science materials purchased to supplement our program, in addition to the two science clusters that we have on staff will continue to improve our already successful science program.

We also plan to continue our Arts program through grants and 3 teacher positions. At this time all children in P.S. 11 are receiving art and music.

Planning meetings will be conducted for literacy and mathematics throughout the grades. Mini lessons, rubrics and unit assessments continue to be created in all areas.

The goals and objectives for all areas and Professional Development are being discussed and documented by the cabinet and Instructional committee in planning for instruction and Professional Development for the spring semester.

The AIS Reading teachers continue to work with certified Wilson method mentors to learn to better use the Wilson Program in order to better provide support to students at risk. Writing will continue to be a focus, as well as teaching comprehension strategies through Read Alouds and Shared Reading and Writing.

We will continue to provide support and professional development in using the writing process and providing instruction to improve students' writing. The AIS Reading teachers and ESL support staff will continue to articulate with the classroom teachers to further support the new Reading Program and vocabulary instruction, with additional support material for shared reading and read alouds in order to provide additional support to Level 1 and 2 students.

The Renzulli Learning System is integrated into the daily plans to differentiate instruction using a child's learning style.

Professional Development sessions are provided in Wilson, Writing, Read Alouds, Assessment and other areas selected by the staff according to their needs as indicated on the Professional Development needs assessment survey.

Our Inquiry work will continue to focus on our level 3s and 4s. The goal is to close the gap for level 3's and 4's.

I will continue to look for ways to decrease class size on all grades and locate possible sites for a new building that will alleviate the overcrowding situation that we are facing in P.S. 11.

Physical Education is still in need of improvement. We are looking for ways to provide a more extensive program for all students. Technology is a goal that we have been working on as a result of the quality review. We have expanded on the use of smart boards and have placed mini labs in all classrooms. In addition we have a portable lap tap lab for our early childhood classes.

What the school needs to improve

- We need to increase the number of paraprofessionals and provide professional development and coaching to paraprofessionals to support the implementation of the Reading and Everyday Mathematics Programs.
- We need to ensure that all staff members further incorporate new technology techniques into instruction in order to provide more individualization and small group instruction.
- We need to continue to address level 3s and 4s that have not made one year progress on the ELA and Math State Tests.

1.

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>#1 According to our Progress Report we were at 58% of our students making at least 1 year of progress on the ELA exam, by June 2010 we will increase that percentage by 7% getting us closer to our peer school of 69%.</p> <p>Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction. The Components of the Balanced Literacy Program are:</p> <ol style="list-style-type: none"> 1. Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.) 2. Independent Writing: Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.) 3. Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific 	<p>Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences.</p>

<p>reading and writing strategies. (Approximately 10-15 minutes.)</p> <ol style="list-style-type: none"> 4. Interactive Writing: In the lower grades teachers invite students to take risks in recording their oral sentences into written text with teacher support, Teacher and student “share the pen.”(Approximately 10-15 minutes.) 5. Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers and engages children in accountable talk. (Approximately 15-20 minutes.) 6. Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.) 7. Small group Instruction: The teacher conducts strategy lessons, guided reading, guided writing, word work, shared reading or writing and leads small group instruction based on assessed needs (Approximately 20-30 minutes.) <p>Intensive Professional Development, including:</p> <ul style="list-style-type: none"> • School-based Professional Development Team (Instructional Cabinet), which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate best classroom practices to teachers in the school. • Ongoing PD for all teachers, coaches, and school administrators. • Language Arts Curriculum to enhance the writing program 	
<p>#2 By June 2010, 90% of ELLs in grades K-6 will increase by at least one level on the NYSESLAT Current instructional initiatives for literacy include</p>	<p>Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs</p>

<p>the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction.</p> <p>All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve reading, writing, and comprehension skills. The Wilson/Fundations programs will be implemented by both classroom and AIS teachers in order to better support the present word study program. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations and Wilson will be used to enhance the student's phonemic awareness and decoding skills. For comprehension, we use a Balanced Literacy Program with a strong component of shared and guided reading and writing and read alouds as well as just right books and trade books of high interest. Structured writing is introduced using the writing process and eventually giving more flexibility to the students to explore and experiment with mechanics, conventions and creativity.</p>	<p>consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction.</p> <p>All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve reading, writing, and comprehension skills. The Wilson/Fundations programs will be implemented by both classroom and AIS teachers in order to better support the present word study program. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations and Wilson will be used to enhance the student's phonemic awareness and decoding skills. For comprehension, we use a Balanced Literacy Program with a strong component of shared and guided reading and writing and read alouds as well as just right books and trade books of high interest. Structured writing is introduced using the writing process and eventually giving more flexibility to the students to explore and experiment with mechanics, conventions and creativity.</p>
<p>#3 By June 2010, 7% of students in grades 3-6 will improve written communication and explanation of strategies in mathematics as reflected on the short and extended response questions on the NYS math test and evidenced on the item analysis report.</p> <p>The program includes classroom instruction using Everyday mathematics supplemented by math steps. The use of manipulatives and math games supports the needs of all students through differentiated instruction. A focus on vocabulary and problem solving will further help in moving students forward.</p>	<p>The program includes classroom instruction using Everyday mathematics supplemented by math steps. The use of manipulatives and math games supports the needs of all students through differentiated instruction. A focus on vocabulary and problem solving will further help in moving students forward.</p>
<p>#4 By June 2010, 98% of the 4th grade students will attain a level 3 and above on the NYS Science exam.</p> <p>Teachers will focus on the mastery of science</p>	

<p>vocabulary by using an inquiry and hands on approach, conducting parent/student workshops, assessing the student use of Brain Pop. In addition, trips to science institutions are organized throughout the year in coordination with the pacing calendar. Science workshops are provided for grade 3 and 4 students.</p>	
<p>#5 By June 2010, 90% of the 5th grade students will perform at level 3 or above as assessed by the NYS Social Studies exam.</p> <p>Teachers follow a pacing calendar developed by a committee and supported by three social studies clusters who integrate social studies into the literacy program. In addition the arts program is integrated into the social studies curriculum with the support of artists in residence.</p>	
<p>#6 To enhance student's artistic development via the five activity strands as listed in the blueprint for teaching and learning in the arts from NYC Department of Education and show a 5% increase in the number of students that will observe, participate, or create an artistic experience.</p> <p>Enhance school climate through arts awareness. Continue to utilize community as primary resource for student learning in the arts. Developing visual arts vocabulary. Reading and writing about art. Problem solving: interpreting and analyzing art. Recognizing the societal, cultural , and historical significance of art; connecting to other disciplines. Observing and interpreting the world.</p>	
<p>#7 On the Special education Service Report, we were 1% above the city average in initial referrals. We will decrease the referrals to Special Education by 1.5% so we will be below the city average of referrals.</p> <p>Pupil personnel committee will monitor students receiving support services and will monitor referrals to special education. Implement a special program for intervention and prevention of youngsters with special needs.</p>	

<p>AIT Committee will monitor students receiving support services and update PIP's with teachers. Monitoring student progress and the effectiveness of intervention services and making modifications to services as needed.</p> <p>Expand the use of the Wilson Language Program and Foundations for early intervention.</p> <p>At-Risk SETSS, Speech, Counseling andamp; IEP screenings.</p>	
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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) :**

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#1 According to our Progress Report we were at 58% of our students making at least 1 year of progress on the ELA exam, by June 2010 we will increase that percentage by 7% getting us closer to our peer school of 69%. Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction. The Components of the Balanced Literacy Program are:</p> <p>Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)Independent Writing: Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)</p> <p>Interactive Writing: In the lower grades teachers invite students to take risks in recording their oral sentences into written text with teacher support, Teacher and student “share the pen.”(Approximately 10-15 minutes.)Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers and engages children in</p>
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	<p>accountable talk. (Approximately 15-20 minutes.) Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.)</p> <p>Small group Instruction: The teacher conducts strategy lessons, guided reading, guided writing, word work, shared reading or writing and leads small group instruction based on assessed needs (Approximately 20-30 minutes.)</p> <p>Intensive Professional Development, including: School-based Professional Development Team (Instructional Cabinet), which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate best classroom practices to teachers in the school. Ongoing PD for all teachers, coaches, and school administrators. Language Arts Curriculum to enhance the writing program</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A Comprehensive Literacy Approach to reading and writing utilizing the Harcourt and Mondo Literacy programs, Wilson, and Foundations word study programs will be implemented. Whole class, small group, and individual instruction will be provided that will help children develop reading behaviors to meet the standards.· Integrating writing across the curriculum will continue with additional training and mentoring across the grades.· Community volunteers will continue to work with teachers and students to help children develop reading and writing strategies.· Instruction provided by AIS teachers, Early Class Reduction teachers and/or paraprofessionals working with small groups.· Utilize the Professional Development Team in Staff Development to help accelerate student performance in literacy and mathematics.· Utilize student teachers and interns from Queens College, Touro College, LaGuardia Community College, Adelphi University, Fordham, and St. John's in selected early childhood classes.· Selected classes implement Reading Buddies Program.· Organize meetings of teachers working with ELL's to share/develop reading strategies.· Expand the role of literature in the teaching of social studies.· Inter-grade and intra-grade articulation between teachers during the year.· Increase the use of trade books in vocabulary instruction and high order thinking questions.· Study sessions with UFT Teacher Center specialist and Literacy Coach.· Offer training at faculty conferences and grade conferences conducted by principal, assistant principal, district office staff, UFT Teacher Center specialist, and master teachers monthly.· Arrange for inter-visitations of target staff to observe master teachers within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and faculty conferences, and after-school workshops.· Form a study group to expand upon pedagogical and content area knowledge and examine its impact on instruction and materials.· Hold staff development for paraprofessionals re: intervention strategies for working one on one and with small groups.· UFT Teacher Center specialist, literacy staff developer, and math coach will demonstrate lessons with new reading and math materials.· UFT Teacher Center staff developer, literacy staff developer and math coach will coach teachers in the classrooms.· Workshops will provide training in literacy and</p>

	<p>mathematics.· Kindergarten and first grade ESL classes will include daily phonemic awareness activities.· Using Foundations and Wilson techniques with small groups.· Using workshop model.· Use the Foundations program for word study in the bilingual special education fourth grade classroom.· Use the Great Leaps program to strengthen fluency.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, PCEN, Title I, Part 154, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The ECLAS Reading inventory in the fall and spring, EPAL in the spring, and NYSESLAT in the spring will be administered to all ELLs. Students will show gains of 10pts in reading, advance at least one level on the Inventory.</p> <p>Teacher made tests will monitor weekly or monthly progress of all children.</p> <p>The ELA will be administered to all students in the spring and will show significant gains in reading.</p> <p>Writing folders/portfolios for each child will be documented.</p>

**Subject Area
(where relevant) :**

ELA continued

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#2 By June 2010, 90% of ELLs in grades K-6 will increase by at least one level on the NYSESLAT Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction. All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve reading, writing, and comprehension skills. The Wilson/Foundations programs will be implemented by both classroom and AIS teachers in order to better support the present word study program. Through modeling and read alouds the teacher will introduce language and vocabulary to the</p>
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	<p>students. Foundations and Wilson will be used to enhance the student’s phonemic awareness and decoding skills. For comprehension, we use a Balanced Literacy Program with a strong component of shared and guided reading and writing and read alouds as well as just right books and trade books of high interest. Structured writing is introduced using the writing process and eventually giving more flexibility to the students to explore and experiment with mechanics, conventions and creativity.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ØProvide small group instruction in reading and writing to ELLs through self-contained, as well as pull-out/push-in ESL.</p> <p>ØUtilize ESL student teachers from St. John’s University and Queens College to target ESL classrooms.</p> <p>ØContinue to provide support to Heritage Foreign Language Program for grades K-6.ØProvide support services to students who have tested out of ESL Program but who need Academic Intervention Services.</p> <p>ØContinued use of Educational Assistants to provide small group instruction.</p> <p>ØProvide additional instructional time for identified students through an After-school ESL Program.</p> <p>ØAll teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills.</p> <p>ØWe will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills.</p> <p>ØStructured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.</p> <p>ØThrough modeling and read alouds, the teacher will introduce language and vocabulary to the students. Wilson and Foundations will be used to enhance the students’ phonemic awareness and decoding skills.</p> <p>ØFor comprehension, we use a Balanced Literacy Program with a strong component of shared reading and read alouds as well as just right books and trade books of high interest.</p>

ØIntensive instruction in reading and writing skills will be provided by our ESL licensed teachers.ØModified Instructional Strategies (scaffolding).

ØExposure to rigorous academic curriculum.

ØExtra time to implement the skills and strategies needed in each unit of study.

ØVocabulary: high frequency, technical, high frequency academic and low frequency

ØFocus on reading behaviors to observe and support the various levels of our ESL population.

ØIntegrate Content and Language Goals for each unit of study as needed.

ØProvide support for vocabulary and syntax so students can reach next level.

ØIncorporate language teaching

ØProvide multi-sensory experiences across the curriculum for the ELL student.

ØProvide mini-lessons to further support language as needed in order to stress vocabulary and syntax for ELLs.

ØShare best practices with the entire staff.

ØThrough buddy work, peer work, and small group work the more advanced students will work with students at the beginning level using language to explain the concepts taught and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction.

ØBuild prior knowledge and vocabulary.

ØVocabulary instruction for social skills and academic use.

ØPull-out/Push-in teachers will provide guided reading instruction, read alouds, shared reading and vocabulary instruction in small groups.

Beginners will be partnered with other students for buddy reading.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I, PCEN, Tax Levy, Part 154, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>An Increase of ELLs achieving proficiency on the NYSESLAT</p> <p>Teacher evaluation</p> <p>Portfolios</p> <p>Periodic Assessments every 6 weeks</p> <p>Benchmark Assessments upon completion of units.</p> <p>Item skill analysis in predictive and diagnostic assessments two times a semester.</p>

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#3 By June 2010, 7% of students in grades 3-6 will improve written communication and explanation of strategies in mathematics as reflected on the short and extended response questions on the NYS math test and evidenced on the item analysis report. The program includes classroom instruction using Everyday mathematics supplemented by math steps. The use of manipulatives and math games supports the needs of all students through differentiated instruction. A focus on vocabulary and problem solving will further help in moving students forward.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ØTeachers will receive Professional Development on various strategies for using and improving academic vocabulary in oral/written explanations.</p> <p>ØStudents will assess their work using a rubric.</p> <p>ØProvide PD on effective questioning techniques to promote student interaction.</p> <p>ØTeachers will model solving strategies and processes.</p>

	<p>ØProvide test sophistication strategies in mathematics.</p> <p>ØProvide a Family Game Night.</p> <p>ØProvide Saturday Math Academy to students (level 3) where the focus will be using appropriate mathematical terms, vocabulary, and language in oral and written communication.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	Tax Levy, Title I, Title II
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	Grade 3-6 will take State Test in Math in the spring and will show an increase in the number of students who will score at level 3 or 4. Student portfolios and assessments will indicate mastery of objectives and meeting grade level goals.want

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#4 By June 2010, 98% of the 4th grade students will attain a level 3 and above on the NYS Science exam. Teachers will focus on the mastery of science vocabulary by using an inquiry and hands on approach, conducting parent/student workshops, assessing the student use of Brain Pop. In addition, trips to science institutions are organized throughout the year in coordination with the pacing calendar. Science workshops are provided for grade 3 and 4 students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ØUsing the inquiry based style of teaching during science instruction.</p> <p>ØProvide opportunities for the teachers to attend state and national science conferences.</p> <p>ØProvide parents with science workshops related to the NYS Science curriculum.</p> <p>ØProvide teachers with science information and updates to maximize their teaching proficiency.</p> <p>ØEmphasize connections among the natural and social sciences, mathematics and technology.</p>

	<ul style="list-style-type: none"> ØUnify concepts that integrate science with other disciplines. ØIntroduce the Internet and use it in the classroom as a communication tool and learning resource. ØProvide students with an awareness of careers in science and technology. ØProvide teachers with the opportunity to receive feedback about their science teaching and to understand, analyze, and apply that feedback to improve their practice. ØIncorporate social interaction teaching strategies, such as cooperative learning, peer tutoring and cross-age teaching. ØStructure the time available so that students are able to engage in extended science investigations and external field trips. ØProvide teachers with exposure to innovative teaching strategies in order to enhance student performance. ØProvide students with opportunities to share and exhibit their implementation of the scientific method via a Science Fair. ØEnsure that equipment and materials are readily available for students to use and staff development provided for the teachers in using science manipulatives to support instruction. ØFamiliarize teachers with a constructivist and critical perspective toward the teaching and learning of science. ØDemonstrate the applicability of concepts and theories in science and adapt this to a hands on approach. <p>Provide instructional support through two cluster positions.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title II, Title I</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ØTeachers will show increased awareness of Performance Standards through evidence of use in their classroom activities and monthly planning. The fourth grade NYS Science Test will be given in the spring. Results on the test will indicate at least 98% of students will perform at or above grade level.</p>
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**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#5By June 2010, 90% of the 5th grade students will perform at level 3 or above as assessed by the NYS Social Studies exam. Teachers follow a pacing calendar developed by a committee and supported by three social studies clusters who integrate social studies into the literacy program. In addition the arts program is integrated into the social studies curriculum with the support of artists in residence.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ØOffer teacher training on test sophistication and the use of primary and secondary historical documents.</p> <p>ØProvide additional Social Studies instruction through three cluster positions.</p> <p>ØIncorporate current events, articles, pictures, artifacts in the use of primary sources.</p> <p>ØOffer training on the use of technology and the Internet for research on retrieving documents. (work with computer teacher)</p> <p>ØConduct meetings to discuss a new social studies series.</p> <p>ØMore hands-on enrichment materials (games, puzzles, maps)</p> <p>ØAssign grade museum trips, coordinate with specific material.</p> <p>ØStudents in grade 2 and 3 will integrate role playing of events that they learn about to enhance understanding and improve writing skills in the content area.</p> <p>ØContinue the use of a pacing calendar for the Social studies Curriculum.</p> <p>ØContinue to integrate the arts throughout the curriculum.</p>

	<p>ØWorkshops for parents in Social Studies/Values ie. Building self-esteem in your child; Tolerance-Accepting cultural Differences; Bullying;</p> <p>ØCommunity Awareness- lower grades</p> <p>ØTeaching of the holidays through a historical perspective</p> <p>ØHands on Artifacts - grades 3 to 6</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title I.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ØSocial Studies Test for grade 5An increase in the number of students will score above the State Reference Point.</p>

**Subject Area
(where relevant) :**

Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#6 To enhance student’s artistic development via the five activity strands as listed in the blueprint for teaching and learning in the arts from NYC Department of Education and show a 5% increase in the number of students that will observe, participate, or create an artistic experience.</p> <p>Enhance school climate through arts awareness.</p> <p>Continue to utilize community as primary resource for student learning in the arts.</p> <p>Developing visual arts vocabulary.</p> <p>Reading and writing about art.</p>
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	<p>Problem solving: interpreting and analyzing art.</p> <p>Recognizing the societal, cultural , and historical significance of art; connecting to other disciplines.</p> <p>Observing and interpreting the world.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ØInclude student participation in curating school building with their art work. ØPlan parent workshops to create extended support for student learning. ØMaintain and utilize relationship with Parent Coordinator. ØCoordinate culminating event to showcase student’s visual arts projects as well as performance arts pieces. ØContinue to utilize community as primary resource for student learning in the arts. ØEnhance school climate through arts awareness. ØLooking at and discussing art. ØDeveloping visual arts vocabulary. ØDeveloping music vocabulary and listening to selected music and analyze. ØReading and writing about visual art and music. ØProblem solving: interpreting and analyzing art. ØRecognizing the societal, cultural , and historical significance of art; connecting to other disciplines. ØObserving and interpreting the world. ØCoordinate trips with American Ballet Theatre Company, New York City Ballet, Queens Theatre in the Park, Lincoln Center, Carnegie hall, Queens Metropolitan Opera for parents and students to experience the art of dance in the performing arts.

	<p>ØSupport by three cluster teachers</p> <p>ØStudent participation in chorus and outside performances</p> <p>ØIncrease student exposure to various arts forms through interactive performances by professional artists. Music Making: Singing, reading, writing notation, listening, playing pitched/non-pitched instruments, expressive movement/ response, improvising and creating, composing, analyzing Grade 2 Benchmarks: Through exploration and discovery, students will be able to express themselves as thinking, feeling musicians and develop their musical imaginations through speaking, singing, playing, and composing. Grade 5 Benchmarks: Through the development of formal musical skills, students will perform and create music that draws upon more challenging techniques and repertoire, while beginning to develop personal expression and musicianship. Art Making: Painting, Drawing, Printmaking, collage, sculpture, 2-D Applied Design, Media Technology. Grade 2 Benchmark: Through an exploration of art making and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-d and 3-D art forms, use basic art tools, and gain knowledge of media and compositional elements. Grade 5 benchmark: Students begin sequential unit projects; extend knowledge of art media; and compositional design and design elements; choose new ways of using familiar tools and materials and deepen imaginative capacities, observational and expressive skills.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Project Arts</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ØShowcase of student’s art work throughout the building.</p> <p>ØStudent’s performances throughout the year</p> <p>ØStudent art portfolios</p> <p>ØAwareness of careers in Visual Arts.</p> <p>ØSetting goals and developing career plans</p> <p>ØArt for enjoyment andamp; lifelong learning.</p>

	<p>ØDeveloping an awareness for the theatre and performing arts.</p> <p>ØMaking social, historical and cultural connections through music education.</p> <p>ØGaining skills and expressive abilities in music.</p> <p>ØApplying musical concepts and skills learned</p>
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**Subject Area
(where relevant) :**

Support Services

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#7On the Special education Service Report, we were 1% above the city average in initial referrals. We will decrease the referrals to Special Education by 1.5% so we will be below the city average of referrals. Pupil personnel committee will monitor students receiving support services and will monitor referrals to special education.</p> <p>Implement a special program for intervention and prevention of youngsters with special needs.</p> <p>AIT Committee will monitor students receiving support services and update PIP's with teachers.</p> <p>Monitoring student progress and the effectiveness of intervention services and making modifications to services as needed.</p> <p>Expand the use of the Wilson Language Program and Foundations for early intervention.</p> <p>At-Risk SETSS, Speech, Counseling andamp; IEP screenings.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ØStaff development in areas such as behavior modification, language processing identifying students at risk, learning disability.</p> <p>ØStaff development in the use of differentiated instruction, i.e., reading, math, and writing with at-risk children in the general education classroom.</p> <p>ØArticulation between classroom teachers SETSS teachers and related services providers on implementing students' IEPs</p> <p>ØUse of Kaplan, STAR, PAF, Foundations, and Wilson Method learning system.</p>

- ØUse of manipulatives to support the instructional programs.
- ØUse of criterion referenced material to assess student performance.
- ØUse of PAF, Foundations, and Wilson multi-sensory programs.
- ØGroup students and provide instruction according to their IEP goals and objectives.
- ØGuidance staff and IEP team will provide professional development to staff in helping to identify youngsters with special needs and prevention and intervention services.
- ØPupil personnel committee will monitor students receiving support services and will monitor referrals to special education.
- ØContinue implementation of FLISE and AIDS Curriculum and drug prevention program.
- ØContinue to implement school guidance program including individual and group counseling.
- ØAt-Risk and prevention counseling and parental and community outreach
- ØImplement a special program for intervention and discipline of youngsters with special needs.
- ØProject Share
- ØContinue consultations to staff and counseling to children by IEP team.
- ØCounseling by Guidance Counselor of ERSSA students.
- ØExpand the use of the Wilson Language Program for early intervention.
- ØReferrals to outside agencies as appropriate to support emotional or physical needs.
- ØAt-risk SETSS, Speech, Counseling andamp; IEP screenings.
- ØReferrals to vision therapy as needed.Ø504 Plans to address physical andamp;/or emotional needs
- ØReferrals made to outside agencies as needed to children and families in need

	.ØTraining for teachers on pre-referral process.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy, Title I.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Teachers will show greater awareness of strategies to use in the classroom for students with special needs as seen in their planning through observations weekly.</p> <p>Decrease referrals</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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			N/A	N/A	2			
1	37		N/A	N/A	1	3		
2	25		N/A	N/A	3			
3	55		N/A	N/A	1			
4	36		5		5			7
5	28	5	5		2		1	8
6	22	2			1			4
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS services are provided in a small group as a pull-out program. Word study is addressed by Wilson and Foundations. Fluency and Visualization are addressed by Great Leaps and Wilson. Vocabulary and Comprehension are addressed by Wilson, Vocabulit and Bringing Words to Life. Saturday Academy provides Academic Support to level 3 and 4 students not making adequate progress.
Mathematics:	Harcourt Intervention Program and Everyday Mathematics are used to address skills and concepts. Saturday Academy provides Academic support to level 3 and 4 students not making adequate progress.
Science:	Measuring Up is used as a supplemental program for science intervention. Small group instruction is provided in the classroom by the classroom teacher and workshops are provided by science teachers after school and on Saturdays.
Social Studies:	Small group instruction is provided by classroom teachers.
At-risk Services Provided by the Guidance Counselor:	A guidance counselor provides individual or small group interventions to students in need. The counselor also informs parents about parental skills, behavior modification and agencies available to meet their children's needs.
At-risk Services Provided by the School Psychologist:	Participating in writing of behavior Intervention Plans and discussing the implementation of the plan. Discussing alternative interventions with the parents and staff.
At-risk Services Provided by the Social Worker:	Individual and small group counseling is provided to students as needed. Informing parents about outside agencies and services available to them.
At-risk Health-related Services:	School nurse provides Project Airways to at-risk asthmatic children.

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.

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

P.S. 11Q, a K-6 school, has an approximate population of 1,189 students, 332 of our students are English Language Learners (ELLS). P.S. 11 provides ESL services to all of its ELLs. P.S. 11 is structured with 14 self-contained ESL classes and 7 Heritage Foreign Language classes (grades K-4). The languages in the program are Spanish and English. The Push-in programs provide ESL services to ELLs who are not in an ESL or in Heritage Foreign Language classes. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. Grade 6 utilizes Impact. All students follow the Comprehensive Approach to Balanced Literacy.

Grades K-3 utilize Foundations for word study and handwriting. It is a multi-sensory curriculum. ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a "hands-on" subject in which many manipulatives are utilized. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction. Our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. The instructional strategies used in these classes include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR). All services are provided by licensed ESL/Bilingual teachers.

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)

Heritage Foreign Language Program

In the Heritage Foreign Language Program instruction is provided in English, with Spanish as the Heritage Language. The goals of the program are to promote a love of language which will inspire a child to "own" a target language. It is an additive model which exposes children to the two cultures. There is meaningful communication with increasing accuracy of expression in an authentic, real life context. Linguistic knowledge is taught in a conventional classroom setting. In the Heritage Foreign Language Program, the role of the teacher is to make students feel comfortable and enthused about learning a second language. The teacher facilitates language learning experience. The classroom gives them the sense of community. There are two classes on each grade from K-2 and one class on each grade from 3-6.

The English as Second Language (ESL) Program

Students in English as a Second Language programs receive all instruction in English by highly qualified certified ESL teachers. The unit of ESL instruction is determined by his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score. We have "push-in" and "pull-out" programs and "self contained" ESL classes. The goals of the ESL program are to provide academic subject area instruction in English using ESL strategies and methodologies such as grouping, scaffolding using visuals (imagery), using graphic organizers, repetition and role playing. The teachers incorporate ESL strategic instruction in every lesson and within the content areas. They assist students in achieving the state-designated level of English proficiency for their grade by preparing them with appropriate materials such as test-preparatory booklets (NYSESLAT, STARS, Test Ready) and by providing after school support and Academic Intervention Services while differentiating instruction according to language proficiency

Implications for P.S. 11's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of shared and guided reading and read alouds as well as leveled books and trade books of high interest which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math.

The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:05 – 4:35 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel)

The second level of targeted students will consist of 18 ELLs in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas.

Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Step-by-Step which is part of the Everyday mathematics in grades 1 and 2.

II. Parent/community involvement

PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the

parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements.

Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

In the lower grades and in the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students)

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

IV. Staff Development (2008-2009 activities)

The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week.

During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, PAF (Preventing Academic Failure) and (Wilson) and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom

The importance of phonemic awareness in the ESL classroom

Helping your child at home.

In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLS and students with special needs.

Funding

District 30 strategies will support consistency and cohesiveness to all English Language Learner programs and services throughout the region.

Funding sources to support this initiative include:

CR Part 154 LEP (Commissioner's Regulation)

PCEN (Pupils with Compensatory Educational Needs)

Title I School-wide Tax Levy Academic Intervention Services
AIS (Academic Intervention Services)
SES (State Education Services)

PCEN-LEP funding is to support the instruction and intervention programs while providing needed instructional resources during the school day.

Title III Supplementary funding will be utilized to service English language learners in meeting academic rigor and proficiency in the second language by providing quality after-school programs.

Funds will be utilized to support:

- Students achievement in core academic subjects;
- English proficiency;
- High quality professional development;
- Improved instruction and assessment of ELLs;
- Parental Involvement.
- Build academic language

Analysis of LAB-R/ or NYSESLAT

(See Chart)

Patterns Across Proficiency Levels and Grades

In all grades (K-6) the Beginners performed better in the listening and speaking strands due to the fact that a large part of the instruction focuses on these two strands at the beginning level. Developmentally Second Language Acquisition begins with listening and speaking first and once these two strands have been developed to a certain level, the reading and writing strands are then strengthened. Studies show that BICS(Basic Interpersonal Communication Skills) develops before reaching CALP (Cognitive Academic Language Proficiency).

The Intermediate and Advanced Students did very well in the listening and speaking strand. Many are considered proficient in these areas. As stated before when the second language learners reach the intermediate level the listening and speaking skills are well developed. We further strengthen the academic language once they reach this level with the social language.

The Intermediate and Advanced Students did moderately well in the Reading strand. The vocabulary development in reading is not on grade level as is that of native speakers.

We found deficiency in writing across the levels due to writing being the final skill to be fully developed. The children need to develop vocabulary in reading and to be exposed to literature for a long time before they are able to use this vocabulary in their own writing.

After comparing LAT scores (Spring 07 and Spring 08) we found the vast majority of students went up one proficiency level or improved within their level.

Content Areas Grades K-6

MATH : We reviewed: The CTB Citywide Math, State Math ELA, and Interim Assessments

(See Chart)

Most of our Beginner Students scored Level I.

Most of our Intermediate students and Advanced students scored at or above grade level.

Implications for instruction:

Build academic language in math concepts

Implications for instruction

Develop problem solving skills

Strengthen math vocabulary

SCIENCE: We reviewed the 4th Grade Science State test

(See Chart)

Implications for instruction

The majority of the students tested scored at or above grade level. We must develop fluency and strengthen their knowledge of scientific terms.

ENGLISH : We reviewed: Citywide Reading , E-CLAS, City Interim Assessments, New York State ELA

- Note: Most of our ELLs are exempt from the City Wide Reading test and Statewide ELA. We looked closely at ELLs, Interim Assessments, and at those who were tested by the City and State.

(See Chart)

Implications for instruction:

Beginner students: Develop phonemic awareness, vocabulary, sight words, and decoding skills.

As indicated by the results of standardized tests there is a need to improve reading and writing in the intermediate and advanced level ELLs. In order to improve levels for our Intermediate and Advanced students the focus of instruction must be reading comprehension and writing development.

PROGRAM MODEL DESCRIPTION Grades K-6

The Heritage Foreign Language Program

In the Heritage Foreign Language Program, the teacher is the facilitator of the language acquisition process. The use of the two languages are incorporated into the typical day scenario. Teachers are not the direct resource for answers. Students may seek input among native speakers. We believe that students who are able to speak one language can successfully learn another. The Heritage Foreign Language Program is designed within the framework of providing the English Language Learner (ELL) full access to a standards based academic curriculum equal to that of the mainstream, English speaking student. Heritage Language Arts Instruction is a mandatory component of this program as well as providing English as a Second Language. In addition, a second period of ESL is to be provided using ESL methodologies within the content areas. The ultimate goal of the Heritage Foreign Language Program is to move the ELLs through the process of acquisition of academic language from the beginning through the transitional levels. ELLs who are part of the program are to perform on or above grade level, in their second language, within three to five years of participation. Students who have Spanish as their heritage language attain communicative proficiency.

Instructional Components

Heritage Foreign Language Programs have consistent routines to best meet the linguistic development needs of the group. The four language modalities that are used are listening, speaking, reading, and writing. The workshop model (whole- small- whole) is the approach used as the primary method of instruction. A share out contains the key elements of the lesson in both English and heritage language. School wide assemblies are presented in two languages (Spanish & English). Software in the two languages is utilized by the Computer teachers to provide further enrichment. The languages and cultures are integrated into the Social Studies curriculum through Project Arts. The program offers enrichment opportunities to all students in both languages in literacy, content areas and extra curricular presentations. Classroom libraries and learning centers utilize bilingual materials.

English as a Second Language Program

Students in ESL receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test. The two ESL instructional program models include self-contained ESL classes, or “push-in”. In order to maximize English acquisition for ELLs, the ESL and classroom teachers devote time to planning for instruction together.

Instructional Components

All students are provided with a high quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.

The school has ten self-contained ESL classes providing instruction the entire day through a licensed ESL teacher. Push-in programs provide ESL services to ELLs who are not in an ESL class or the Heritage Program. All classes are heterogeneously grouped. Students in grades K-5 use *Everyday Mathematics* as their Math program. Grade 6 utilizes *Impact*. All students follow the Comprehensive Approach to Balanced Literacy. Grades K-3 utilize *Preventing Academic Failure (PAF)* for spelling and handwriting. It is a multisensory curriculum. ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a “hands-on” subject in which many manipulatives are utilized by the classroom teachers and two cluster teachers. P.S. 11 has a Heritage Language Program with two classes on each grade from K-2 and one class in grades 3 to 6. In these classes alternate languages (Spanish/English) are used for instruction. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction and our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR). All services are provided by licensed ESL /Bilingual teachers. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.

Classroom Environment

The classroom environment for ELLs in K-6 is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student’s work folders, portfolios and celebrated throughout the classroom. The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – software in English and Native Language
- A listening Center equipped with cassette players, earphones, audio cassettes, CD’s, books in bags, tapes, read along English books with cassettes.
- Leveled classroom libraries in native and English languages
- Interactive word walls in English and another in the native language

Instructional Components of Program Required Under CR Part 154

Elementary

English Proficiency Level	English as a Second Language	Native Language	English Language Arts
Beginners	Two periods (360 Minutes per Week)	One period (180 Minutes per Week)	-
Intermediate	Two periods (360 Minutes per Week)	One period (180 Minutes per Week)	-
Advanced	One period (180 Minutes per Week)	One period (180 Minutes per Week)	One period (180 Minutes per Week)

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.

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-6

Number of Students to be Served:

LEP 356

Non-LEP n/a

Number of Teachers 9

Other Staff (Specify) n/a

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.

Heritage Foreign Language Program

In the Heritage Foreign Language Program instruction is provided in English, with Spanish as the Heritage Language. The goals of the program are to promote a love of language which will inspire a child to “own” a target language. It is an additive model which exposes children to the two cultures. There is meaningful communication with increasing accuracy of expression in an authentic, real life context. Linguistic knowledge is taught in a conventional classroom setting. In the Heritage Foreign Language Program, the role of the teacher is to make students feel comfortable and enthused about learning a second language. The teacher facilitates language learning experience. The classroom gives them the sense of community. There are two classes on each grade from K-2 and one class on each grade from 3-6.

The English as Second Language (ESL) Program

Students in English as a Second Language programs receive all instruction in English by highly qualified certified ESL teachers. The unit of ESL instruction is determined by his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score. We have “push-in” and “pull-out” programs and “self contained” ESL classes. The goals of the ESL program are to provide academic subject area instruction in English using ESL strategies and methodologies such as grouping, scaffolding using visuals (imagery), using graphic organizers, repetition and role playing. The teachers incorporate ESL strategic instruction in every lesson and within the content areas. They assist students in achieving the state-designated level of English proficiency for their grade by preparing them with appropriate materials such as test-preparatory booklets (NYSESLAT, STARS, Test Ready) and by providing after school support and Academic Intervention Services while differentiating instruction according to language proficiency

Implications for P.S. 11’s LAP and Instruction

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We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math.

The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:05 – 4:35 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel)

The second level of targeted students will consist of 18 ELLs in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas.

Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Step-by-Step which is part of the Everyday mathematics in grades 1 and 2.

I. Parent/community involvement

PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements.

Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

In the lower grades and in the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes.

II. Project Jump Start (Programs and activities to assist newly enrolled LEP students)

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

P.S. 11Q, a K-6 school, has an approximate population of 1,184 students, 332 of our students are English Language Learners (ELLs). P.S. 11 provides ESL services to all of its ELLs. P.S. 11 is structured with 10 self-contained ESL classes and 5 Heritage Foreign Language classes (grades K-4). The languages in the program are Spanish and English. The Push-in programs provide ESL services to ELLs who are not in an ESL or in Heritage Foreign Language classes. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. Grade 6 utilizes Impact. All students follow the Comprehensive Approach to Balanced Literacy. Grades K-3 utilize Foundations for word study and handwriting. It is a multi-sensory curriculum. ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a “hands-on” subject in which many manipulatives are utilized. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction. Our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. The Instructional strategies used in these classes include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR). All services are provided by licensed ESL/Bilingual teachers.

Under the No Child Left Behind Act, all children must reach proficiency on challenging state academic achievement standards and state academic assessment. This applies to ELLs as well. We will provide our students with additional after-school support to ensure that they will be able to meet New York State Standards.

The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:00 – 4:30 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel)

The second level of targeted students will consist of 18 ELLS in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas.

Forty-five minute instruction for all groups will focus on Mathematics using Measuring up to Mathematics for grades 3-6 and Step by Step which is part of the Everyday mathematics in grades 1 and 2.

Students will be assessed using unit assessments from the math program and running records and conferencing for the literacy program.

Students eligible to receive services under CR Part 154 are students who are identified as students with limited English proficiency. Programs must offer the necessary ESL and English Language Arts (ELA) instructional units required by Commissioner's Regulations Part 154. These regulations require that students, grades K-8, at beginning and intermediate levels of English proficiency must have two units of ESL.

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.

The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, Foundations, Wilson, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom
The importance of phonemic awareness in the ESL classroom
Helping your child at home.

In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLS and students with special needs.

1

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.

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-6

Number of Students to be Served:

LEP 356

Non-LEP n/a

Number of Teachers 9

Other Staff (Specify) n/a

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.

1Heritage Foreign Language Program In the Heritage Foreign Language Program instruction is provided in English, with Spanish as the Heritage Language. The goals of the program are to promote a love of language which will inspire a child to “own” a target language. It is an additive model which exposes children to the two cultures. There is meaningful communication with increasing accuracy of expression in an authentic, real life context. Linguistic knowledge is taught in a conventional classroom setting. In the Heritage Foreign Language Program, the role of the teacher is to make students feel comfortable and enthused about learning a second language. The teacher facilitates language learning experience. The classroom gives them the sense of community. There are two classes on each grade from K-2 and one class on each grade from 3-6. The English as Second Language (ESL) Program Students in English as a Second Language programs receive all instruction in English by highly qualified certified ESL teachers. The unit of ESL instruction is determined by his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score. We have “push-in” and “pull-out” programs and “self contained” ESL classes. The goals of the ESL program are to provide academic subject area instruction in English using ESL strategies and methodologies such as grouping, scaffolding using visuals (imagery), using graphic organizers, repetition and role playing. The teachers incorporate ESL strategic instruction in every lesson and within the content areas. They assist students in achieving the state-designated level of English proficiency for their grade by preparing them with appropriate materials such as test-preparatory booklets (NYSESLAT, STARS, Test Ready) and by providing after school support and Academic Intervention Services while differentiating instruction according to language proficiency Implications for P.S. 11's LAP and Instruction All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of share and guided reading and read alouds as well as leveled books and trade books of high interest which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity. We will provide many opportunities to our Intermediate and Advanced

students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers. Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math. The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:05 – 4:35 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel) The second level of targeted students will consist of 18 ELLs in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas. Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Step-by-Step which is part of the Everyday mathematics in grades 1 and 2. I. Parent/community involvement PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child. In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements. Students are placed within 10 days of enrollment in the appropriate program. There are a minimum of two parent sessions for ELLs during the school year. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements. In the lower grades and in the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes. II. Project Jump Start (Programs and activities to assist newly enrolled LEP students) An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives. P.S. 11Q, a K-6 school, has an approximate population of 1,184 students, 332 of our students are English Language Learners (ELLs). P.S. 11 provides ESL services to all of its ELLs. P.S. 11 is structured with 10 self-contained ESL classes and 5 Heritage Foreign Language classes (grades K-4). The languages in the program are Spanish and English. The Push-in programs provide ESL services to ELLs

who are not in an ESL or in Heritage Foreign Language classes. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. Grade 6 utilizes Impact. All students follow the Comprehensive Approach to Balanced Literacy. Grades K-3 utilize Foundations for word study and handwriting. It is a multi-sensory curriculum. ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a “hands-on” subject in which many manipulatives are utilized. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction. Our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. The Instructional strategies used in these classes include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR). All services are provided by licensed ESL/Bilingual teachers. Under the No Child Left Behind Act, all children must reach proficiency on challenging state academic achievement standards and state academic assessment. This applies to ELLS as well. We will provide our students with additional after-school support to ensure that they will be able to meet New York State Standards. The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:00 – 4:30 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel) The second level of targeted students will consist of 18 ELLS in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas. Forty-five minute instruction for all groups will focus on Mathematics using Measuring up to Mathematics for grades 3-6 and Step by Step which is part of the Everyday mathematics in grades 1 and 2. Students will be assessed using unit assessments from the math program and running records and conferencing for the literacy program. Students eligible to receive services under CR Part 154 are students who are identified as students with limited English proficiency. Programs must offer the necessary ESL and English Language Arts (ELA) instructional units required by Commissioner’s Regulations Part 154. These regulations require that students, grades K-8, at beginning and intermediate levels of English proficiency must have two units of ESL.

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.

The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS

including the Literacy Program, Foundations, Wilson, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills. The topics include: Balanced Literacy and Balanced Mathematics in the ESL Classroom The importance of phonemic awareness in the ESL classroom Helping your child at home. In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLS and students with special needs. 1

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-6

Number of Students to be Served:

LEP 356

Non-LEP n/a

Number of Teachers 9

Other Staff (Specify) n/a

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 English as Second Language (ESL) Program

Students in English as a Second Language programs receive all instruction in English by highly qualified certified ESL teachers. The unit of ESL instruction is determined by his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score. We have “push-in” and “pull-out” programs and “self contained” ESL classes. The goals of the ESL program are to provide academic subject area instruction in English using ESL strategies and methodologies such as grouping, scaffolding using visuals (imagery), using graphic organizers, repetition and role playing. The teachers incorporate ESL strategic instruction in every lesson and within the content areas. They assist students in achieving the state-designated level of English proficiency for their grade by preparing them with appropriate materials such as test-preparatory booklets (NYSESLAT, STARS, Test Ready) and by providing after school support and Academic Intervention Services while differentiating instruction according to language proficiency

Implications for P.S. 11's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of share and guided reading and read alouds as well as leveled books and trade books of high interest which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers. Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math.

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Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Step-by-Step which is part of the Everyday mathematics in grades 1 and 2.

I. Parent/community involvement

PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

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Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

In the lower grades and in the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes.

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An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

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Students eligible to receive services under CR Part 154 are students who are identified as students with limited English proficiency. Programs must offer the necessary ESL and English Language Arts (ELA) instructional units required by Commissioner's Regulations Part 154. These regulations require that students, grades K-8, at beginning and intermediate levels of English proficiency must have two units of ESL.

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.

The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, Foundations, Wilson, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom

The importance of phonemic awareness in the ESL classroom

Helping your child at home.

In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLS and students with special needs.

Form TIII – A (1)(b)

-
School: P.S. 011g
BEDS Code: 30q011

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Not available	Not available yet
Purchased services - High quality staff and curriculum development contracts	Not available	Not available
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	Not available	n/a
Educational Software (Object Code 199)	not available yet	na
Travel	n/a	n/a
Other	n/a	n/a
TOTAL	0	

New York City Department of Education
Division of English Language Learners

Implementing Recommendation IV

GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

I. Language Allocation Policy Team Composition			
4		P.S. 11 Queens	
Region	School	Ms. Eve Grabicki	
Ms. Anna Efkarpidis	Melanie Nelson	Linda Schuler	Mr. Theodore Ruffus
Principal Linda Fisher	Parent Maureen Moore	Parent Coordinator Katie Kurjakovic	Assistant Principal Irene Avgoustidis
Coach Sandy Kladias	Coach Elizabeth Pena	Teacher Amanda Gimondo	Teacher
Teacher	Teacher	Guidance Counselor	Related Service Provider
II. Current ELL Instructional Program <i>(check all that apply)</i>			
<input type="checkbox"/> Transitional Bilingual (TBE)	<input type="checkbox"/> Dual Language (DL)	<input type="checkbox"/> **** English as a Second Language (ESL)	

III. Student Demographics

Total Number of ELLs: 317 Percent of Student Population: 25%

NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP

	K	1	2	3	4	5	6	7	8
Spanish	39	38	27	23	18	11	14	n/a	n/a
Chinese	3	8	6	0	4	2	2	n/a	n/a
Russian	0	0	0	0	0	0	0	n/a	n/a
Bengali	9	12	8	7	5	2	2	n/a	n/a
Thai	0	1	0	1	2	1	1	n/a	n/a
Urdu	1	1	2	1	0	2	0	n/a	n/a
Arabic	0	2	0	0	0	0	0	n/a	n/a
Tibetan	1	0	2	1	1	1	1	n/a	n/a
Gujarati	2	3	0	1	1	1	0	n/a	n/a
Korean	10	1	1	3	1	2	0	n/a	n/a

Punjabi	1	0	0	0	0	0	0	n/a	n/a
Ukrainian	1	0	0	0	0	0	0	n/a	n/a
Serbo-Croatian	0	1	1	1	0	1	0	n/a	n/a
Portugese	0	0	0	0	1	0	1	n/a	n/a
Philippine	1	1	2	1	0	2	0	n/a	n/a
Arabic	0	2	0	0	0	0	0	n/a	n/a
Hindi	0	0	0	0	1	1	1	n/a	n/a
Indonesian	1	1	0	0	1	0	0	n/a	n/a
Malaysian	1	0	1	0	0	0	1	n/a	n/a
Nepali	0	1	0	0	0	0	1	n/a	n/a
Albanian	0	0	1	0	0	1	0	n/a	n/a
OTHER	1	1	0	1	1	0	0	n/a	n/a

IV. Parent Choice (review the *Parent Survey and Program Selection* forms)

1. After reviewing the *Parent Survey and Program Selection* forms for the past few years, what is the trend in program choices that parents have been requesting?

We provide parents with an orientation that describes various programs for English Language Learners. In addition, parents are given the opportunity to visit classrooms. This enables parents to make a sound educational decision as to which program best meets the needs of their child. In the lower grades, the trend of program choice is the Heritage Foreign Language Program. In the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes.

2. Are the programs offered at your school aligned with what parents have been requesting? If no, why not?

The programs are aligned with parental choice.

V. Assessment Analysis

Analysis of LAB-R/or NYSESLAT results for the school *(use the ATS Roster exam report for your school for this information).*

	K	1	2	3	4	5	6	7	8
Number of those scoring at the Beginners (B) level:	25	22	7	17	7	8	1	n/a	n/a
Number of those scoring at the Intermediate (I) level:	11	26	8	24	17	5	12	n/a	n/a
Number of those scoring at the Advanced (A) level:	35	23	34	0	12	13	10	n/a	n/a

1. Examine students' results in the four modalities (listening, speaking, reading and writing). What are the patterns across proficiency levels and grades?

While reviewing the results of our ELLs proficiency levels and grades we discovered that

Beginner students scored better in the Listening and Speaking strands while the Intermediate and Advanced students did well in the Listening and Speaking modality, well in Reading and were found deficient in Writing.

2. What are the implications for the school's LAP and instruction?

For Beginners the initial instruction will need to focus on Listening and Speaking while gradually introducing vocabulary and reading and writing strategies. For Intermediate and Advanced students we need to provide many opportunities for conversations, but extensive instruction in reading and writing skills and strategies. This will be done through ESL licensed teachers in self-contained classes and push-in support staff

CONTENT AREA GRADES K-8 (REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS)		
Assessments	Level	i. How are ELLs performing in the targeted content area? ii. What are the implications for the LAP and instruction?
Math <input type="checkbox"/> Citywide (Grades 3,5,6,7) <input type="checkbox"/> NY State (Grades 4,8) <input type="checkbox"/> City Interim Assessments (Grades 3-8)	B	i. Levels 1 & 2
		ii. Build vocabulary in math concepts
	I	i. Levels 1,2 & 3
		iii. Build vocabulary in Math concepts and develop problem solving skills
	A	i. 1, 2, 3, 4
		ii. Continue to build vocabulary and develop problem solving skills
Science <input type="checkbox"/> NY State Assessment (Grades 4,8)	B	i. Levels 1 & 2
		ii. Build vocabulary in science concepts
	I	i. Levels 1,2 & 3
		ii. Strengthen scientific terms
	A	i. Levels 1,2, 3 & 4
		ii. Develop fluency and strengthen their knowledge of scientific terms
English <input type="checkbox"/> Citywide ELA (Grades 3,5,6,7) <input type="checkbox"/> Early Childhood Literacy	B	i. Levels 1 & 2
		ii. Develop phonemic awareness, vocabulary, sight words, and decoding skills, and oral expressions
	I	i. Levels 1,2,3 & 4

<p>Assessment System (ECLAS 2) (Grades K-3)</p> <p><input type="checkbox"/> City Interim assessments (Grades 3-8)</p> <p><input type="checkbox"/> NY State English Language Arts (ELA) (Grades 4,8)</p>	A	ii. Build vocabulary, oral expressions, reading comprehension, writing development, and listening comprehension
		i. Levels 1,2, 3 & 4
		ii. Teach comprehension strategies and writing development. Build content area vocabulary in reading & writing of non-fiction genre. Develop listening comprehension and writing expression
<p>Native Language</p> <p><input type="checkbox"/> Spanish LAB (Grades K-8)</p> <p><input type="checkbox"/> El Sistema de Observación de la Lecto-escritura (EL SOL) (Grades K-3)</p> <p><input type="checkbox"/> El Examen de Lectura en Español (ELE) (Grades 3-8)</p> <p><input type="checkbox"/> Chinese Reading Test (Grades 3-8)</p>	B	i.
		ii.
	I	i.
		ii.
	A	i.
		ii.
<p>NY State Alternative Assessment (NYSAA)</p>	B	i.
		ii.
	I	i.
		ii.
	A	i.

ii.

VI. Instructional Program Component for ELLs, grades K-8

	B	I	A
FOR ALL PROGRAMS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	<input type="checkbox"/> 90 minutes daily		<input type="checkbox"/> 45 minutes daily

Recommended Language Use for TBE Programs

BEGINNING	NATIVE LANGUAGE 60%	ENGLISH LANGUAGE 40%	
INTERMEDIATE	NATIVE LANGUAGE 50%	ENGLISH LANGUAGE 50%	
ADVANCED	NATIVE LANGUAGE 25%	ENGLISH LANGUAGE 75%	
	NATIVE LANGUAGE	TRANSITIONING TO	ENGLISH LANGUAGE
	➤ Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should: <ul style="list-style-type: none"> • Develop cognition • Develop higher order thinking skills • Introduce new concepts through methods such as inquiry and problem solving • Introduce students to processing concepts/skills 		➤ Low-demand linguistic tasks and work production. Activities should include: <ul style="list-style-type: none"> • Reviews • Linguistic summaries • Highly contextualized concepts

<ul style="list-style-type: none">➤ Introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting, and classifying.➤ Language glossaries➤ Development of concepts➤ Assessment of conceptual understanding	<p>Highly contextualized student tasks that encourage thinking, reading, speaking, and writing</p>	<ul style="list-style-type: none">➤ Using academic discourse in reviews➤ Using language concept glossaries with<ul style="list-style-type: none">• Key Terms• Vocabulary• Functions
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We looked at our ELL population and we also sent home surveys to determine which families need translations and their languages.

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.

We need to provide translations of all policies and regulations and any other pertinent information that is distributed to the school community

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We will provide written translations of school policies and regulations, invitations, flyers to workshops, academic standards, and any other valuable information.

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.

There will be teacher input and surveys. Translations will also be provided during conferences, workshops and IEP meetings.

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

Translated versions for parent brochures, promotions letters and other pertinent regulations will be downloaded from the DOE website and distributed to the parents accordingly.

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:	705,680	0	705,680
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,574		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		0	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

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.

N/A

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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 Q 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.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 11 Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. P.S. 11 Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. P.S. 11 Q 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: (List activities.)
4. P.S. 11 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. P.S. 11 Q 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. P.S. 11 Q 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:
 7.
 - 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. 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: (List activities.)
- c. 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: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. 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: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

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 continued increase in attendance by parents and increased amount of resources and workshops provided to all parents. This policy was adopted by the Katheryn M. Phelan School on 09/01/09 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2009.

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.

P.S. 11 Q, 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 2009-2010.

School Responsibilities

P.S. 11 Q 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:
[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

We at P.S. 11 believe that all children are capable of learning provided they are given the necessary resources to succeed. Accordingly we follow the appropriate curriculum as established by the New York State Department of Education. We provide instruction to meet students' linguistic, academic, and social needs so that they may truly become proficient in English and acquire the knowledge and skills necessary to succeed in today's world.

P.S. 11 provides all of our youngsters with a world class education in compliance with the NCLB Act. In our culturally diverse, child-centered school, we will promote a safe, nurturing, and exciting learning environment. Our commitment to excellence will be accomplished through the collaborative efforts of involved parents, a supportive community, and a dedicated, caring staff.

Over 80% of our student population speaks a home language other than or in addition to English. We believe in the richness of our students' cultural heritages and the inherent benefits of recognizing and incorporating them in an educational setting.

We need to continue to provide more individualization and small group instruction. This must be supplemented by computer assisted instructional programs and other technological innovations. These services will enable students to meet our high expectations in our mainstream and special programs.

The school has on-going staff and parental development to encourage parents to get involved and participate in their children's education.

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:
[Describe when the parent-teacher conferences will be held.]

Parent teacher conferences are held twice a year in the afternoon and evenings. Special appointments are made for parents who are not able to attend parent teacher conferences to meet with teachers that are servicing their children.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
[Describe when and how the school will provide reports to parents.]

Progress reports are provided to the parents through phone conferences, Parent Teacher Conferences, Internet availability, NYS test result reports and the GROW report. Report Cards are also distributed three times a year.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
[Describe when, where, and how staff will be available for consultation with parents.]

Staff is available to meet with parents at all times. Teachers schedule conferences during their preparatory periods, IEP meetings, Parent Teacher Conferences, and guidance meetings. These meetings take place in the school building in the appropriate department.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents volunteer throughout the school year. Volunteers are recruited through the PTA for:

- Security
- Candy Sale
- Holiday Fair
- Fundraisers
- Learning leaders

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Parents are an integral part of every committee including the following:

- School leadership Team
- Safety Committee
- Instructional Committee
- AIS
- Parental Involvement Committee

7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Parents are involved in any and all decision making activities through the School Leadership Team.

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.

Parent representatives are present at all committee meetings. Parents are also informed through newsletters, PTA bulletins and PTA meetings in the morning and in the evening.

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.

Information is provided to parents through newsletters, PTA bulletin, PTA meetings, and translators are available to assist in document translations and during meetings. Information is also provided via the School Website created by the Parent Coordinator.

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.

All information is made available to parents monthly in writing through newsletter, meetings and translated letters.

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:

- Monitoring attendance.
 - Making sure that homework is completed.
 - Monitoring amount of television their children watch.
 - Volunteering in 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.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Review with my guardian or parent the discipline code.
- Adhere to Uniform Policy in the building.
- Complete my reading log monthly and submit it to my teacher on time.
- Follow all rules and regulations of the school.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A needs assessment questionnaire was completed by staff regarding types of staff development to be offered. As a result of this questionnaire, and item skill analyses for reading and math, data from citywide testing, ECLAS-2, LAB-R, NYSESLAT, Grow report and portfolios, the school found the need:

- To increase the number of paraprofessionals in the classroom. Increase the number of classes receiving paraprofessional assistance.
- Title I teachers will be assigned to work with targeted students in order to provide small group support services.
- To continue to involve teachers in the selection of appropriate instructional materials. Joint decision making combines the talents and expertise of supervisors and teachers. This results in the availability of high interest, motivating and innovative materials that maximize student performance and success.
- To continue to provide additional services of a class size reduction teacher within the classroom setting thereby serving more students in small groups which will expand services to include grades K-3
- To continue to provide Academic Intervention Services (AIS) to all students at risk of not meeting state standards including ESL and Special Education instructional services.
- Continue to:
 - Conduct Inter-grade meetings
 - In the spring conduct reorganization meetings for placement of students for next year.
 - Conduct weekly Literacy Professional Development sessions
 - Conduct weekly math Professional Development sessions
- To continue to provide workshops to teachers on relevant topics (i.e. use of Computers, Mathematics, Science, Writing Process, Cooperative Learning, Conferencing, ESL Methodologies, PAF, Guided Reading, Shared Reading, and Comprehensive Literacy).
- Continue to implement the present CEP. The Instructional Cabinet will provide additional support to all members of the P.S. 11 community.
- To provide more individualization and small group instruction by supplementing this with computer assisted instructional programs, and other technological innovations, as well as with family involvement and participation.
- Communicate with parents in various languages due to the ever-increasing number of families from India, Pakistan and Bangladesh.
- To expand and incorporate Project Arts and the Center for the Arts Grant which were brought into the school with the aim to connect the arts with content area instruction. Artists in residence work in conjunction with both the art teachers, Social Studies teachers and the classroom teachers to plan projects that integrate social studies and the visual arts.
- Parents of students who will be receiving Academic Intervention Services or Special Education Services will be notified at the beginning of the school year and receive ongoing progress reports or IEP's. Parents will also receive notification of the termination of service.

- To continue to provide training in using manipulatives to enhance instruction in science.
- Continue to monitor student attendance.
- To increase Parental Involvement and the number of parents attending workshops.
- To continue to research for areas available to alleviate over-crowded conditions.
- To provide Professional Development in managing disruptive behavior, models of push-in and pull-out programs, and integration of technology in classroom instruction.
- To use an on-going study group format for professional development throughout the year.
- Provide professional development in how to use the literacy program to meet the needs of ELLs and former ELLs.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Public School 11 is located in Woodside, Queens. This Kindergarten to Grade six school serves a population of approximately 1,200 students from culturally diverse backgrounds. The community is home to many immigrants who speak different languages including Spanish, Bengali, Chinese, Korean, Hindi, Urdu, Arabic, Gujurati, Polish, and Russian. The school is a central part of the community. The school consists of a main building, a mini-school and eight classrooms in the transportables. There are seven Kindergarten, nine First-, eight Second-, eight Third-, seven Fourth-, seven Fifth-, and seven Sixth-grade classes. There is at least one English as a Second Language (ESL) self-contained class per grade. The average class size is 28.

According to the latest available ethnic data, 10.3% of the students are White; 0.8 % are Black; 47.7 % are Hispanic, and 41.1 % are Asian and in other ethnic categories. Approximately five percent of the students have Individualized Education Plan (IEPs) and receive SETTS, Speech, and Guidance Services. Additionally, 331 of the students are English Language Learners (ELLs).

One of the areas of concern at P.S.11 is the New York State English as a Second Language Achievement Test (NYSESLAT). Following the guidelines of the No Child Left Behind Act (NCLB), all students must demonstrate growth. We have a large population of new ELLs. A review of the 2007-2008 school report card indicates that 19.1 % of our students are performing below the state standard on mathematics and 21.7% are

performing below the state standard on the ELA. Over 50% of our part-time Special Education students are performing below state standards in English language arts and mathematics.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: paraprofessional assistance, Title I teachers to provide AIS services, early class size reduction teachers for additional support, and intensive professional development for teachers in specialized strategies to meet the needs of special populations such as special education students, and the ELL population.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Current instructional initiatives for literacy include the implementation of a Comprehensive Literacy Approach for reading, which consists of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform citywide literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction.

P.S. 11 will take a data driven approach to improving student performance. We will review city and state test scores to identify areas of student weaknesses and target areas for growth, Early Childhood Language Arts System (ECLAS-2) will help teachers in grades K-3 make appropriate decisions as they select reading materials for students, prepare lessons, and structure Literacy programs. The NYSESLAT scores will be reviewed to determine areas of growth in our ESL population. Acuity will help teachers focus on specific student areas in need of extra instructional support and to help make informed instructional decisions. Ongoing assessment will be both formal and informal.

With the support and collaboration of the Leadership Team, the administration and faculty, we have successfully restructured and implemented programs.

Lunchtime study groups: Faculty members meet voluntarily during lunch and common preparatory periods for professional staff development in writing, math and reading intervention.

Interclass observations: Teachers have the opportunity to observe master teachers' instruction in all curriculum areas.

As a result of these programs, we have seen how effective educational collaboration can be. By participating in the school wide programs we are planning to expand, restructure and implement educational programs to more quickly improve all student performance.

The school has been working collaboratively with St. John's University, Hunter College, Fordham University, Touro College, La Guardia and Queens College utilizing student teachers in some classrooms. A community agency, Woodside on the Move sponsors a youth program in P.S. 11 after school, as well as many community cultural events. This school is also involved in Project Liberty, chess in a school, and Kiwanis of Woodside who donate equipment and we also participate in the community Safe-Haven Program and an annual Career Day. We are also partners with NYCB's The Nutcracker Project, backstage at the Ballet, and Inside Broadway who also works with our after school Woodside on the move Program.

The faculty at P.S. 11 has been involved in many school-community projects such as: the Annual Literature Fair, Multicultural Festival, the Book Fair, Assembly Programs, and the Holiday Fair. Parents also participate in adult ESL classes, as well as numerous fundraisers in the School. P.S.11 is a Parents as Arts Partners School which provides several art workshops made available through funding from the Center for Arts Education.

P.S. 11 is a Title I School wide Program School (SWP). Funds are used to support and enhance our educational programs and provide professional development for staff members. Although our school budget for the school year 2008-2009 is still in the process of development, we expect that we will continue to receive allocations from Title I, Title II, Title V, PCEN, and NYSTL.

A school level Least Restrictive Environment Committee has been formed and a plan has been developed to continue to implement the new Continuum.

P.S. 11 has been awarded the honor of being a Title I Exemplary School; it was on the Chancellor's 1998 list of schools with exceptional practices. The school has been selected as a Title I Distinguished School. The school has also been recognized by The University of the State of New York Education Department as a High Performing/Gap Closing School for two years in a row. P.S. 11 is moving forward in the world of technology through the use of the Internet and by creating its own web page.

Student data is provided to parents through an annual school report, student report cards, Parent/Teacher Conferences, PTA meetings, Testing Workshops, newsletters, notices and open house meetings. If parents have other needs they are met on an individual basis. P.S. 11 provides a constant supply of information and update to all members of the school and community. This is achieved through presentation of new innovative ideas and activities that many teachers learn from workshop training, and coordinators of special programs during faculty conferences, monthly grade meetings and monthly PTA meetings. A school-based bulletin board is available for notices and update of activities the team is working on.

The staff members and parents are made aware of all decisions reached in the development of the plan through the representatives of the team and their input is brought to the meetings through the same process.

- o Help provide an enriched and accelerated curriculum.

The Heritage Foreign Language Program is an innovative approach that maintains the native language of ELLs while helping them learn English and provides the opportunity for English proficient students to learn a second language and culture. It has been successful for 20 years. Students enroll in the program in Kindergarten and continue to sixth grade. Classes are taught by bilingual and monolingual teachers in a team teaching approach using learning centers and a thematic approach to learning. By the end of sixth grade the EP (English Proficient) group is functioning in the second language and the former ELL group has become truly bilingual. The project stresses teaching communicative competence skills and promotes foreign language and bilingual education as an enrichment model for EP and ELLs rather than as a compensatory and segregated program for ELLs. The program promotes greater understanding between the English and Spanish speaking communities by involving parents in meaningful learning activities that enable them to become active participants in their children's education. Parental, extracurricular and staff development activities are integrated into the program design.

The purpose and focus of science education at P.S.11 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. Eighty-seven point four percent of our fourth grade students scored above the state designated level. In the school year 2009-2010 grades K-5 will continue to use the Harcourt Brace science program, and Grade 6 will continue to use the McMillan series.

P.S.11 will continue to follow the NYS Core Curriculum for Social Studies. Through the Project Arts Program all grades are involved in an ongoing research project about the Woodside community. Projects will be developed in coordination with classroom teachers and the resident artists. In the school year 2009-2010, grades 1-6 will continue to utilize the Making Connections curriculum, which teaches Social Studies through literature. In addition, Grades K-5 will use Harcourt Brace and grade 6 will continue to use the MacMillan/McGraw Hill series.

There are two computer labs in our school which are visited on a weekly basis by almost every class. All classrooms are wired for Internet usage. We need to expand the computer use in the library center and provide additional Professional Development for teachers on how to integrate technology in their classrooms. We also need to expand the use of technology in the classrooms and grant writing.

The physical education program will continue to follow the New York State curriculum. The Leaders' Club, which involves dance, gymnastics and theatre, is offered to the fifth and sixth grade students. They meet for two periods a week. At the end of the year there is a performance to showcase what the students have learned. Also, the art teachers and music teacher come to the classroom to enrich the students' and teacher's knowledge and experiences in the arts.

- o Meet the educational needs of historically underserved populations.

Academic Intervention Services (AIS) are offered to students who are at risk of not meeting state standards in English language arts and science. The instructional strategies provided by a certified teacher, supplement the instruction provided in the child's regular class. The certified teachers include reading teachers, math teachers, ESL/Bilingual teachers. The school has developed the following AIS programs: push-in, pull-out, ESL, Bilingual, math and reading.

- o 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.

Grades K-5 are using Every Day Mathematics as the primary vehicle for math instruction in the school. In grade 6 we will continue to implement the new mandated program "IMPACT."

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P.S. 11 will take a data driven approach to improving student performance. 3.We will review city and state test scores to identify areas of student weaknesses and target areas for growth, Early Childhood Language Arts System (ECLAS-2) will help teachers in grades K-3 make appropriate decisions as they select reading materials for students, prepare lessons, and structure Literacy programs. The NYSESLAT scores

will be reviewed to determine areas of growth in our ESL population. The GROW reports will help teachers focus on specific student areas in need of extra instructional support and to help make informed instructional decisions. Ongoing assessment will be both formal and informal.

o Are consistent with and are designed to implement State and local improvement, if any.

n/a

3. Instruction by highly qualified staff.

The student body is served by 93 professionals and support staff, including one principal, three assistant principals, eighty teachers, one U.F.T. Teacher Center Specialist, a full time guidance counselor, eleven paraprofessionals, three secretaries, one school safety officer, seventeen school aides, and fourteen additional personnel. Of the eighty teachers, all are certified. Sixty-eight percent of the teachers on staff have more than five years teaching experience and ninety percent hold a Master's degree or higher.

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.

Professional development is coordinated by the Instructional Cabinet, which includes the Principal, Assistant Principals, UFT Chapter Leader, Teacher Center Specialist, coaches and teachers. They work together to combine ideas on effective planning for teachers, different ways to assess learning, develop curricula and instructional materials, and assess teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Most professional development will be delivered in the teachers' classrooms.

With the support and collaboration of the Leadership Team, the administration and faculty, we have successfully restructured and implemented programs.

Lunchtime study groups: Faculty members meet voluntarily during lunch and common preparatory periods for professional staff development in writing, math and reading intervention.

Interclass observations: Teachers have the opportunity to observe master teachers' instruction in all curriculum areas.

As a result of these programs, we have seen how effective educational collaboration can be. By participating in the school wide programs we are planning to expand, restructure and implement educational programs to more quickly improve all student performance.

Offer training at faculty conferences and grade conferences conducted by principal, assistant principals, and staff developers and coach monthly.

Arrange for inter-visitations of target staff to observe master teachers within the school and at other schools.

- Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, and grade and faculty conferences to differentiate Professional Development
- ESL Assistant Principal will provide workshops and training sessions for ESL and bilingual self-contained and pull-out teachers.
- Professional Development team will provide on-going staff training in literacy development and Mathematics on Staff Development days.
- School Math team will provide training in implementing the Math standards in the fall.
- School Science Team will provide training in implementing the standards in Science.
- The Test Coordinator, Assistant Principal and trained staff will train teachers in grades 3-6 on preparing for the Social Studies exam.
- Project Smart Start coordinator will offer on-site training to sixth grade teachers.
- Form a study group to expand upon pedagogical and content area knowledge and examine its impact on instruction and materials.
- Hold staff development for paraprofessionals re: intervention strategies for working one on one and with small groups.
- UFT teacher center specialist, Literacy Coach, and math coach will demonstrate lessons with new reading and math materials.
- Lunchtime and after-school workshops will provide training in literacy and mathematics.
- On-going staff development by assistant principal, staff developer using new Language Arts/Writing Programs K – 3.
- On-going staff development by science teachers on using science manipulatives.
- On-going staff development for all staff by Special Education Staff on strategies for teaching children with special needs.
- Continue demonstration lessons and coaching by supervisors, UFT Teacher Center Specialist, and coaches.
- To provide Professional Development in managing disruptive behavior, models of push-in and pull-out programs, and integration of technology in classroom instruction.
- To use an on-going study group format for professional development throughout the year.

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

The school has been working collaboratively with St. John's University, Hunter College, Fordham University, Touro College, La Guardia and Queens College utilizing student teachers in some classrooms so that we may observe their teaching prior to recruitment. 100% of our teachers are certified teachers and more than 89 % hold a Master's Degree. Teachers are also encouraged to get certification in more than one area.

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

- Parent and community participation at school's Holiday Fair.
- Career Day Program – invite community workers to speak to children
- Participation of parents at school's Halloween Parade.
- Workshops for parents by school reading, math and science specialists.
- Parent and children's activities funded through Title I Parent Involvement component.
- Parent Coordinator will work closely with parents and offer workshops.
- Glee Club performances at Senior Citizens Center and at specific community functions.
- Publicize noteworthy activities in local newspapers.
- Implement a Child of the month at monthly PTA meetings to encourage parent participation.
- Provide detailed PTA meeting agendas to encourage parent participation.
- Vary meeting schedules to increase opportunities for parent involvement.

- Provide meeting and performance notices to the parents at least 10 days in advance to allow working parents to adjust their schedule for attendance.
- Maintain list of translators to support communication with parents who do not communicate in English.
- Maintain list of volunteers to involve parents in school activities.
- Investigate and implement additional after-school and/or summer programs to increase community involvement.
- Newsletter by Parent Coordinator

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

We provide orientation sessions for incoming kindergarten students as well as new entries from schools outside of New York City and new immigrants. Translators are available to assist parents of that are not proficient in English.

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

P.S. 11 will take a data driven approach to improving student performance. We will review city and state test scores to identify areas of student weaknesses and target areas for growth, Early Childhood Language Arts System (ECLAS-2) will help teachers in grades K-3 make appropriate decisions as they select reading materials for students, prepare lessons, and structure Literacy programs. The NYSESLAT scores will be reviewed to determine areas of growth in our ESL population. The GROW reports will help teachers focus on specific student areas in need of extra instructional support and to help make informed instructional decisions. Ongoing assessment will be both formal and informal.

Following the Chancellor's Regulations, the School Leadership Team (SLT) is an elected committee of faculty members and parents. The School Leadership Committee in P.S. 11 consists of the principal, assistant principal, teachers, UFT Chapter, parents and other staff members who work on improving the instructional curriculum. Through the work of subcommittees such as the Professional Development Committee, the Safety Committee, the Homework Policy Committee and members of the collaborative team a variety of activities are taking place to successfully increase the performance of the students from K to 6th. The committee's chairpersons serve for a period of two years. They investigate new ideas in order to improve the already existing programs in the school.

The SLT makes a concerted effort to inform the entire staff in various ways. There are monthly Faculty Conferences and grade level meetings where time is set aside to update the staff on School Leadership matters. Information and feedback is given. Staff and parents will provide feedback to all. The plan is reviewed by liaisons and they present the information to their groups through a school wide network system. A bulletin board is used to post agendas and minutes from meetings. Information is also disseminated through The PTA Bulletin. Letters are sent to parents in different languages. Parents maintain a telephone hot line, which provides information on school activities.

With the support and collaboration of the Leadership Team, the administration and faculty, we have successfully restructured and implemented programs.

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.

Current instructional initiatives for literacy include the implementation of a Comprehensive Literacy Approach for reading, which consists of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year, as it will form the basis for the uniform citywide literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction.

Academic Intervention Services (AIS) are offered to students who are at risk of not meeting state standards in English language arts and science. The instructional strategies provided by a certified teacher, supplement the instruction provided in the child's regular class. The certified teachers include reading teachers, math teachers, ESL/Bilingual teachers. The school has developed the following AIS programs: push-in, pull-out, ESL and reading.

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.

P.S. 11 is a Title I School wide Program School (SWP). Funds are used to support and enhance our educational programs and provide professional development for staff members. Although our school budget for the school year 2009-2010 is still in the process of development, we expect that we will continue to receive allocations from Title I, Title II, Title V, PCEN, and NYSTL.

P.S.11 has piloted the LIVE Curriculum which will continue to be place for the 2009-2010 school year. Through this program we provide lessons in Values Education including violence prevention, bullying, and acts of kindness.

The Student Organization works closely with the School Nutrition Specialist to coordinate the food program and ensure that the student body receives a well balanced and nutritious menu.

Breakfast Pilot Program

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.

1. Not Applicable

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Various assessments were used to measure alignment to the standards. (WADE, predictive, diagnostic, IRA, ECLAS-2, E-PAL, etc)

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?

A revision of the curriculum used to focus on vocabulary and high order thinking skills has been made to further support instruction for ELLs, students with disabilities and general education. More enrichment activities have been integrated in literacy instruction. The Wilson, Foundations, and vocabulit programs are utilized to support decoding, word recognition, print awareness, fluency, background knowledge, vocabulary, comprehension, and motivation to read. These programs also target spelling and handwriting.

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.

n/a

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.

Reviewed the state standards in math. Pre-march and Post-march documents were also reviewed.

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?

Predictive, Diagnostic Assessments, and unit assessments were reviewed and support the findings.

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.

Supplement with other materials that will address the gaps in the curriculum in order to align with the standards.

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.

Walkthroughs, formal and informal observations and the Quality Review process are used to assess differentiation of instruction for all learners.

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?

Walkthroughs, formal and informal observations and the Quality Review process were used to assess differentiation of instruction for all learners in ELA

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.

n/a

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Walkthroughs, formal and informal observations and the Quality Review process are used to assess differentiation of instruction for all learners.

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?

Walkthroughs, formal and informal observations and the Quality Review process were used to assess differentiation of instruction for all learners in mathematics

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.

n/a

³To 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.

School report card indicates that there is a 6% turnover rate.

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?

School report card indicates that there is a 6% turnover rate.

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.

n/a

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.

Staff has attended citywide, district and in school Professional Development for ELL instruction but feel that more support is needed for teachers of ELLs from central in ELA and Math.

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?

Walkthroughs and teacher survey indicate that in house Professional Development meet their needs but PD from central on addressing the needs of ELLS within the core curriculum is needed.

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.

n/a

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.

All data that the state provides is given to teachers in order to better plan instruction in the beginning of September and throughout the school year.

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?

Grade meetings and faculty meetings open up opportunities for teachers to discuss data with coaches, support staff and supervisors and together plan for instruction. In addition the inquiry team members meet weekly and review data which is then shared with classroom teachers and support staff. Appropriate placement is done before the first day of school so there is minimal disruption of instruction. Parents received scores in the beginning and middle of September in addition to the Continued Entitlement Letter.

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.

n/a

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.

School wide faculty and grade conferences are scheduled to discuss implementation of IEPs and using various strategies to differentiate instruction. The PRIM is also reviewed with staff as a resource in planning instruction in the classroom. The guidance counselor, administration, special Education staff and coaches have meetings with individual teachers to provide support on instruction and classroom management for students with IEPs.

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

Applicable Not Applicable

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

IEPs have been distributed to every teacher that works with students with IEPs and time has been provided for congruence with service providers and classroom teachers. The IEP team and classroom teachers frequently have meetings to discuss student IEPs. Participation of all provider is encouraged during IEP meetings.

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.

n/a

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.

When crafting promotional criteria we take into account the student behaviors and content and try to align it as much as possible keeping in mind the developmental stage and special needs of the individual student. In addition if needed Behavior Intervention Plans are created and attached to the student IEPs in order to address the goals and objectives. The plans are created by the team with the classroom teacher and providers as mandated participants.

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

Applicable Not Applicable

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

Attendance at IEP meetings and reviews supports the findings.

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.

n/a

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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>

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.)

0

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

n/a

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).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
n/a
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.
n/a