PS 11
The Highbridge School

2009-2010
School Comprehensive Educational Plan (CEP)

School: 09X011
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Bronx, New York 10452
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Elizabeth Hachar, Principal

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 011 **SCHOOL NAME:** P.S. 11- The Highbridge School

SCHOOL ADDRESS: 1257 Ogden Avenue Bronx, New York 10452

SCHOOL TELEPHONE: 718-681-7553 **FAX:** 718-681-7711

SCHOOL CONTACT PERSON: Elizabeth Hachar **EMAIL ADDRESS:** Ehachar@ schoos.nyc.gov

POSITION/TITLE	PRINCIPAL	**PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON:		Ed Hagar
PRINCIPAL:		Elizabeth Hachar
UFT CHAPTER LEADER:		Kelly Cheek-Powell
PARENTS' ASSOCIATION PRESIDENT:		Mariuxi Conforme/ Llunorkys Veras
STUDENT REPRESENTATIVE: *(Required for high schools)*		

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** LSO- Integrated Curriculum and Instruction #21

SSO NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elizabeth Hachar	*Principal/Faculty	
Kelly Cheek-Powell	*UFT Chapter Chairperson/Faculty	
Llunorkys Veras	*PA/PTA Co-President/Parent	
Teresa Marrero	Title I Parent Representative	
Marie Stroud	CBO Representative	
Ed Hagar	Member	
Angela Reyes	Member	
Stephanie Serre	Member	
Edwin Montes de Oca	Member	
Jasmine Diaz-Presedo	Member	
Myrna Sanchez	Member	
Shamika McDuffie	Member/Parent	

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.

P.S. 11 The Highbridge School, is a K-4 elementary school located in the Highbridge section of the Bronx. Our school serves a culturally diverse population of 719 children to include; Hispanics, African Americans, Africans, Asians, and Whites. We are housed in two buildings, an Annex located two city blocks north of our Main Building, accommodating 286 Kindergarten, First, and Second Grade children, in twelve classrooms. The Main Building accommodates 433 children in grades one through four in twenty-two classrooms. The school staff is composed of seventy-one educators and twenty-three support staff.

This is our second year with the Teachers College Reading and Writing Project. Teachers attend Professional Development workshops throughout the school year at Teachers College (TC). Additionally, TC Staff Developers conduct lab sites throughout the school year in all of the classrooms to improve literacy instruction. Our partnership with Teachers College continues to strengthen our work as professionals with our children.

We use the workshop model as the vehicle to teach our children. Our 120 minute literacy block promotes demonstration or guided practice in a mini lesson format. The development of Units of Studies based on grade specific Curriculum Maps drives teacher conversations in weekly Collaboratives where teachers plan lessons and share best practices.

Everyday Math is the Curriculum which drives our work in mathematics. Math is taught in the following math blocks: K-2 for 60 minutes daily and grades 3-4 for 90 minutes daily. Student assessment are used in developing mini lessons to deliver instruction.

Our English Language Learners are taught in a transitional bilingual or ESL setting. Instruction in bilingual classes is provided in English and Spanish. The instructional design is based on our Language Allocation Policy (LAP) and informed by the NYSESLAT scores and each student's individual assessments and data. Children who are in ESL or whose parents opt them out of a bilingual setting receive their instructional mandates utilizing ESL strategies throughout the day in self contained settings, or mandated minutes in push in settings throughout the week.

Our goal is to educate our children with special needs in least restrictive environments. The work in all special education classes is consistent with the work across the grade and school, and is informed by a student's IEP. Our Special Education Teacher Support Services meet the mandates through small group instruction in settings where the children are provided with a foundation of knowledge using curriculum from the Wilson Corporation.

We enhance our curriculum with opportunities for enrichment through programs in Social Studies, Science, Arts, Physical Education and Health offerings.

As we continue to build strong relationships with parents, we have a full time Parent Coordinator who connects our mission through communication between the school and home. In addition, we provide parents the opportunity to take part in the educational process of their child by training parents to

become Learning Leaders. Our School Leadership Team, comprised of 50% parents and 50% staff, meets regularly and works collaboratively.

We are committed to supporting our entire community in lifelong learning. Our resources are prioritized to meet the ongoing demands of teaching in the 21st century.

Our three assistant principals observe a minimum of two teachers daily and provide immediate feedback to them. This allows for continual monitoring of our Professional Development planning and helps us to provide differentiated support when, and as required.

Our school climate has been and will continue to be guided/driven by our ideals of rules for safety, respect for ourselves and one another, and responsibility to learning. Learning and leadership in an equitable setting will continue to inspire confidence and courage in all of our children, as they learn to accept challenges and obstacles while reaching their full potential. We firmly believe that self-discipline is key to children making the right choices in life. As a school community, PS 11 sets high expectations and models the skills and strategies each individual needs, to pursue opportunities. We are committed to supporting our entire community in lifelong learning. Our resources are prioritized to meet the ongoing demands of teaching in the 21st century.

Our School's Vision and Mission reflects our philosophy of education.

Vision

We believe that our school is a nurturing, risk-free and safe environment, where academics and social development play a crucial role in the life-long learning process of all community members. Our school integrates diverse academic achievement through the implementation of differentiated instruction. Our close-knit community fosters high expectations, academic rigor, values and higher-level thinking. The children, parents and staff shine at P.S. 11!

P.S. 11 Collaboration, Commitment, and Conversation…Learning and Leading Together

Mission

Our P.S. 11 community will encourage independence through the principles of rules, respect and responsibility.

We will value life-long learning and leadership in an equitable setting that will inspire confidence and courage to accept all challenges and obstacles, as we reach OUR full potential.

We believe OUR children will continue to develop independence through self-discipline as they learn to make the right choices.

We will continue to set high expectations and teach the skills and strategies each individual needs to make and pursue opportunities at PS 11 and beyond.

INDEPENDENCE! OUR POWER! OUR CHOICE! OUR SOLUTION!

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 Highbridge				
District:	09	**DBN #:**	09X011	**School BEDS Code #:**	320900010011

DEMOGRAPHICS									
Grades Served in 2008-09:	☐ Pre-K	☒ K	☒ 1	☒ 2	☒ 3	☒ 4	☐ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	136	114	138
Grade 1	149	183	150
Grade 2	145	136	194
Grade 3	133	136	132
Grade 4	133	136	105
Grade 5	0	1	1
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	0	0
Total	709	691	719

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	33	36	35
No. in Collaborative Team Teaching (CTT) Classes	18	22	36
Number all others	38	25	25
These students are included in the enrollment information above.			

Attendance: *% of days students attended*			
(As of June 30)	2007-08	2008-09	2009-10
	90.4	89	TBD

Student Stability: *% of Enrollment*			
(As of June 30)	2007-08	2008-09	2009-10
	89.1	89.1	TBD

Poverty Rate: *% of Enrollment*			
(As of October 31)	2007-08	2008-09	2009-10
	89.1	89.1	89.1

Students in Temporary Housing: *Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
	14	27	TBD

Recent Immigrants: *Total Number*			
(As of October 31)	2007-08	2008-09	2009-10
	8	4	19

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	2	11	TBD
Superintendent Suspensions	1	6	TBD

DEMOGRAPHICS

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	91	103	127
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	131	95	141
# ELLs with IEPs	3	4	28
These students are included in the General and Special Education enrollment information above.			

Overage Students: # *entering students overage for grade*			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

Ethnicity and Gender: % of Enrollment			
(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.7	0.9	0.27
Black or African American	35.3	38.4	37.65
Hispanic or Latino	62.6	59	60.66
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.3	0.13
White	1.0	1.3	1.11
Multi-racial	0	0.1	0.13
Male	50.8	51.1	51.60
Female	49.2	48.9	48.39

Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Participants	0	0	0

Number of Staff: *Includes all full-time staff*			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	50	55	54
Number of Administrators and Other Professionals	9	13	15
Number of Educational Paraprofessionals	1	2	12

Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10
% fully licensed & permanently assigned to this school	100.0	98.1	100.0
Percent more than two years teaching in this school	70.9	68.5	88.8
Percent more than five years teaching anywhere	54.5	57.4	66.6
Percent Masters Degree or higher	80.0	74.0	75.0
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	98.7	100.0

2008-09 TITLE I STATUS

☒ **Title I Schoolwide Program (SWP)**	☐ **Title I Targeted Assistance**	☐ **Non-Title I**

Years the School Received Title I Part A Funding:	☒ **2006-07**	☒ **2007-08**	☒ **2008-09**	☒ **2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ **No** ☒ **If yes, area(s) of SURR identification:**

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

☒	In Good Standing	☐	Improvement – Year 1	☐	Improvement – Year 2
☐	Corrective Action – Year 1	☐	Corrective Action – Year 2	☐	Restructured – Year ___

** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**		
Student Groups	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	–	–	–			
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	–	–	–			
White	–	–	–			
Multiracial			–			
Other Groups						
Students with Disabilities	✓ SH	✓	–			
Limited English Proficient	✓	✓	✓			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	6	6	5			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	**A**		**Overall Evaluation:**	✓
Overall Score	71.2		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	3.6		Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 30% of the Overall Score)	16.2		Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 55% of the Overall Score)	49.9		Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	1.5		Quality Statement 5: Monitor and Revise	✓
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our 2008-2009 Quality Review score of "Proficient" recognized the work that PS 11 has put into collecting student data using different tools and organizing it in DATAWISE Binders. This data has been collected and used to group children by their levels of achievements. Two years ago we began developing differentiated goals for students based on their achievement level. A next step for PS 11 was to use this data to develop a common understanding of what it means to differentiate instruction. We were able to use this data to see what our students knew and in what areas they still needed support. In our efforts to develop truly independent learners, this year we plan to look at the individual needs of our students, and group children in flexible groups to teach to their needs. We will be working just as hard but now smarter.

The PS 11 School Report Card grade of "A" shows that instruction has impacted student outcomes in a positive way. Our success in grouping children by their level was evident, as PS 11 was deemed to be in Good Standing for all areas. The Report Card shows that PS 11 has made adequate yearly progress in English Language Arts, Mathematics and Science. Our students with disabilities and those with a limited proficiency of English made adequate yearly progress in Mathematics. With Safe Harbor they were also able to make adequate yearly progress in English Language Arts.

The Progress Report also shows that 74.3% of all of our students in the testing grades made at least one year of progress on the English Language Assessment. The data reflects the work we have done in using data to group our children and our focus on instruction for the bottom third of our students. Over 84% of the bottom one third made at least a year of progress. They had the greatest level of improvement. This trend is also seen in Mathematics as 70.8% of all our students in the testing grades made at least one year of progress while 76.6% of our bottom one third made at least a year's progress.

PS 11's English Language Learners make up 37.27% of our population. This population had the lowest gains in proficiency, with only 11.5% of our ELLs having exemplary proficiency gains. Our 2008 – 2009 Inquiry Team looked closely at how the data shows more than what level a child is performing at, but also the learning needs of individual students. In this case the students were ELL students. The Inquiry Team researched how data informs differentiated instruction. As a result of the work of the Inquiry Team it became evident we needed to use the data not only for grouping and identifying needs, but in how to best deliver instruction to students. This year we are learning how to analyze the

data to see what the needs of the children are. By learning how to identify the specific needs we are able to provide a more strategic approach with our differentiated instruction.

This data also helps the students in becoming independent learners. We are able to help them identify their needs during conferencing and small group instruction. This causes the students to develop more specific learning goals. This year we will focus on helping the children develop a plan on reaching these goals. A great asset to this goal is the hiring of a Data Coach. This support for our community is essential as we deepen our learning.

Our IEP Team will evaluate referred students who are demonstrating difficulty in their current educational program. First time referrals are considered by our Instructional Support Team (IST), who review all documentation submitted or collected by the team. Our IST will create and implement an action plan. The case will be revisited in a time frame of four to six weeks and a final decision will be made regarding the best interest of the child.

Teachers indicated on the Learning Environment Survey (2008-2009), that PS 11 has high expectations for all students. In addition 62% indicated that there are clear measures of progress for students working toward these high expectations. While more teachers, 66% feel that they use data to drive instruction. As we gain a deeper understanding of how to most effectively collect, analyze and use data to drive instruction, we are confident of increasing those numbers.

As we reflect on the data for PS 11, we see increased evidence of teachers engaging in meaningful conversations while planning and during informal and formal observations, there is consistent evidence of the school and teachers' ability to look at data to group our students. Teachers indicated through conversations and a needs survey the desire to learn how to use data in a more strategic way to guide instruction. It was recognized that Professional Development was needed in order for teachers to help students find the best way to achieve their learning goals.

In addition to looking at data when planning with their grade we also look at the data as an ELL team. There is a great benefit to planning English development vertically. We are now looking at strategies for the different modalities and how we teach to all the different needs. To support this work, we have professional development and lab sites where we videotape our teaching and looking at best practices as a team. There has also been an emphasis from administration for teachers to enrich the curriculum with field trips that compliment the Units of Study. These experiences are beneficial for all students but particularly for the ELL student.

At PS 11 we have increased our knowledge of a Balanced Approach to learning driven by student data. Instruction takes place in ELA, Mathematics and all other content areas using the workshop model. We are able to group our students by their achievement level to deliver small group instruction using guided reading, strategy groups and AIS intervention. We are now ready to build on this with our flexible grouping of students driven by instructional needs, and not solely by achievement levels.

As we strive for our students to reach independence, we need to engage our students in a variety of reading, writing, speaking, listening and thinking activities, which serve as a foundation for critical thinking and high-level achievement. Daily experiences where students see, hear, approximate and practice strategies will allow them to learn in a safe and equitable setting. Allowing for students to connect with concepts, problem solving, and apply learning will further promote them to develop proficiency and a foundation for future learning. As a school we need to best support our teachers to carry out this work.

The commitment to supporting teachers and their practice requires each member of the Executive Team to have an extensive understanding of instruction and curriculum. This instructional leadership is essential to improving our practice and the development of quality Units of Study that best meet the needs of our children. Effective communication is a priority for the Executive Team. Overall, we

continue to work to unify the staff through the process of collaboration and commitment through the sharing of ideas and instructional practices to increase student outcomes.

To deepen this work, we have aligned our work with Teachers College throughout grades K-4. The 2009 – 2010 school year marks our second year participating with Teachers College. This relationship has been instrumental in the development of our Literacy Curriculum that includes Reading, Writing, Listening and Speaking. We are very fortunate that Teachers College uses data to guide curriculum development as this a priority at PS 11. Our Teachers College consultants are meeting with each grade to develop Units of Study that are based on our schools data. Once these Units of Study are written, the teachers use them to develop differentiated mini lessons and small group instruction based on the needs of their students.

The focus of our work is to become smarter collecting, analyzing, and using the data to deliver mini lessons in the workshop model with a focused instructional objective. It is essential that we have clear expectations and develop academic rigor. In order to do this, we need to use the data as an instructional tool and not just a means to group children.

Our school community is looking at Literacy data in a new way. One of these is Teachers College Assessment Pro. The teachers are able to enter their students' assessment results for literacy. This program looks at more than just the level the child is reading on. We are able to see the strategies the child uses and those he needs to strengthen. By beginning this work last year, we have seen in the data that are children are very good at reading words. They have a great strength in reading sight words and using letter sounds to help them. This year we have increased our focus on reading for meaning. Again we are using the data for each student to try and make our teaching more meaningful by meeting his needs. Our Literacy Coach has coaching cycles to support the teachers with this new focus. We have designed Professional Development, particularly in the kindergarten and first grade, to support this goal.

Our work with Teachers College offers Professional Development opportunities for our administrators, coaches and teachers to develop best practices. Using Teachers College Reading Writing Assessment to include the supporting website, we are becoming smarter in how we use data to differentiate instruction. We are able to see best practices on how to use the data for instruction through lab sites supported by Teachers College consultants.

After reflecting on the Environment Survey we have taken a different approach in supporting teachers. We have done needs assessment and developed professional development based on the results. With the support of our Teachers College consultant we now have three cohorts that are learning together. These cohorts' participants have all identified an area of instruction around differentiation that they wish to grow. Our first cohorts studied best practice in differentiating the mini lesson, differentiating student conferences and differentiated small group instruction.

We have increased our knowledge surrounding Math instruction. In the past, we successfully gathered data on the Mathematical concepts our children had mastered. Based on this data, we grouped the children and provided different opportunities to learn the needed concepts. This year we have begun to look at the process that the child is using. As we have learned, if the child learns the process through understanding, they are more likely to remember the process. Teachers collect informal data when they take conferencing notes and make teacher observations. This data can help see what process the children are using and how to develop different strategies. We have always looked at the End of Unit test to see if the child received the correct answer. Now we look at how the child solved the problem so we can strengthen their strategies. By using data this way, we are supporting the children in understanding Mathematics, not just finding an answer but understanding why it is the answer.

Our Social Studies and Science Programs are aligned to the New York City learning sequence and will be integrated into our reading and writing workshop. These units allow our children to learn about their world around them. They are given opportunities to learn using the scientific method of observation, investigation and inquiry.

We continue to enhance our Arts Program. Our Partnership with Arts Connection provides all students with vocal arts and dance instruction. Along with this partnership, we encourage a variety of arts enrichment opportunities where children are exposed to a variety of art forms throughout the city. In addition, we have dedicated Fridays as ART FORM Fridays, where teachers teach children different art forms that they have an interest or skill in developing among the children.

Our Physical Education and Health Programs will be guided by our philosophy of "Healthy Bodies, Healthy Minds." As we meet our mandates in Physical Education, our entire community supports children in receiving physical exercise on a daily basis. All activities teach individual and team athletics, teamwork and sportsmanship. Our policy of healthy food and snacks will reinforce this learning.

As the assistant principals continue to support teachers they are placing instruction as a priority. There are daily classroom visits with feedback emailed within twenty-four hours. This allows the assistant principals to see where the needs are for the teachers and students. Our principal has informal breakfast with the teachers. This is a time that she welcomes the teachers to share their needs, concerns and accomplishments.

So that teachers may share and support each other, time is set aside each week for grade specific Collaboratives. Support is available at this time from the Executive Team and our Literacy and Data Coach. Their role is to assist in interpreting the data so that planning informs instruction and includes differentiation. As noted in last year's Quality Review, Collaboratives are an important time for teachers to share and support each other. Each week is now focused in of four areas, Literacy, Mathematics, Data and Articulation. This allows teachers to grow in all areas and ask questions in a risk free environment. By placing importance on articulation, the teachers are encouraged to share data and information then develop clear expectations for the students.

PS 11 is an exciting place to be at this time. Our community is participating in learning and working toward the goal of differentiated instruction. There is evidence of this work in the high expectations and academic rigor taking place in the classroom, various discussions amongst students and teachers, administrative feedback and the number of community members participating in professional development. We continue to work as a community to meet the needs of our students and assist them in becoming independent learners.

Grade 3 ELA:

2007

Level 1	**23.0%**
Level 2	**43.0%**
Level 3	**33.3%**
Level 4	**0.7%**

2008

Level 1	**6.3%**
Level 2	**43.7%**
Level 3	**46.5%**
Level 4	**3.5%**

2009
Level 1 14.4%
Level 2 33.3%
Level 3 50.5%
Level 4 1.8%

Analysis:
From 2007 to 2008 our Level 1 performance decreased by 16.7% but from 2008 to 2009 it increased 8.1%.
From 2007 to 2008 our Level 2 performance increased by 0.7% and decreased from 2008 to 2009 by 10.4%.
From 2007 to 2008 our Level 3 performance increased 13.2% and increased again from 2008 to 2009 by 4%.
From 2007 to 2008 our Level 4 performance increased by 2.8% and decreased from 2008 to 2009 by 1.7%.
From 2007 to 2008 our Level 3 and 4 performance increased by 16% and increased again from 2008 to 2009 by 2.3%

<u>Grade 4 ELA:</u>

2007
Level 1 14.5%
Level 2 41.9%
Level 3 43.5%
Level 4 .0%

2008
Level 1 13.7%
Level 2 34.4%
Level 3 50.4%
Level 4 1.5%

2009
Level 1 4.3%
Level 2 34.1%
Level 3 60.9%
Level 4 0.7%

Analysis:
From 2007 to 2008 our Level 1 performance decreased by 0.8% and from 2008 to 2009 again decreased 9.4%.
From 2007 to 2008 our Level 2 performance decreased by 7.5% and from 2008 to 2009 again decreased by 0.3%.
From 2007 to 2008 our Level 3 performance increased by 6.9% and from 2008 to 2009 again increased by 10.5%.

From 2007 to 2008 our Level 4 performance increased by 1.5% but from 2008 to 2009 decreased by 0.8%.
From 2007 to 2008 our Level 3 and 4 performance increased by 8.4% and from 2008 to 2009 again increased by 9.7%

Grade 3 Math

2007

Level 1	**13.3%**
Level 2	**19.6%**
Level 3	**53.8%**
Level 4	**13.3%**

2008

Level 1	**6.8%**
Level 2	**25%**
Level 3	**66.2%**
Level 4	**2.0%**

2009

Level 1	**1.7%**
Level 2	**14.8%**
Level 3	**78.3%**
Level 4	**5.2%**

Analysis:
From 2007 to 2008 our Level 1 performance decreased 6.5% and from 2008 to 2009 again decreased 5.1%.
From 2007 to 2008 our Level 2 performance increased by 5.4% and from 2008 to 2009 decreased by 10.2%.
From 2007 to 2008 our Level 3 performance increased 12.4% and from 2008 to 2009 again increased by 12.1%.
From 2007 to 2008 our Level 4 performance decreased by 11.3% but from 2008 to 2009 increased by 3.2%.
From 2007 to 2008 our Level 3 and 4 performance increased by 1.1% and increased from 2008 to 2009 by 15.3%

Grade 4 Math:

2007

Level 1	**8.7%**
Level 2	**28.3%**
Level 3	**58.3%**
Level 4	**4.7%**

2008

Level 1	**11.2%**
Level 2	**21.6%**
Level 3	**54.5%**

Level 4 12.7%

2009

Level 1	**7.4%**
Level 2	**19.8%**
Level 3	**62.5%**
Level 4	**10.3%**

Analysis:

From 2007 to 2008 our Level 1 performance increased by 2.5% but from 2008 to 2009 decreased by 3.8%

From 2007 to 2008 our Level 2 performance decreased by 6.7% and from 2008 to 2009 again decreased by 1.8%.

From 2007 to 2008 our Level 3 performance decreased by 3.8% but from 2008 to 2009 increased by 8%.

From 2007 to 2008 our Level 4 performance increased by 8.0% but from 2008 to 2009 decreased by2.4%.

From 2007 to 2008 our Level 3 and 4 performance increased by 4.2% and from 2008 to 2009 again increased by 5.6%.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Goal #1- Literacy

By June 2010, the number of students in grades 3 and 4 performing in literacy at or above a level 3 will increase by 5% as measured by the New York State ELA.

After conducting our needs assessment, the SLT found that our 3rd and 4th graders are lagging behind the city's average performance at or above level 3. As a result, we have made progress for our 3rd and 4th graders in literacy a priority goal for the 2009-2010 school year.

Goal #2- Mathematics

By June 2010, the number of students in grades 3 and 4 performing in mathematics at or above level 3 will increase by 5% as measured by the New York State Mathematics Test.

After conducting our needs assessment, the SLT found that our 3rd and 4th graders are lagging behind the city's average performance at or above level 3. As a result, we have made progress for our 3rd and 4th graders in mathematics a priority goal for the 2009-2010 school year.

Goal #3- Data and Assessment

By June 2010, 100% of classroom teachers will demonstrate the ability to effectively collect, analyze, and utilize data to increase the number of students in K-4 making at least 1 year of progress in literacy and mathematics as measured by TC Assessments and NYS ELA for literacy and End of Unit Tests (EDM) and State Math Tests for mathematics.

After conducting our needs assessment, the SLT found that our K-4 students are lagging behind the city's average performance in literacy and mathematics. As a result, we have made making at least 1 year of progress for all students in grades K-4 a priority goal for the 2009-2010 school year.

Goal #4- Professional Development

By June 2010, 100% of teachers will participate in differentiated professional learning opportunities as measure by participation in various Citywide, Learning Support, Network and School wide meetings.

Based on formal and informal observations, staff surveys and teacher choice, there is a need and a strong desire by staff to continue to develop as a learning community in order to improve teacher practice, student outcomes and independence. As a result, we have made staff participation in differentiated professional development opportunities a priority goal for the 2009-2010 school year.

Goal #5- Attendance and Community Relations

By June 2010, student attendance in grades K-4 will increase by 2.2% and the response rate and positive approval scores on the Learning Environment Survey will increase by 3%.

A review of our attendance data and Learning Environment Survey by the SLT indicates the need to focus on these areas that need schoolwide improvement. As a result, we have made the increasing of student attendance and the response rate and positive approval rating for the Learning Environment Survey a priority goal for the 2009-2010 school year.

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**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal 1**: By June 2010, the number of students in grades 3 and 4 performing in literacy at or above a level 3 will increase by 5% as measured by the New York State ELA. After conducting our needs assessment, the SLT found that our 3rd and 4th graders are lagging behind the city's average performance at or above level 3. As a result, we have made progress for our 3rd and 4th graders in literacy a priority goal for the 2009-2010 school year.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Administration will meet with teachers at the beginning of the school year for goal setting sessions and conduct performance review during the year for their professional growth. An end of year conference will be held with each teacher to evaluate the attainment of goals. • Administration will schedule and coordinate Professional Development from our Teachers College consultants to facilitate differentiated lab sites, workshops and support teachers in the areas they have indicated on a needs assessment. • Administration will facilitate Saturday planning sessions for our Teachers College consultants and teachers to create monthly Units of Studies that require academic rigor in working toward meeting the New York State Standards. Data will be used to differentiate the planning to meet the students' needs. • Assistant Principals will make daily visits to the classrooms and provide feedback to 2 teachers a day to offer support in instruction. • Literacy and Data Coach will work with teachers on using data to plan and implement

	differentiated literacy lessons using the workshop model. • Administration and Literacy Coach will support teachers in creating differentiated libraries that meet the needs of their children in all content areas so the children can read books appropriate for them. • Teachers in grades K-4 will administer the Teachers College Reading and Writing Project (TCRWP) Assessments to track students' learning using Assessment Pro. Data collected in October, March, and June will be used to plan differentiated lessons to meet the learning needs of the students. • Teachers in grades 3-4 will administer ELA simulations in December and February. • Informal assessments, such as teacher observation, conferring notes and In Book assessments will be collected on a continuous basis. This data will be used to identify the students' needs and guide instruction. • Teachers will strategically use various streams of data such as TCRWP Assessments, Acuity, ARIS, ELA Simulations, and ELA Predictives to identify the individualized learning needs of each student. • Teachers will use data collected from the students' On Demand writing sample collected at the beginning of the year and at the end of each unit to plan differentiated lessons to help the children grow as writers. • Academic Intervention Specialist will attend monthly grade level planning sessions and collaborate with assigned classroom teacher to align instruction and to use data collected to plan differentiated instruction for their students. • Teachers will support and guide students in developing individual learning goals and a plan to reach these goals. Students will be provided with feedback throughout the year on their progress in meeting their goals. • Teachers will use data to create thirty-seven ½ minutes strategy sessions to provide differentiated instruction for identified students in grades first through fourth.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The funding sources used to support our math and literacy goals are Title III Immigrant, Contract for Excellence, TL Data Specialist, TL FSF Summer, Title I ARRA SWP, IDEA, Title III LEP, TL 09 C4E CTT, TL IEP Para, TL IEP Teacher, TL Stabilization, TL Children First Inquiry Teams, TL Children First LSO Support, TL Fair Student Funding, TL Fair Student Funding Incremental, EGCSR State Program.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Attendance, Agendas and copies of materials used during Professional Development opportunities • DataWise, Small Group Instruction and Conferring Binders • Goal setting and performance review conferences with teachers • Teacher Reflection Sheets • Classroom environments that are supportive to meeting the individual needs of students and celebrate student achievement • Units of Study requiring academic rigor • Data driven lesson plans utilizing the workshop model and that reflect the current Unit of Study • Small group/ strategy group lesson plans • Differentiated instruction • Weekly interim assessments to measure progress • Teachers goal setting with students at the end of every unit • Use of formative and summative assessments which include student self assessment, peer assessment and teacher assessment of student work • Increased conversations as teachers look at student work • Individual student portfolio with samples of their own work, reflections and learning goals. • Students' reading comprehension level as assessed by the TCRWP Assessment • Differentiated instruction • Increased conversations as teachers look at student work • Teachers goal setting with students at the end of every unit • Weekly interim assessments to measure progress • Increased understanding of data analysis and use strengthened by the work of Inquiry Team • Increased use of data to understand trends, patterns, goal attainment, allocation of resources, lesson plan implementation, and monitoring of instruction

Subject/Area (where relevant): **Math**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal 2:** By June 2010, the number of students in grades 3 and 4 performing in mathematics at or above level 3 will increase by 5% as measured by the New York State Mathematics Test. After conducting our needs assessment, the SLT found that our 3rd and 4th graders are lagging behind the city's average performance at or above level 3.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Administration will schedule and maintain Professional Development to create/refine Math Units and facilitate lab sites across all grade levels (K-4). • Administration will facilitate teacher learning for increased understanding of Math Workshop Model, Math Reflections and conferring, and classroom environments. • Administration will meet with teachers at the beginning of the school year for goal setting sessions and conduct performance review during the year for their professional growth. An end of year conference will be held with each teacher to evaluate the attainment of goals. • Administration will encourage and facilitate the attendance of teachers at Professional Development workshops outside of school. • The school will utilize Everyday Math as the school wide curriculum program. • All teachers will scaffold math lessons focusing on teaching one instructional objective (content) and using at least three process strands in their daily lesson planning. • Teachers will share exemplary lessons and strategies to use in the classroom, during collaborative meetings. • Teachers will administer math simulations twice a year, in December and February. • Teachers will collect informal assessments, such as teacher observation, conferring notes and Math Projects on a continuous basis. This data will be used to identify the students' needs and guide instruction.

	• Teachers will strategically use various streams of data such as Unit Test, Acuity, ARIS, Math Simulations, and Math Predictives to identify the individualized learning needs of each student. • Teachers will use data to plan for Everyday Mathematics Units of Study during grade level Collaboratives. • Teachers will support and guide students in developing individual learning goals and a plan to reach these goals. Students will be provided with feedback throughout the year on their progress in meeting their goals. • Teachers will use data to create thirty-seven and ½ minutes strategy sessions to provide differentiated instruction for identified students in grades first through fourth and implement 2 days a week. • Academic Intervention Specialists will attend grade level planning sessions and collaborate with assigned classroom teacher to align instruction. • Academic Intervention Specialists will use data collected to plan differentiated instruction for their students. • Students will participate in the goal setting process. They will create their own SMART goals that align with classroom goals. • Students will help create an action plan to reach their goals.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The funding sources used to support our math and literacy goals are Title III Immigrant, Contract for Excellence, TL Data Specialist, TL FSF Summer, Title I ARRA SWP, IDEA, Title III LEP, TL 09 C4E CTT, TL IEP Para, TL IEP Teacher, TL Stabilization, TL Children First Inquiry Teams, TL Children First LSO Support, TL Fair Student Funding, TL Fair Student Funding Incremental, EGCSR State Program.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Attendance, Agendas and copies of materials used during Professional Development opportunities • DataWise, Small Group Instruction and Conferring Binders. • Goal setting conferences with teachers. • Teacher Reflection Sheets. • Classroom environments that are supportive to meeting the individual needs of students and

	celebrate student achievement. • Units of Study requiring academic rigor. • Data driven lesson plans utilizing the workshop model and that reflect the current Unit of Study. • Small group/ strategy group lesson plans. • Differentiated instruction. • Weekly interim assessments to measure progress. • Teachers goal setting with students at the end of every unit. • Use of formative and summative assessments which include student self assessment, peer assessment and teacher assessment of student work. • Increased conversations as teachers look at student work. • Individual student portfolio with samples of their own work, reflections and learning goals.. • Learning Walk feedback that records evidence of effective teaching strategies in classrooms during the teaching of Mathematics and recommended next steps. • Evidence of improvement on periodic assessments such as End of the Unit assessments, Midyear assessments, NYC Periodic assessments and Math Simulations.

Subject/Area (where relevant): **Data and Assessment**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal 3:** By June 2010, 100% of classroom teachers will demonstrate the ability to effectively collect, analyze, and utilize data to increase the number of students in K-4 making at least 1 year of progress in literacy and mathematics as measured by TC Assessments and NYS ELA for literacy and End of Unit Tests (EDM) and state math tests for mathematics. After conducting our needs assessment, the SLT found that our K-4 students are lagging behind the city's average performance in literacy and mathematics. As a result, we have made making at least 1 year of progress for all students in grades K-4 a priority goal for the 2009-2010 school year.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Administration will meet with teachers at the beginning of the school year for goal setting sessions and conduct performance review during the year for their professional growth. An end of year conference will be held with each teacher to evaluate the attainment of goals. • There will be periodic review of assessments with the Executive Team, Literacy Coach, TC Consultants, Data Specialist, SETSS, AIS and all classroom teachers to plan for the specific learning needs of individual students. • Teachers will be trained to use TCRWP Assessment Pro as a tool to gather and analyze students' data. • Teachers will administer the Teachers College Reading and Writing (TCRWP) Assessments three times a year to assess students' literacy skills. • Teachers will strategically use various streams of data such as TCRWP Assessments, ELA Simulations, ELA Predictives, EDM Unit Tests, Acuity, ARIS, Math Simulations, and Math Predictives to identify the individualized learning needs of each student. • Teachers will be knowledgeable of Fundations unit assessments, student probes and DIBELS to assess phonemic awareness. • Teachers will use In Book assessments to assess reading levels four times a year and as needed.

	• Classroom teachers and where appropriate Enrichment Teachers will conduct differentiated small group instruction on a regular basis, targeting learning needs. • Grade Collaboratives will be used to discuss data and interim goals. • CT will use data to differentiate instruction in literacy to support the needs of all students in their class, by informing the grouping of children for small group, strategy, academic intervention and enrichment • Classroom teachers (CT) will utilize data to inform planning and development of Units of Study during their grade level Collaboratives (Common Planning) and Saturday Curriculum Planning Sessions • Classroom and Academic Intervention Specialist will maintain a DataWise, Small Group Instruction and Conferring Binder to record and monitor each individual student's progress in the core curriculum areas. • Coaching cycles and lab sites will demonstrate ways to deliver instruction and target learning needs based on available data. • Schedule, coordinate and lead weekly grade specific common planning (Collaboratives), Inquiry Teams, Saturday Curriculum Planning Sessions and Lab Sites to deepen our work with data and support planning and the development of Units of Study in literacy and mathematics • Collaboratives will allow teachers to increase their understanding of student work and how to use this understanding to plan instruction and meet standards. • Teachers will maintain and monitor on demand writing samples at the end of each unit to inform planning and strategy lessons during Writer's Workshop. • Teachers will support and guide students in developing individual learning goals and a plan to reach these goals. Students will be provided with feedback throughout the year on their progress in meeting their goals. • Teachers of students identified as English Language Learners and Special Education will meet regularly to specifically address the needs of the children, as specified and detailed in language and individualized education plans.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The funding sources used to fund the Data Assessment Goal are TL Data Specialist, TL Fair Student Funding, TL Fair Students Funding Incrimental, TL DYO Assessments, Title I and Title III funds.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Attendance, Agendas and copies of materials used during Professional Development opportunities • DataWise, Small Group Instruction and Conferring Binders • Goal setting conferences with teachers • Goal setting conferences with Assistant Principals • Teacher Reflection Sheets • Data Driven instructional strategy lesson plans • Small group/ strategy group lesson plans • Differentiated instruction • Increased conversations as teachers look at student work • Teachers goal setting with students at the end of every unit • Weekly interim assessments to measure progress • Increased understanding of data analysis and use strengthened by the work of Inquiry Team • Increased use of data to understand trends, patterns, goal attainment, allocation of resources, lesson plan implementation, and monitoring of instruction

Subject/Area (where relevant): **Professional Development**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal 4:** By June 2010, 100% of teachers will participate in differentiated professional learning opportunities as measure by participation in various Citywide, Learning Support, Network and School wide meetings. Based on formal and informal observations, staff surveys and teacher choice, there is a need and a strong desire by staff to continue to develop as a learning community in order to improve teacher practice, student outcomes and independence. As a result, we have made staff participation in differentiated professional development opportunities a priority goal for the 2009-2010 school year.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Administration will schedule and coordinate Professional Development from our Teachers College consultants to facilitate differentiated lab sites, workshops and support teachers in the areas they have indicated on a needs assessment. • Administration will facilitate Saturday planning sessions for our Teachers College consultants and teachers to create monthly Units of Studies that require academic rigor in working toward meeting the New York State Standards. Data will be used to differentiate the planning to meet the students' needs. • Administration will schedule and maintain Professional Development to create/refine Math Units and facilitate lab sites across all grade levels (K-4). • Administration will encourage and facilitate the attendance of teachers at Professional Development workshops outside of school. • A menu featuring various learning opportunities for teachers at Citywide, Learning Support, Network and school will be provided in order to further enhance their learning through inquiry work • Title I funds have been set aside to fund a Literacy Coach and an affiliation with Teachers College (TC), that provides two TC Consultants and participation in TC calendar days • Funding has been set aside for registration of staff at various P.D. offerings and opportunities, coverage's, and curriculum development

	• Scheduling is created to enable teams of teachers to participate in various professional learning opportunities, Lab Sites and Teachers College Calendar Days • Teachers turnkey their professional learning during Collaboratives, Inquiry Team and grade meetings before, during and after school
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The funding sources to support our Professional Development goal are TL Fair Students Funding, TL Fair Student Funding Incremental, TL IEP Para, TL Talented and Gifted, EGCSR State Program, Title I, and Title III.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• A running log of all learning opportunities that is kept current • Agendas and sign in sheets of turnkey opportunities are organized and stored • OP 201 along with agendas or attendance certificates are on file • Teacher observations and walkthroughs to document improved practice • Units of Study by CT reflect a higher quality of planning and development • Turn-key opportunities to share best practices and new learning • Evidence of improved student outcomes as a result of implementation of improved and exemplary teacher practice

Subject/Area (where relevant): **Attendance and Community Relations**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal 5:** By June 2010, student attendance in grades K-4 will increase by 2.2% and the response rate and positive approval scores on the Learning Environment Survey will increase by 3%. A review of our attendance data and Learning Environment Survey by the SLT indicates the need to focus on these areas that need school wide improvement. As a result, we have made the increasing of student attendance and the response rate and positive approval rating for the Learning Environment Survey a priority goal for the 2009-2010 school year.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Clearly articulate goal of 92% attendance • Individual students and classes will be recognized and provided with attendance on a daily, weekly, monthly and yearly basis • Monthly meeting with Attendance Team to analyze attendance data and develop strategies to improve attendance • Parent Coordinator will engage parents in informational sessions focused on increasing student attendance • Teachers will be encouraged to complete the 2009-2010 school survey • A committee of teachers and Executive Team Members will meet on a regular basis to discuss strategies to continue to improve on our community understanding of academic expectations, engagement, communication, and safety and discipline • Clear expectations will be discussed with the entire staff at performance review meetings, faculty conferences, grade level and program meetings, collaborative and disseminated through email, memos and letters to the staff • Teachers will be encouraged to play a meaningful role in setting goals and making decisions for the school by participation in the SLT and various sub committees that will focus on all

	aspects of our school community • The school safety and discipline committee will disseminate and discuss the school safety plan and encourage teachers to join the committee and or suggest areas in need of improvement • Safety and discipline procedures will be discussed with students at assemblies, grade level meetings and in small groups • Executive Team will meet with teachers to review the expectations of individual goal setting conferences with students regularly scheduled to enable students to meet academic and personal goals • Through the facilitation of Teachers College Consultants comprehensive Units of Study are being developed to build rigor and align curriculum across each grade • Allow for parent engagement through conversations focused on student achievement, school wide initiatives and adult learning opportunities • Regularly scheduled Parent Coordinator meeting • Monthly Roundtable meetings with parents • PS 11 Representation at Community Education Council Meeting • Communicating through dedicated Parent Bulletin Board and Newsletter • Ensuring Parent Communication is timely, relevant, and color coded • Translation of important documents in Spanish and French • Development of a Plan of Action to increase Parent Involvement • Budget and Data Presentations • Literacy, Math Game, Curriculum, Award, Parent Recognition Nights

	• Parent Workshops on ARIS, Parent Skills, Curriculum and Instruction • Daily Contact by the Executive Team • Adult Learning Opportunities • Learning Leaders involved in the day to day operations of the school • Student Assemblies and Performances
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The funding source used to support our Attendance and Community Relations Goals are Title I Translation Services, TL One Time Allocation, Title SWP, TL Fair Student Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Parent Contact Logs • Agendas • Sign in Sheets • Flyers • P.S. 11 Student Progress Report Cards between School Report Card Distribution • Parent Surveys • Calendar • Units of Study • Letters • Newsletters • Parent Handbook • Homework Binder • Curriculum Night • Instructional Calendar • Parenting Classes • Meet the Teacher Night • Various Public Presentations (ARIS, Budget, Data, etc.) • Increase number and attendance of parents at SLT Meetings • Parent Orientation Folder

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	83	83	83	83	5	0	5	N/A
1	83	83	83	83	4	0	4	N/A
2	120	120	120	120	2	0	4	N/A
3	75	75	75	75	4	0	4	N/A
4	75	75	75	75	5	0	5	N/A
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

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:	Our school community provides AIS to students on a daily basis. Both classroom teachers and AIS providers work with our students to provide support in all content areas. Kindergarten students are identified in need of AIS by data collected by classroom teachers to include DIBELS assessments. Once identified, their classroom teacher provides Double Dose services during the day. Double Dose reinforces instruction taught using our Fundations program, specifically targeting phonemic awareness development. First and second grade students are also identified by data collected by classroom teachers to include DIBELS assessments. Students identified in need of AIS receive Double Dose services during our days 37 ½ minute period at the end of the day. The classroom teacher works with an additional teacher that pushes in at this time to insure that two or more groups are supported. Teachers in all grades continually look at our student's data to identify those students that need AIS. Once identified, these students receive small group instruction through strategy session or guided reading instruction. When available, additional AIS providers push in. To prepare our students for the New York State ELA exam, our Administrative Team and Literacy Coach will be providing AIS to our third and fourth grade. They will push in to the classrooms during small group instruction.
Mathematics:	Teachers in all grades continually look at our student's data to identify those students that need AIS. Once identified, these students receive small group instruction through strategy session or guided math instruction. Instruction is tailored to allow for students to work on differentiated tasks. When available, additional AIS providers push in. During 37 ½ minutes third and fourth grade students receive mathematic AIS. Using data collected by the classroom teacher and formal math assessments, students are grouped based on their need. The classroom teacher and an additional teacher provide strategic small group instruction using a variety of materials to best meet the needs of their students.

	Math Strategy Packets are created using the student's data. They provide additional content specific support based on the student's needs.
Science:	If a review of data indicates a student is not likely to meet State Learning Standards, the following is provided: • Extra time for focused instruction • Differentiated instruction that supplements the general curriculum • Student support services needed to address barriers to improved academic performance • Progress monitoring
Social Studies:	If a review of data indicates a student is not likely to meet State Learning Standards, the following is provided: • Extra time for focused instruction • Differentiated instruction that supplements the general curriculum • Student support services needed to address barriers to improved academic performance • Progress monitoring
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor provides interventions for children housed in the local domestic violence shelters, shelters and those with a supervised history with ACS and other community based agencies. Services are also provided for students with special needs and many in the general population. Meetings are regularly scheduled with parents and guardians to address and avoid future at risk behaviors.
At-risk Services Provided by the School Psychologist:	The School Psychologist currently provides services on a part time basis. The following is done to support the evaluation process: • Identification of parents and community agencies as potential resources • The likelihood of students with disabilities remaining in the least restrictive environment • More support provided by general education classroom teachers • Use of teams employing collaborative, problem-solving strategies • Emphasis on intervention
At-risk Services Provided by the Social Worker:	The Social Worker develops small group counseling sessions to provide a supportive environment, build self-awareness, behavior modification and understanding of own and other's feelings. Role playing and modeling is used to teach appropriate behaviors as well as work out a variety of acceptable solutions to real life problems. Use of art also aids in creative expression of feelings and to provide a sensory experience to lessen anxiety and stress. These services are provided during the school day.

At-risk Health-related Services:	Our health services provider utilizes a comprehensive health promotion approach to influence the development and implementation of healthy policies, and the creation or enhancement of supportive environments to address a variety of topics such as asthma, healthy eating, healthy weights, physical activity, hand washing. These efforts include: • Collaborating with and engaging community partners • Mobilizing and promoting access to community resources to improve health and awareness of our community • Sharing best practices with community • Monitor and give medications to students with Diabetes and Asthma.

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) 5 (K-4)___ Number of Students to be Served: _259_ LEP 0__ Non-LEP

Number of Teachers _12_ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Language Instructional Program

P.S. 11 currently has 268 ELL students, or approximately 37% of our school population. Our ELL students are serviced through a Spanish Transitional Bilingual Program or an ESL Program. The goal for our programs is to develop English language proficiency to enable the transition of our ELLs into mainstream classes. To support the development of English language proficiency, Title III funds will be used to establish 2 Extended Day Programs: an Afterschool Program and a Saturday Academy.

The Afterschool Program will include 75 ELLs in grades K-4 who will be served by 5 qualified teachers. The program will take place from January to May, for 15 weeks, 3 days per week for 2 hours each day.

The program will also be supported by one Supervisor and one School Aide.

School Aide – The school aide will provide support to the parents of the students who participate in the Title III programs. Her responsibilities will include:

- translate memos
- assist the teachers to communicate with the parents during conferences
- make phone calls to monitor student attendance
- accompany the parents on trips
- help parents complete documents
- assist in ordering, distributing, maintaining and the inventory of instructional supplies for the Title III programs

The selection criteria for students are as follows:

- Students performing at Beginning and/or Intermediate levels of the NYSESLAT
- Students with Interrupted Formal Education (SIFE)
- ELLs with extended service
- Newcomers

The Afterschool Program will have two components. One component will strive to improve the Native Language Proficiency of the Newcomer, as well as prior and multiple holdovers. The approach utilized will be the Balance Literacy Workshop Model with strategic lessons targeting reading and writing skills in Spanish. In addition to the Spanish leveled libraries, students will utilize various audio and visual tools such as: books on tapes, videos, as well as magazines and newspapers for additional support. This program will run from January to May.

The second component will focus on accelerating language acquisition via an Inquiry Scientific approach, targeting K-2 grade students. This program will also run from January to May. In collaboration with the Queens Science Museum as well as the Queens Farm Museum, the students will work in Thematic Units of Study focusing on life cycles (plants and animals). Resources will include plants, seeds, live animals' specimens, magazines, scientific instruments, journals for recording and cameras.

The Saturday Academy will address the needs of ELL Advanced Level students in grades 3 and 4 and it will run from February till May. The program will support 30 students who will be served by 2 teachers, and supported by a Supervisor and a School Aide. The focus of the instruction will be to address the 4 modalities of the NYSESLAT. Participating students will engage in a Test Sophistication Unit of Study.

In addition, we will establish a concurrent Program for Parents on Saturdays. Parents will be provided with workshops that will include an ESL instructional component. In addition, there will be a curriculum component whereby the parents will be exposed to the Reading/ Writing, and Math requirements in their children's grade. The program will be supported by an experienced teacher and the school's Parent Coordinator.

Funds have also been set aside for OTPS for the purchase of supplies and materials detailed in the Budget Narrative and Parent Involvement activities.

It is our goal to provide rigorous, quality instruction to all our ELL students. To reach this objective, we will continue to support all of our teachers in their professional growth by providing them with meaningful professional development, which focuses on evaluation of resources, program implementation, differentiation and using data for instruction. Professional development opportunities will be based on the programs' areas of focus, key instructional strategies and materials available within the school. These training sessions will allow teachers to be informed and "on the same page," and thus most effectively plan together. Other Professional Development opportunities will focus on the following areas:

a. Evaluation and implementation of available resources
b. Balanced Literacy and Mathematics Workshop Model
c. The NYSESLAT
d. NLA Instruction
e. Alignment of Bilingual literacy instruction with the **Teachers College Reading and Writing Project curriculum**, including creating corresponding mentor text libraries and curriculum mapping.
f. Differentiated Instruction in Bilingual and ESL Classrooms
g. Investigative Inquiry Scientific Approach (IISA)
h. Language acquisition and development Strategies via (IISA)
i. Language Functions
j. The use of ESL Strategies in the Content Areas
k. Utilizing Data/Data Driven Instruction
l. Planning Rigorous Curriculum
m. Scaffolding Strategies
n. Adult Learning

*** For the Language Allocation Policy please see the attached file.**

1. INSTRUCTIONAL MODELS AND PROGRAM DELIVERY

At PS 11 we use three organizational models to support our ELL population: Self-Contained/ Freestanding ESL classes, Push-In (Co-Teaching) and Spanish Transitional Bilingual classes. Each grade (K-4) has one Self-Contained class of heterogeneously grouped students and one Transitional Bilingual class of heterogeneously grouped students. Our Push-In teacher pushes into support those students that are in a monolingual classroom and have a proficiency level of advance on the NYSESELAT.

English as a Second Language

The goals of the ESL Program are the following:

- To provide students with language skills necessary for them to be successful at their specific grade levels.
- Providing all instruction in the English language using ESL Methodology, language acquisition and scaffolding instructional strategies, and appropriate materials and equipment.
- To incorporate ESL methodology in all four language skills: Listening, Speaking, Reading, and Writing.
- To assist student achieve the designated level of English proficiency for their grades

Students enrolled in the ESL programs do not receive any native language instruction.

Freestanding ESL Model

Our Free-Standing ESL Program in grades K-4 serves approximately 20-25 students per class. The classroom teacher is licensed in ESL instruction. The teacher provides instruction to a heterogeneous group of students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose is to ensure that in lieu of learning language in isolation, the students learn language and its use in context. This can only occur through experiential use of language in authentic settings and through Social Studies, Science, Mathematics and Literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques and Accountable Talk.

Push-In Model

In grades K-4, we also provide ESL services in the form of a push-in model. In order to ensure academic success for our students, the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques into the lesson. All students in the classroom benefit from having two teachers in the classroom and providing individualized support and attention. High expectations are set for students at all levels of language development and clear criteria are met. ESL instructional units are taught as mandated by CR Part 154. That is, the students' proficiency levels are first identified and the proper amount of contact time is scheduled for ELL support. The push-in teacher submits a tentative schedule for review to the Assistant Principal in charge of the ELL program. The schedule is then reviewed/approved after all students are scheduled to receive the correct amount of instructional units. As per Part 154, all ELLs at the Beginning and Intermediate Levels receive a total of 360 minutes of ESL support. Students at the Advanced Level receive a total of 180 minutes of ESL support.

Spanish Transitional Bilingual Education Model

The goal of Transitional Bilingual Education is to use the native language as a base for the development and acquisition of the English language. The overall objective of the program is for student to make a full transition from the native language to English. Students will initially be instructed in the native language and progressively begin transferring those skills to the targeted language (English).

Students will develop English language proficiency and oral language skills through explicit instruction in English as a Second Language and English Language Arts, while simultaneously receiving instruction in their Primary language. This learning involves:

- Enhancing Oral Language skills in both languages
- Explicit and implicit instruction in English Language development
- Developing both communicative and academic proficiency within three years
- Immersing students in age appropriate and grade-level academic work
- Developing and implementing equitable curriculum that values and builds on students' prior knowledge, culture, and life experiences

Use of Native Language for Instructional Purpose

Much like in ELA, our school uses the Literacy Workshop Model as the vehicle for NLA instruction to support the development of reading and writing skills. During this time, students are supported through Read Aloud, Shared Reading, Independent Reading, Guided Reading, and Word Study in the Spanish language. Students also work on their writing development through the Writing Workshop and the Writing Process. Teachers utilize a variety of NLA strategies such as scaffolded learning, visual supports, and the use of listening centers, print rich environment, and technology to support Spanish Language development. This work is supported and aligned with the work the school is doing with Teachers College in areas such as Professional Development and Curriculum calendars. The school also provides a rich opportunity for students to develop their native language in the various content areas. Science and Social Studies are also supported in the native language and are often integrated within the Spanish Literacy workshops. Language is used and developed through activities that target different schemas and language functions. For instance, Spanish instructions involve Project-based activities aimed at developing the 4 language modalities of Speaking, Listening, Reading, and Writing in a variety of ways. Students are often engaged in activities where they have to have conversations to analyze, conceptualize, assess, and present their work. Mathematics instruction is delivered in Spanish in grades K-2 using the Math Workshop Model approach. Students have an opportunity to work individually and in small groups to develop their math skills in their native language. This presents teachers with a great opportunity to confer with children and assess content learning and language development. In grades 2-4 we see a gradual shift in subjects taught in Spanish. By grade 4 students have made a full transition to the English language. However, the school continues to support the Spanish language development by continuing the Literacy Workshop in Spanish. Bilingual teachers follow the same curriculum produced with Teachers College consultants. The Spanish language continues to be used as a support tool for newcomers and students in small groups during Mathematics, Social Studies, and Science by the bilingual teachers. Spanish Word Walls and support charts in Spanish are evident in all our Bilingual classrooms. Spanish Listening Centers continue to be one of the main components of all Bilingual classrooms.

As the teachers, through informal and formal assessments, see an increase in students' English language skills and comprehension, English is gradually introduced and/or increased in content area instruction. ESL instruction re-visits those concepts and ideas learned during the native language literacy instruction to reinforce the transfer of skills.

As the students' proficiency levels in English increase, so does the ratio of instruction in the second language until they are ready to make a full transition into the mainstream and an all-English program. The school will use the following models of instruction, in the Bilingual Transitional Model:

Beginning Level: 80% of instruction in Spanish, 20% instruction in English.

Intermediate Level: 50% of instruction in Spanish, 50% instruction in English.

Advanced Level: 20 % of instruction in Spanish, 80% of instruction in English.

To support and supplement instruction provided to students during ESL instruction, whether through the Free-Standing Model or the Transitional Bilingual Model, all teachers will house an ESL Media Center in their classrooms for use during independent study and/or independent reading. These areas include audiocassettes and CDs, phonics games, puzzles and flashcards, bilingual and picture dictionaries, trade books, periodicals and newspaper activities and computers with internet capabilities.

II. IDENTIFICATION AND PLACEMENT

Initial Identification of ELLs:

At the Highbridge School, the initial identification of ELL students begins at registration time. The Home Language Identification Survey [HLIS] is administered and if parents indicate a language other than English is spoken at home, the LAB-R/Spanish LAB-R eligibility is determined. If eligible, the LAB-R/Spanish LAB-R is administered (LAB-R same day of registration/Spanish LAB-R same day or within 10 days).The child is briefly interviewed orally in English or Spanish by a licensed ESL/Bilingual teacher.

Once entitlement is determined, the parents are informed of the program options to which they are entitled, and then students are placed in the selected program. During the school year, the NYSESLAT is administered to all students who didn't pass the LAB-R, and its results determine eligibility for ESL/Bilingual services.

Informed Parents

In order for parents to make informed choices, all necessary documents are available in their native language. PS 11 has the following structures in place to ensure that the goal of informing parents is met:

- Upon registration, parents watch the Program Options Video
- ESL Coordinator/Parent Coordinator/ELL Supervisor has an initial parent orientation during which time models and approaches of each program are explained to the parents in order for them to make informed choices regarding program selection.
- Parents are also invited to visit classrooms to observe instructional models, and speak to other parents.

Entitlement Letters and Program Choice

Appropriate documents are given to parents informing them of the options and available programs at PS 11, and in NYC schools. During the intake process, translated documents are made available to parents in their native language. An Intake Team is available to assist parents through this process and making them well informed. Some of the members that form part of this team are the Parent Coordinator, the ESL Coordinator, ESL and Bilingual teachers, and the ELL Supervisor. The ESL Coordinator or the ELL Supervisor supports the process by explaining the Parent Selection Form and by informing them of their placement rights. Parents are then given the program selection forms to fill out and sign.

Criteria for Student Placement

Parent choice forms are then reviewed by the ESL Coordinator and the ELL Supervisor. Students are immediately placed in the program the parent chooses. At PS 11 we have the following programs available: Free-Standing, Self-contained ESL and Transitional Bilingual Education, in K, 1st, 2nd, 3rd, and 4th grade. If a parent doesn't return the form, students eligible to a Spanish/English bilingual program are placed in a bilingual program [default program].

Analysis of the Trends

In looking at our 2009-2010 program selection forms we noticed that 40% of parents selected the ESL Program while 60% chose the Bilingual Transitional Program. Past data shows that parents tend to keep their children in their first program of choice. In fact, as students advance through the grades, we've observed that they are not opted out of transitional bilingual classes when they reach the testing grades. These are trends that remain very consistent at PS 11. Our school continues to offer the programs that are aligned with parent choices and analysis of information provided by Home Language Surveys. The school is also committed to providing the number of Bilingual/ESL classes offered at each grade level based on student eligibility, participation, and progression through the grades. For instance, the school added a 2nd grade Bilingual Special Education 12-1-1 class to accommodate the changing needs of our ELL population. This year, we have also implemented a system whereby the ELL students eligible for ESL services at each grade, are clustered in one class, as much as possible to facilitate delivering the mandated ESL periods, in a push-in model.

Alignment of Programs Offered

At the beginning of the year, the ESL coordinator, the AP who supervises the ELLs at PS 11, as well as the Parent Coordinator, conduct Orientation Workshops to provide parents with more detailed information regarding our ELL programs, curriculum, and additional services provided to support our students' academic growth and success. As new students register throughout the year, a trained school staff member will provide this orientation to the parents on a one-to-one/small group basis.

2009-2010
Program Development and Instructional Implications
School's Organization to ensure time mandates

In order to ensure that our ELL students receive the mandated numbers of instructional minutes according to proficiency levels in each program model our school has first identified how many classes were needed per program model at each grade level. The school also places ELLs students strategically in overflow classes based on an advance level of proficiency when possible. The school then determined that the following classes were needed at each grade level. Licensed teachers were assigned to each of these (ESL/TBE) classes. In addition, the school hired an ESL teacher to provide mandated minutes of instruction.

Classes per Grade

Grade	ESL Classes	Spanish TBE Classes	Special Education TBE
K	1	1	0
1st Grade	1	1	0
2nd Grade	1	1	1
3rd Grade	1	1	0
4th Grade	1	1	0
Totals	5	5	1

Following the CR-PART 154 mandates for language instruction, our Transitional Bilingual Education Program ensures that students receive the appropriate amount of native language/ESL in the target language of instruction. Students in TBE programs will receive instruction in each areas as per the chart below.

	Native Language Arts			**English Language**		
	Beginning	Intermediate	Advanced	Beginning	Intermediate	Advanced
NLA	45	45	45			
ESL				90	90	45
ELA						
Content Area	147	115	35	38	70	150
Total	192	160	80	128	160	240

Students in Self contained ESL classes at the beginning and intermediate levels are mandated to receive 360 minutes of ESL instruction per week as per CR Part 154 while advanced students are mandated to receive180 minutes of ESL instruction and 180 of ELA instructions per week. Our school ensures these mandates are met and exceeded by incorporating ESL strategies throughout the day in all subject areas and by mandating a 45 minute reading workshop and 45 minute writer's workshop in grades K-4. An additional 45 minute period is allotted daily to Small Group/Guided Reading groups in grades K-2 and Small Group/Strategy Group in grades 2-4.

In order to ensure that the ELL students in mainstream classes receive the mandated number of minutes based on proficiency levels, our ESL teacher, Ms. Zhang delivers the ESL services by "pushing-in" to the classes as per the following schedule:

Grade 1 = Two periods four times a week
Grade 2 = 2 periods in the ANNEX and 2 periods in the Main Building 4 days a week
Grade 3 = Support during 37 and1/2 minutes four times a week and 2 additional periods on Thursday and Friday

The balances of the ELLs are either in TBE programs or Self-Contained ESL classes, thereby receiving 100% of the mandated minutes.

ELL Student Program Placement and Services

Grade	TBE	Free-Standing ESL	Mainstream ESL	Totals
K	24	17	5	46
1	27	26	6	59
2	28	24	13	65
2 SE	12	N/A	0	12
3	17	22	8	47
4	18	21	0	39
Totals	126	110	32	268

Transitional Bilingual Educational Program
Instructional Time Language Allocations

Based on the 2008-2009 NYSESLAT Scores the appropriate number and organization for Transitional Bilingual classes was created. Based on this data and our knowledge of individual student needs, the language allocation ratios for the program were determined. The composition of the class was further informed by the placement of students in their respective level. Those classes will follow the appropriate Flow of the Day for their grade. Classes are encouraged and expected to gradually increase the amount of instructional time in English language instruction.

TBE Language Allocation Ratios

Grade Level	Number of Classes	Recommended Program Choice (Spanish/English)	Overall Proficiency Level
Kindergarten	1	80:20	Beginning
First Grade	1	60:40	Beginning/Intermediate
Second Grade	1	50:50	Intermediate
Third Grade	1	40:60	Intermediate /Advanced
Fourth Grade	1	20:80	Advanced

Self-Contained ESL Classes

Freestanding Self-Contained classes will be made up primarily of Beginner and Intermediate students. The Advanced ESL children will mostly benefit from being in a mainstream classroom and will receive the mandated ESL instruction through a push-in model.

Level	**Number of Weekly Minutes of Required ESL Instruction**
Beginning	360 minutes
Intermediate	360 minutes
Advanced	180 minutes

Weekly required minutes of ESL Instruction for Beginning and Intermediate students are addressed in the 45 minutes of Integrated Content Area as well as during the Enrichment period. Reading and Writing Workshop will also serve as a vehicle for research based ESL instruction. At this time the teacher will apply ESL Methodologies on a daily basis when planning and teaching the Workshop lessons.

3. Content Area Instruction
How are content areas delivered in each program?

Social Studies

During the literacy block, teachers select non-fiction texts for Shared Reading, Read-Alouds as well as for Independent Reading and Guided Reading. The language of instruction in the ESL classes will be English, whereas in the Bilingual classes the determining factor will be the English Proficiency levels of the students and the TBE instructional model. Units of Study are planned to include non-fiction writing and reading and the teachers use an interdisciplinary approach. The students are required to work in groups and their tasks and assignments are project based, with the four modalities always considered and outlined. Lesson plans delineate language objectives as well as content objectives.

The curriculum is chosen to adhere to the State Standards and the instruction is tailored to the levels of the ELL students. The libraries in the Bilingual classrooms are stocked with books in the students' native language (Spanish). These resources are arranged by levels as well as themes, interests and genre. Specific teaching strategies employed will be: role play, use of analogies, jigsaw learning, as well as extensive use of graphic organizers. PS 11 is focusing on adding resources that are authentic and culturally sensitive, thus providing primary documents as much as possible. The school often utilizes community members/experts that share their cultural background or values to enhance the curriculum. Students are encouraged to share in their culture and contribute their family/country customs, so that they feel honored.

Science

PS 11 uses an inquiry approach to teaching Science. Teachers are trained in delivering hands-on lessons, where students have an opportunity to observe, hypothesize, record, and predict information. Students will work in collaborative groups that will facilitate accountable talk. Teachers use the FOSS kits to ensure that the Science Standards are met by all students. In particular, the ELLs are supported by scaffolded lessons that allow them to demonstrate their learning through real-life applications such as planting, taking care of animals, etc. Teachers will ensure that **hand-on activities** – Kinesthetic (TPR) learning events – will provide an excellent learning environment for English language learners.

Furthermore, the classrooms are equipped with charts, visual aids, tools and technology that create an interactive environment that becomes part of the learning process. The language of instruction is guided by the program model, so that the Bilingual students are instructed in Spanish in the K-2 classes and the upper grades are supported according to their language proficiency levels.

Math

The bilingual classrooms have both the English and Spanish editions of Every Day Math. Teachers instruct the students according to their English proficiency levels. Manipulatives and other realia are used to help students understand the mathematical concepts by focusing/grounding the learning in realistic situations. Content specific word walls will be employed to teach mathematical terms, along with symbolic representations. Students will work in collaborative groups or in pairs to solve word problems. Teachers will scaffold instruction by presenting word problems in simpler, clearer, shorter sentences. Teachers will also present one content objective using three process strands, in their efforts to scaffold the learning. Assessments, tasks and instruction are differentiated and tiered to give all students an opportunity to demonstrate their mastery of the concepts.

Art/Music

At P.S. 11 we strongly believe that the Arts are an integral part of language development, therefore the ELL students are exposed to aesthetic as well as performance arts. Children participate in music classes and art lessons. Units of Study focus on particular art styles and media.
Formal music lessons encourage development of non-linguistic communication. These classes help reduce the anxiety of having to speak for those students who are still in the pre-production stage.

4. Organizational Support

Instructional Support for the Various ELL Sub-Groups

At PS 11 we differentiate instruction for different subgroups of our ELL students. Subgroups that we have identified are: SIFE students, newcomers, ELL students receiving services for 4 to 6 years, ELL students with special needs.

SIFE Students

Traditionally there have been very few, if any, SIFE students registering at PS 11. For those few students who do arrive, they go through the same placement and identification process (HLIS, individual interview, LAB-R testing) and then are age appropriately placed in a grade in either the ESL or TBE program, contingent upon parent option. After reviewing the data of incoming students, we

have identified a total of 3 SIFE students in our school. All have been placed in the bilingual 4th grade class. In order to ensure the success of SIFE students and enable them an opportunity to "catch-up" with their grade cohort we will provide the following:

- Non-fiction, high-interest, low-level books specifically designed for SIFE and Newcomer students in each classroom
- Academic Intervention Services in their native language
- Extended Day ESL classes
- Saturday Academy which provides ESL classes
- Supplemental native language instruction to assist with language development skills via small group instruction
- Counseling services to assist with transitioning to school and the community

Newcomers/New Arrivals: (Instructional Plan)

During the year our school welcomes an influx of new arrivals, who are usually newcomers to the country. These students come from all different parts of the world and are at all levels of proficiency in both English and their First Language. In addition to the systemic standardized Intake Process, P.S. 11 makes every effort to facilitate a smooth transition by extending the level of services to these newcomers. In addition, the school will create an ELL-SEP Subcommittee (from the ELL Committee) to design a Specialized/Individualized Education Plan for each newcomer. This Subcommittee will meet regularly, review individual cases, and report to the ELL Committee. Each Individualized Education Plan will spell out the team's recommendation for the services to be provided for each individual student registered at PS 11.

The child's family will also play a vital role in the development and design of this Individualized Education Plan by providing information about previous schooling and family issues or challenges that may affect the education of the child. Additional support will be provided to these children and will include services such as Extended Day and Specialized Saturday ELL Academy.

Extension of Services
ELL Students Receiving 4 to 6 years of Services

In order to ensure that our long-term ELLs are properly serviced and develop to their full potential, we will provide them with supplemental services as needed. We carefully monitor the academic growth of these particular students through systematic data analysis and when appropriate file for an Extension of Services.
The school will continue to address students' needs by providing a more targeted approach. This approach will be aimed at helping students overcome the language barrier. The school will extend AIS services to these children on an individual basis and based on each individual student's proficiency level. These students will participate in all Title III funded activities in the school. Specific focus will be placed on this subpopulation during ELL meetings. Teachers will share their experiences with each individual student.
To supplement the mandated ESL or TBE program, the following supports are in place to meet the specific needs of this sub-group:

- Small Class Size
- ESL Learning Centers in classrooms
- Dictionaries and other resource materials and equipment designed to meet the needs of ELL students
- Academic Intervention Services
- Professional development for teachers which focuses on ESL strategies, scaffolding, and methodologies to incorporate into content area instruction
- Interim Assessments to assess growth and language development

For those students who reach English language proficiency, as determined by the NYSESLAT, we continue to monitor and support through Extended Day and/or weekend enrichment activities such as the Soccer Club and Technology to support language acquisition and fluency.

ELL with Special Needs

In order to support the growth of the ELL students who are in the Special Education Program, P.S. 11 will review and monitor the services mandated by the students' IEPs. The Special Education teachers and the ESL provider will meet on a regular basis to ensure that the goals are achieved. Professional Development will focus on understanding learning disabilities versus language acquisition delays. The students will receive Tier 3 interventions which will be timely and strategic. Wilson-trained teachers will offer individual help. Readers Theatre and Fundations are resources to be utilized for this subgroup of children. In addition, AIS in Spanish will also be delivered to the Bilingual students.

In Mathematics, Neufeld Math, a computer-assisted program, will offer the struggling Special Education ELLs various representations of the concepts, thus targeting different learning styles and strengths. Teachers will use the following strategies in the SE classroom: tactile, concrete activities, pre-teaching, fluency building, directly teach vocabulary in short-time segments, chunking and questioning, daily re-looping, use of visuals, use of pictures to explain directions,

5. Targeted Interventions

At PS 11 we have several intervention programs used to support the English Language Learners. For Math, the Neufeld Math program, which is computer assisted, exposes the ELLs to mathematical concepts using varied, scaffolded approaches. The children use the program during extended day, as well as during the independent component of the workshop. The Neufeld Math has an English and Spanish option, controlled by the student. The Every Day Math games are another aid to help ELLs integrate mathematical concepts. In ELA, we use the Wilson program to assist those ELLs with IEPs. Reader's Theatre is a research-based program that is used to

develop speaking and reading ability. It is used in a small group setting during the push-in time of ESL instruction. Once again, games are part of our approach to build language. Research shows that games tap into a different part of the brain that facilitates language acquisition. Teachers directly teach vocabulary words [Tier II] using the six-step process, to help students expand their word base. They then ask students to represent the meaning of these words by drawing. We conduct individual formative as well as summative reading and math assessments; confer with students, then monitor and timely revise when necessary, the intervention services.

In addition, this year, in grades 2 and 3, we have added an AIS provider who delivers her services [in Spanish] to those at risk students who speak Spanish.

6. Continuing Transitional Support for ELLs Reaching Proficiency

The students who become proficient continue to be supported by teachers who use proven ESL strategies to ensure continued growth. Testing modifications will remain in place for former ELL students for up to two years. If parents agree, pending space availability, the children are allowed to stay in the ESL or Bilingual settings.

These students will be given priority when developing after school programs and Saturday Academy.

7. We are continuing our work with our ELL Network Support Specialist. She is supporting us as we continue learning and growing. Our understanding of data and it's implications have been improved. This has also taken our teaching deeper and providing our students with more appropriate scaffolded instruction.
Our ELL teachers have begun a book study, Balancing Reading and Language Learning, to further understand their work and provide support in improving our teaching which leads to higher student outcomes.
In order to provide more learning experiences, all of our ELL students are participating in field trips around New York City. These experiences allow the student to acquire language through authentic activities.
We have a new after school program that consists of one Bilingual and one ESL class, one each in grades 3 and 4. This will provide the students with more opportunities to learn and reach their grade level standards.

A new piece for PS 11 is our Parent Classes that will take place with the Saturday Academy. These classes will provide ESL learning for the parents and an opportunity for them to become familiar with their children's academic work.

8. N/A.

9. Equal Access for ELL Students
Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All our ELL students participate in every enrichment program our school offers (e.g. music, computer lab, etc). Additionally, classrooms that hold the ELLs have smart boards, centers, and bilingual libraries. Teachers plan trips that enhance and deepen the curriculum.

10. Our school counts on a variety of materials and resources available to our staff for strategic use and according to our students' needs Technology is used on a regular basis: Smart Board, internet, software (Science, Math, and Language games), listening centers, Words Their Way, Santillana, NYSESLAT workbook, etc.. Our school has received Legislative Grants of $88K (Plus $150,000 tentatively) to order computer hardware and software to update our technology. These tools will be used in conjunction with a rich source of instructional materials for the purpose of meeting the students' needs to expand and deepen the content area support in Spanish and English.

11. Our school supports the acquisition, maintenance, and development of students' native language. Our Spanish speaking students that are placed in TBE receive Spanish instruction in Language Arts. We formed small reading groups in Spanish in order for the students to develop a variety of reading strategies to become fluent readers in Spanish. Spanish speaking students considered new to our school system will receive academic instruction in Spanish to ensure the academic instruction and learning process continues until they become fluent English speakers. We are also offering an intensive intervention reading program to our students with limited communication skills [Estrellita] in their native language (speaking, listening, writing, and reading) to ensure students acquire and develop firm foundations in Spanish.

12. PS 11 has the benefit of a Self-Contained ESL and Transitional Bilingual classroom at each grade level; children are placed in their appropriate grade level and with their peers. Our Push-In support also goes into the classroom and works with the child's grade level teacher. Therefore, the children are receiving grade appropriate instruction.

When ordering materials the child's test scores do not dictate what is ordered. We also look the child's age, grade and interests to ensure the students will benefit from these materials.

13. The Executive Team, the Parent Coordinator and the ESL teacher host an orientation meeting the week before school officially starts. Parents of the newly admitted children are invited to tour the school building and attend a workshop that explains the schedules and expectation for the school year. At this session, parents are encouraged to ask questions and make suggestions.

IV. PROFESSIONAL DEVELOPMENT

Description on how staff will participate in ongoing, long–term staff development with a strong emphasis on the State Standards and high impact differentiated and academic language development strategies.

Our staffing is based on the needs of our ELL population. We maintain an appropriate number of bilingual and ESL teachers, informed by parent program choice and IEPs. All of our teachers are highly qualified. In addition, our staffing includes a Push-In ESL teacher who provides support to ELL students in the mainstream classrooms. We also have 4 AIS providers and an IEP teacher who provides AIS services to our ELLs. Our staff works under the leadership of our Assistant Principal in charge of ELL instruction and the support of our ELL Network Specialist.

Staff Development and Training

It is our goal to provide rigorous, quality instruction, to all students, which creates high-challenge and requires high-support. To reach this objective we will continue to support all of our teachers in their growth as pedagogues by providing them with professional development, which focuses on planning for differentiation and using data for instruction, grouping, and portfolios. For instance, both Bilingual and ESL teachers have bi-weekly/monthly meetings scheduled for the purpose of planning, Professional Development, and vertical communication as cohorts of teachers of grades K-4. Time will be regularly scheduled for the development of teachers during these meetings. PD is based on teachers' and school's needs. Thus, teachers' training has been designed around informing our Bilingual/ESL staff of pertinent ELL policy, as well as key instructional strategies and materials available within the school. These training sessions will allow teachers to be informed and "on the same page," and thus most effectively plan together. Another example is that the ELL Committee will provide professional learning opportunities around all ATS reports and other data pertaining to ELL students. ESL and Bilingual teachers will be trained on how to manage and utilize different data sources. Classroom teachers, will be able to participate in professional development activities with the ESL and Bilingual teachers during their common planning time [*collaboratives]* on a weekly basis. During these times, the topics will range from data analysis to discussions of effective ESL strategies. Support staff, such as paraprofessionals, aides and psychologists will also be afforded opportunities to participate in school-wide ESL training during the Staff Development days. In addition, the Pupil Accounting secretary will be fully trained in the identification and registration process of incoming ELLs. Furthermore, all related service providers who support our Special Education ELLs will also be required to attend bi-weekly study group sessions which focus on practices that help our neediest children succeed. All teachers will become knowledgeable around the New York State ESL Standards. The Network ELL Specialist will continue to conduct training at our school in order for our teachers to comply with the Jose P. mandate, which requires them to attend 7.5 hours of training.

Professional Development opportunities will focus on the following areas:

o. Differentiated Instruction in Bilingual and ESL Classrooms
p. Language Development Strategies
q. Language Functions
r. The NYSESLAT
s. The use of ESL Strategies in the Content Areas
t. NLA Instruction
u. Focus on LAP Principles
v. Alignment of Bilingual literacy instruction with the **Teachers College Reading and Writing Project curriculum**, including creating corresponding mentor text libraries and curriculum mapping.
w. This training will also involve a study group on **"Strategies and Skills for the Improvement of Student Academic Progress and Linguistic Proficiency"** using the enrichment materials/activities for the **NYSESLAT** and Assessment Tools from **"Avenues".**
x. Utilizing Data/Data Driven Instruction
y. Best Practices
z. Strategic Use of Resources
aa. Planning Rigorous Curriculum
bb. ESL Standards
cc. Other Scaffolding Strategies

In addition, members of our ESL/Bilingual Team regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education Technical Assistance Center (BETAC) in the Bronx; and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos Community College.

Transition Support

As students move from one grade level to another, they will encounter both academic and social challenges. Our staff will be provided with professional development to support our students meet these challenges. For example, they will become familiar with the different requirements of each NYSESLAT grade band, the rubrics for each, and the proficiency levels for this as well as the ELA assessments. Our Guidance Counselor and Social Worker will also be available to provide individual and group counseling sessions to facilitate all transitions for this population.

Parental Involvement

The school deems parental involvement as vital to every child's academic success. Therefore, PS 11 has set forth the goal of increasing parental involvement and parental academic advancement as an intervention tool for our children. The school has created numerous venues to engage the parents in order to give them a more active and participatory role in the academic development of our children. This involvement will begin as early as registration when parents will go through a formal interview process in which the child's and family's background will be discussed.

Parents will be active participants in the creation/formulation of their children's Individualized Education Plan of Instruction in conjunction with the ELL Sub-committee. Parents will also participate in the formal periodic review of children's progress, which will take place twice times a year. Parents will be given the opportunity to work hand in hand with school staff to look at the child's data, be able to provide input, and to offer suggestions.
In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications.

Parents will be further supported through academic workshops where both content and best teaching practices will be shared. The school will also seek out partnerships with CBOs, such as Alianza Dominicana, in order to provide workshops for parents in areas such as English as a Second Language, Immigration, and multicultural awareness.

The school will also provide an opportunity for parents to come together to express any concerns and or questions with school administration through an open forum roundtable discussion throughout the year.

For parents who wish to be further involved in the children's education the school will provide the training to become a Learning Leader, so they can be a volunteer in the area they would like to assist.

Part IV
Assessment Analysis

Our P.S. 11 community is using the data collected during the previous year to determine student program eligibility and inform parental options. This data is also utilized to organize and place students in the appropriate models, plan instruction, and to improve student outcomes. The primary assessments are the LAB-R, both English and Spanish, the NYSESLAT, standardized tests and the TC assessments. They were administered during the 2008-2009 school year.

To that end, we are covering another ELL Sub-committee focused on data gathering, processing and analysis. Comprised of our Network Liaison, AP for ELLs, Data Coach and teachers, the ELL-Data Sub-committee will fulfill the vital role of informing programmatic decisions and professional development needs to the ELL Committee and the community at large. Data will also be used to identify strengths and weaknesses in the ELL Program, as well as, patterns across grades both vertically and horizontally. Finally, data will be utilized to devise strategic planning on a class-by-class and individual student level, taking into account the various proficiency levels within each class. Instructional decisions such as AIS, grouping of students, participation in Extended Day Programs, planning and utilization of resources will be informed by both hard and soft data.

The following indicates data gathered for all students as of academic year 2008-2009. This is a collection of LAB-R and NYSESLAT scores for all students tested, including different cohorts of students. Total numbers include students who tested out. The total number of ELLs being serviced equals 259, the total amount of students who tested out equals 32, and the total amount of students tested equals 291.

LAB-R/ NYSESLAT Test Results

	K	1	2	3	4	Totals
Beginning	24	48	31	10	8	121
Intermediate	16	8	20	20	10	74
Advanced	X	4	24	14	22	64
Proficient (Tested Out)	18	3	4	2	5	32
Total Number of Students Tested	58	63	79	46	45	291

Part IV
Assessment Analysis

B. What is revealed by the data (aggregate modalities)

NYSESLAT Modality Analysis
1. Preliminary 2008 NYSELAT score analysis supports the notion that K-1 students generally are performing higher in the Listening/Speaking modalities than in Reading/Writing. Overall K-1 students score at the Beginning Level in Reading/Writing and Intermediate in Listening/Speaking. In grades 2-4, the gap between Reading/Writing and Listening/Speaking, narrows drastically. Student movement is generally described by an increase to the Intermediate Level in Reading/Writing while Listening/Speaking increases to high Intermediate and low Advanced.

As students progress through the grades they increase proficiency levels at higher rate from Beginner to Intermediate and advanced. However, Reading and Writing does not show the same levels of gains using the same set of measurements. For example, we noticed that students in the 4th grade show that 10 tested Proficient, 22 tested Advanced and 1 tested Intermediate in the Listening and Speaking modalities, while in Reading and Writing only 1 student tested Proficient, 19 tested Advanced, 9 tested Intermediate, and 4 Beginner. This is a trend that carries through the grades, as students move up the grades the trends remains the same, but more of the performance gap is slightly closed between the aggregated proficiency levels.

2. This indicates that after 2nd grade there should be a greater increase and focus in Reading and Writing. The gap in second grade is widest with 0/55 students tested scoring at Beginning Level in Listening/Speaking while 21 tested Beginning in Reading/Writing. At this point this achievement/performance gap is widest. Increased focus on writing process, increasing writing stamina, and project based activity aimed at developing academic writing skills, together with writing in the content areas and writing reflections in mathematics, is essential to bridge this gap. Teachers creating support systems such as modeling, setting the classroom environment to become more conducive to writing, stressing the writing process and creating writing units around student interests, will become a priority for all program staff.

3a.As evidenced by the TC English and Spanish reading and writing assessments, the results show that Beginners fare better in their Native Language. Being cognizant of these results, the school has made the following decisions: For the early childhood grades [K, 1,2] Guided Reading/small group instruction as well as the Writing Process workshop is conducted in the Native language until the students begin to transfer their literacy skills to English.

As evidenced by standardized tests in grades 3 and 4, ELL students perform better when tested in the English Language. Based on this finding, students are instructed in English in the areas of Literacy, Math, and content area while providing NLA to support Spanish literacy skills. The school has also found that Newcomers in grades 3 and 4 fare better in their Native Language. This subgroup is further supported through small group instruction in their Native Language.

3b.How we intend to use Periodic Assessments:

The school will administer the periodic assessments in order to identify patterns within ELL subgroups to predict achievement in the NYSESLAT, NYS ELA as well as NYS Mathematics tests. This will allow the school leadership and teachers to identify areas of strength and areas of need. For example, the school may recognize that we are doing well in Listening, and poorly in Writing at a given time in the year. We will follow up to see if this is a trend and in what grade. The school will brainstorm and recognize effective strategies to implement, in order to address areas of deficiency.

The school will use data gathered from periodic assessments in the following manner:

A] Professional development: first, get teachers acquainted with the test structure (format), parts, time limitations, rubrics, test administrative information

B] Data analysis: teachers will identify students' individualized needs based on the 4 modalities.

C]. Cross reference different assessments, data sources, and how to merge them to better inform our instructional decision and planning.

D] To look at different strategies needed that can embedded in daily lessons, including test-taking strategies.

E] Identify strengths and weaknesses in the four modalities in order to implement and create different activities within the classroom setting (centers, small group targeted intervention, task cards).

3c.What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

A] After carefully analyzing the results of the Periodic Assessments, we have learned that both resources and instruction must be monitored, because not all children make consistent growth, even though they may initially be in the same proficiency level.

B] The Native Language is used to develop literacy skills and content knowledge in grades K-2 while in grades 3 and 4 it is used to maintain and develop literacy skills in the native language.

5. Measuring program success.

The success of our ELL programs will be measured through:

- Setting interim benchmarks for student performance
- Increase in proficiency levels within modalities
- Performance on standardized tests
- Increase in reading levels as measured by TC assessments,
- NYSESLAT results
- Teacher conference notes
- Formal and informal observations

Form TIII – A (1)(b)

Title III LEP Program
Budget Narrative
2009-2010

School: PS11 **BEDS Code:** 320900010011

Title III LEP Program
School Building Budget Summary **Total Budget $33,340**

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) - Supervisor Per Session - Teacher Per Session - School Aide Per Session	60% Per session= $19,956	Per session for various staff to support ELL students: 60 Hrs x $49.89 = $2,993 315 Hrs x $49.89 = $15,715 78 Hrs x $16.00 = $1,248 $19,956
Purchased services - High quality staff and curriculum development contracts.	$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	30% OTPS= $10,050	• Reader's Theater • Listening Centers and materials • Books on tape, wireless headphones, book bins, leveled libraries/books • Comprehension Strategies Kit A Fiction & Nonfiction • Comprehension Strategies Kit B Fiction & Nonfiction • Grade Buckle Down* • Read, Write, Edit & Listen* • Math in Minutes • Breakaway Math* • Math First • Math in Minutes • Just Right Reading*
Educational Software (Object Code 199)	$0	
Travel	$0	
Other **Parent Involvement (P.I.)**	10% P.I.= $3,334	Parent communication, Spanish/ESL Libraries, parent workshops
TOTAL	**Tile III LEP:** $33,340	

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.

   At PS 11, parents fill out Home Language Survey that allows us to determine languages spoken in our school community. Spanish is the dominant language, yet it is evident that there are fourteen different languages spoken at home to include ten African Dialects.

   The Highbridge School's diverse population includes 59.26% Hispanics, 37.94% African Americans, 1.3% Asian and other races, and 1.3% White. Recent immigrants to our community originate from the Dominican Republic, Mexico, Gambia, and Nigeria. As a result, 31.91% of our students are English Language Learners, with Spanish being the dominant language. There are fourteen different languages spoken at home within the P.S. 11 community. These languages are Afrikaans, Akan, Bambara, Dejula, English, French, Fulani, Hausa, Macedonian, Mandinka, Soninke, Spanish, Twi, and Wolof.

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 take all oral interpretation and written translation needs into account. We have discussed our needs for French and the African Dialects at Parent Association and School Leadership Team meetings.

   While we take our language needs into consideration, we do not have oral interpretation or written translation within our community for the African Dialects. We have a school staff member available for French translations at meetings. All notices, letters, workshops and parent meetings are translated into Spanish by a staff member.

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.

   All notices, letters, workshops and parent meetings are translated into Spanish by a staff member. Translation services in French are available at Parent Association meetings.

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.

   To engage our parents who speak a language other than English or Spanish, we continue to make attempt to recruit someone from our community to translate or interpret in the other African dialects. French oral interpretation is available during Parent Association meetings. Materials available from the Department of Education in French will be requested. Otherwise, we will rely on the NYC Department Translation and Interpretation Unit.

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.

   PS 11 will fulfill Section VII of Chancellor's Regulations A-663 regarding translation and interpretation services in the following manner:

   - Parent Bill of Rights posted in the Main Entrance and Executive Team Office
   - Signs indicating the availability of interpretation services posted in the Main Entrance and Executive Team Office
   - Ensuring that parents are always able to reach a Spanish speaking staff member
   - Ensuring that parents have access to our Parent Coordinator so their needs are met

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:	$657,198	$174,239	$831,437
2. Enter the anticipated 1% set-aside for Parent Involvement:	$6,572		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$1,742	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$32,860		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$8,711	
6. Enter the anticipated 10% set-aside for Professional Development:	$65,720		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$17,420	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___98.7%____

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.

   To insure that we have 100% high quality teachers, PS11 paid tuition for Elvira Gonzalez to attend classes, in the summer of 2008, so Elvira Gonzalez met the requirements for her extension.

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

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

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Parent Involvement Policy was reviewed with the parents at our September 18th and October 14th Parents Association Meeting.

Each parent will receive a copy of the Parent Involvement Policy upon our CEP approval.

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

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

School-Parent Involvement Policy

I. PS 11, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS 11's policy is designed to keep parents informed by actively involving them in planning and

decision-making. Parents are encouraged to participate in our School Leadership Team and sub-committees, Parents Association/ Title 1. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.

II. The School Parent Involvement Policy encompasses all parents, including parents of English Language Learners and special needs students.

III. The School Involvement Policy is based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I\PCEN Parent Involvement Program.

In developing the PS 11 Parent Involvement Policy, the Parent Association/ Title 1 and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, PS 11 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support school level committees that include parents, such as: the School Leadership Team and the Parent Association. Provide technical support when needed.
- Maintain Title 1 Parent Involvement funds to support the school's efforts around parent involvement. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include parenting skills, GED, ESL data, and curriculum based workshops to build parents' capacity to support learning at home.
- Provide school informational meetings on funded programs in the school.
- Provide written translations.
- Hold monthly open round table conversations with Principal.

PS 11 will encourage more school-level parental involvement by:

- Holding Parent Curriculum Conferences and Fairs/Expositions.
- Maintaining parent participation in School Leadership Team and sub-committees.
- Encouraging parents to become trained volunteers through Learning Leaders.
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress.
- Provide parents with a clear understanding of Chancellor's Regulations as needed and requested.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part

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

PS 11 SCHOOL PARENT COMPACT

PHILOSOPHY

PS 11 and the parents of our students participating in the activities, services and programs funded by Title 1, agree that the School Parent Compact outlines how parents, school staff, and the students will share the responsibility for improved students achievement and the means by which the school and parents will build and develop a partnership that will help children achieve this goal.

POLICY

PS 11 policy reflects the City and District Parent Involvement Policies and includes a School Parent Compact.
PS 11 and parents will work cooperatively to provide for the successful education of all of our children.

SCHOOL RESPONSIBILITIES

The School Agrees:

To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.

To offer a flexible number of meetings at various times.

To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide high quality curriculum and instruction in a safe and supportive learning environment that enables children the opportunity to meet New York State Standards by the following:

- Providing ongoing professional learning and development by deepening our relationships with Teachers College and other consultants.
- Providing scheduling opportunities where teachers can meet on a regular basis to review data and develop Units of Study
- Providing opportunities to participate in lab sites, demonstration lessons and coaching cycles.

To provide frequent performance reports and individual student assessment results for each child as follows:

- PS 11 Progress Report (Reading, Writing, Math levels)
- LAB-R (Language Assessment Battery Test-Revised)
- NYSESLAT Report
- State Testing

To provide parents reasonable access to staff and develop lines of communication through:

- Parent-Teacher Conferences (November and March)
- Opportunities to meet with their child's teacher (September and May)
- Progress Report meetings

To provide opportunities for parents to volunteer and participate in the classroom, to observe classroom activities, participate in parent activities and other school related activities as follows:

- Volunteering through Learning Leaders
- Monthly class performances
- Assembly programs
- Curriculum Nights
- Parent Workshops
- PA meetings
- School Leadership Team Meetings
- Volunteer Parents Recognition Night

PARENT RESPONSIBILITIES

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school –parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To support my child's learning by making education a priority at home by:

- Read to/with them for 15 to 30 minutes per day
- Assuring my child is on time and prepared for school everyday
- Monitoring attendance
- Talking to my child about his/her activities
- Scheduling daily homework time
- Providing an environment that supports homework

- Monitoring the amount and content of television watched
- Monitoring computer usage
- Limiting time spent on gaming equipment

To share in the responsibility for improved student achievement.

To communicate with your child's teacher about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help you be more effective in assisting their child/children in the educational process.

STUDENT RESPONSIBILITIES

Student Agrees

To come to school everyday, except when sick
To come to school on time
To wear the school uniform
To treat others as you want to be treated
To follow the 3 R's –
- Rules for safety
- Respect for myself and others and
- Responsibility to learning

To do homework everyday
To participate in class discussions
To be honest

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.

At PS 11, we are constantly looking at the needs of our students. We have several formal assessments that take place on a regular basis.
• Teachers College Assessment- Last year we begun a partnership with Teachers College. This relationship provides us support with our Reading and Writing curriculum. Part of this support is a comprehensive Reading Assessment that is research based. This assessment provides data for all the children in our school, kindergarten through fourth grade.
• There are five different components to this assessment:
  o Concepts About Print
  o Letter and Sound Identification
  o High Frequency Words
  o Spelling Inventory
  o Formal Running Record

• Our Kindergarten and First Grade students are also assessed with DIBELS. This timed exam looks closely at the students' phonemic awareness.

• All students are assessed at the end of each Math Unit. This assessment provides data on the information that has been taught and the information that will be presented in the next unit.

• Our third and fourth graders take the New York State English Language Assessment and the New York State Math Exam. In preparation for these assessments, PS 11 utilizes Acuity to administer predictives and ITAs. We also administer simulations of the exams. These also provide information to the teachers on how to best prepare the students.

• Students that did not pass the LAB-R, take the NYSESLAT. This assessment measures the proficiency levels of English proficiency in four modalities: reading, writing, listening, and speaking.

• All teachers use a variety of informal assessments on a daily basis.
  Student Observations
  Conferring with Students
  In Book Assessments

On Demand Writing

2. School-wide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      o Help provide an enriched and accelerated curriculum.
      o Meet the educational needs of historically underserved populations.
      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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      o Are consistent with and are designed to implement State and local improvement, if any.

All children have the opportunity to meet New York State's proficient and advance level of student achievement.

- We have qualified teachers that teach our children every day.
- We have reduced class size.
- We have a very qualified group of teachers that provide Academic Intervention Services. They meet with at risk children on every grade level.
- In grades 1-4 we have created an accelerated class to meet the needs of children that are at or above grade level standards. This class provides the opportunity for the children to move at a quicker pace and take their learning deeper.
- There are six self-contained ESL classes. One class in kindergarten, first, second and fourth grade. At the third grade, we formed 2 classes based on need. These classes afford students the opportunity to receive instruction with needed scaffolding.
- We have Extended Day instruction Monday through Thursday. The teacher student ratio is 1:10, which provides the opportunity for Small Group Instruction.
  - o All English Language Learners in grades first through fourth are invited to stay at this time.
  - o All third and fourth grade students are invited to stay for 37.5 minutes
  - o At risk second graders are also invited to attend
- We have an After School Academy. This Academy provides small class sizes, the ratio between students and teacher is 15:1. This program allows the students to receive more individualized instruction.
  - o Our first invitations are given to those students that are English Language Learner Students. There are self-contained bilingual and ESL classes.
  - o We also invite children that have been identified as "at risk". These children are the furthest from their grade standards.
- During the summer, we provide Summer School. The children that were identified by the New York State ELA and Math Exam are serviced at this time. They receive small class instruction with a student teacher ratio of 15:1. This provides them with further instruction so that they may meet the grade level standards.

• For children that might need support that is not academic, we have a Social Worker. She is able to provide assistance for the child and family. Many of the children she is currently working with are also our academically at risk students.
• Academics during vacation breaks round out the support for closing the gap.

3. Instruction by highly qualified staff.

At PS 11, 98.7% of our staff is considered to be highly qualified.

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

At PS 11, teachers have the opportunity to grow professionally on an ongoing basis.

- Our relationship with Teachers College allows our administration and teachers to receive Professional Development at Teachers College.
- We have two Teachers College consultants that come to PS 11. They provide numerous Professional Development opportunities.
    - Lab Sites
    - Curriculum Planning
    - How to Look at Data
    - How to Look at Student's Work
    - How to Look at and Use Last Year's Assessments
    - Study Groups
- As part of the RTI grant, we receive weekly support for our Kindergarten and First Grade teachers. A trainer from Wilson provides Professional Development opportunities to further the understanding of Fundations.
    - Training in the program
    - Demonstration Lessons
    - Teacher Observation and Feedback
- Our Integrated Service Center (ISC) provides Professional Development in all operational areas.
    - The Data Specialist receives Professional Development and support.
    - Our Operational Support team, benefits from the Professional Development offered.
- As part of the Learning Support Organization, Integrated Curriculum and Instruction, we receive Professional Development.
    - ELL teachers receive Professional Development from our ELL Network Support Specialist.
    - Special Education teachers receive Professional Development from our Special Education Network Support Specialist.
- All staff members benefit from the Professional Development opportunities offered by the New York City Department of Education.
- Our Assistant Principal provides support with understanding the Mathematic Item Analysis.
- Teachers participate in Mathematic Lab Sites.
- The Principal and Assistant Principals receive Professional Development from a mentor on a weekly basis.
- The Music teacher is currently participating in Professional Development to enhance his keyboard and guitar skills.

• Our Music teacher receives Professional Development to better understand and implement the Blueprint for Teaching and Learning Arts.
• Our Art teachers are provided with Professional Development opportunities to better understand and implement the Blueprint for Teaching and Learning Arts.
• Our Art teachers receive Professional Development from New York City museums.
• The PS 11 Science program is actively involved in Professional Development around the Scope and Sequence.
• The Gym teachers receive Professional Development to further their understanding of the Fitness Gram.
• As participants in the Mighty Milers, our Gym teachers receive Professional Development on implementing this program.
• Our librarian has been given the opportunity and takes advantage of Professional Development to enhance our library for all students.
• Our Inquiry Team shares best practices and teaching methods with the school.
• Teachers visit other schools to observe best practices.
• Teachers visit each other's classrooms to observe best practice and support each other.
• Weekly collaborative opportunities are in place to provide teacher support and Professional Development.
• New teachers have a support meeting every Friday. They meet with the Principal, Assistant Principal and Literacy Coach. Professional Development is tailored to meet the needs of new teachers.
• New teachers have been given a 'Buddy Teacher'. This is a classroom teacher that teaches the same grade. This relationship allows new teachers to have a resource for questions that arise.
• Mentors have been assigned to all first and second year teachers. Each mentor meets with the new teachers at least twice a week. During one meet time the mentor can model a lesson or observe the new teacher in order to give feedback. The second meeting is during the new teacher's preparation period. At this time the mentor is able to offer support to the new teacher.
• The Literacy Coach has "Lunch-n-Learn" sessions. At this time different activities take place. A professional video might be watched, materials distributed and explained, or just answering questions about new initiatives.
• There is a coaching cycle in place. At this time an Assistant Principal and Literacy Coach provide support during the Reading Workshop minilesson.

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

At PS 11, as vacancies arise, every possible step is taken to hire highly qualified teachers. The Principal and Assistant Principals attend job fairs throughout the city. The Teaching Fellow and New York City Teacher Finder base is used to recruit the best teachers. All candidates then interview in front of a committee. We use demonstration lessons and recommendations are required before a final decision is made. This gives applicants the opportunity to not only hear about the needs of our students but also see a snapshot of them. The level of support that new teachers will receive is also explained. Teachers are interested when they hear the following is in place to support them:

- o Ongoing Professional Development opportunities
- o Weekly grade Collaborative opportunities
- o Support in procuring materials
- o Buddy Teachers
- o Monthly planning sessions with our Teachers College consultants
- o New Teacher Professional Learning

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

PS 11 recognizes the importance of parental involvement.
• Curriculum nights will support our parents understanding of literacy in reading, writing and math
• PS 11 has a Community Based Organization- Alianza/MOSAIC housed in our building that support our parents to include night classes in GED and
ESL

- Our Social Worker provides parent workshops on topics related to the social and emotional aspects of child development.
- Our Assistant Principal will facilitate the needs of parents whose children are second language learners.
- Our Parent Association is active and encourages parental involvement.
- Our Parent Coordinator is readily available and focuses on:
    - Maintaining an approach that is open, solutions oriented and compassionate to parents and school staff
    - Initiating and maintaining partnerships throughout the school community
    - Communicating a plan that will work to strengthen community, parent and school relationships
    - Establishing a relationship with Learning Leaders to recruit parents to participate in our school operations
    - Coordinating our school newsletter, Live at 11, and sending it out to inform our parents about what is happening in the classroom
- School assemblies and performances are open to our parents
- Parent interest surveys will inform us of our parent needs
- Monthly Units of Study are sent out to inform parents about our monthly curriculum
- Monthly calendars are sent out to inform parents about events
- Executive Meet and Greets allow parents to have access to the Executive Team in face to face conversations

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.

Kindergarten Orientations and Meet the Teacher events during the first week of school help with the transition to kindergarten.

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.

Data is a very important part of PS 11's planning. Teachers are supported in the gathering, analyzing and using the needed data.

- Data is analyzed during Professional Development and grade Collaborative opportunities
- Teachers make decisions about informal assessments throughout the year
- Executive Team, Literacy Coach, and Data Specialist regularly attend grade level Collaboratives to help teachers analyze assessments and to plan for instruction
- Our Inquiry Team studies various instructional strategies successful in addressing the needs of different segments of the student population
- Our Teachers College consultants look at data with teachers and assist in planning using this data
- Data is used to group our students and differentiate instruction.

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.

It is the expectation at PS 11 that all students will meet or exceed grade level standards. Students are assessed on a regular basis. The data these assessments produce, allows us to quickly identify any student that requires extra support throughout the year. When all classroom measures (i.e guided reading, conferring, small group strategy instruction) are exhausted, the student receives targeted instruction such as:

- Kindergarten and first graders receive a Double Dose of Fundations from our AIS providers.
- Second through fourth graders receive small group instruction from our AIS providers.
- Our SETTS provider works with children who are at risk.
- We have a very qualified IEP team that observes students as needed and makes recommendations.

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.

Working jointly with our Community Based Organization and PA, we will provide services and programs for the parents of PS 11. Presently, there are areas with a great need and interest that have been identified.

- Parenting Skills
- Preparing for the GED
- Housing
- ESL Classes for Parents
- Family Budgeting

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

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

At PS11 has Grade Collaboratives that meet on a weekly basis to inform the work in English Language Arts. The Curriculum Committee consists of the Executive Team, Literacy Coach, Teachers College Consultants, an Inquiry Team member, an AIS provider, a teacher leader, a parent and a representative from our CBO. The committee meets on a monthly basis. As a committee we began our work by looking at student data in comparison to the Curriculum Map developed at the end of the 2008-2009 school year.

As we began our 2009-2010 school year, we evaluated our on demand assessments along with current data to reflect and revise the direction of our Curriculum Maps. As a result we plan on a unit-by-unit basis keeping in mind if the students mastered the skills and strategies taught; creating coherence across the grades. We do this by looking at student work and other informal assessments i.e. On Demand Assessments. Our Curriculum Maps are a framework that guides our understanding of what needs to be addressed across the grade and school. We are fluid in our thinking and planning as we consider the gaps between the curriculum, NYS ELA standards, and student performance. We continually share our results collaboratively as a grade, and then we share this with our Executive Team, our Curriculum Committee, our School Leadership Team, our staff, our parents, SAF and Network Leader. It is determined that the Curriculum Audit finds were relevant to our school's educational program in the areas of curriculum mapping and taught curriculum of all of our children, including ELLs and children with Special Needs.

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?

Curriculum Maps- Although our school has a Curriculum Map for ELA, based on these findings it is determined that the content of the map is more like a grade content framework rather than fully developed Units of Study that are comprehensive and accommodate what skills are to be mastered, the strategies to be utilized and student outcomes to be attained.

Taught Curriculum in ELA especially for ELLs- As a Committee we are deepening our work and understanding of our English Language Learners. We have reviewed and evaluated the taught curriculum for all students with a focus on ELLs for alignment with State learning standards. It is clearly evident that through lesson plan evaluations and formal and informal observations, that some of the NYS standards are being addressed, but not consistently and coherently in all classes at all times, to the depth to which it should be taught. As we review student work, it is evident that a percentage does meet the grade standards. Yet, when we observe the four modalities- reading, writing, listening and speaking, the implementation of writing, listening and speaking is limited. This is especially true in ELL classrooms.

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.

Our school would appreciate continued support from Central, and our LSO- Integrated Curriculum and Instruction (Network Leader and Support Specialists). Presently, our consultants from Teachers College are providing support in the redesign of our Curriculum Maps so they are fully developed Units of Study that are comprehensive and accommodate what skills are to be mastered, the strategies to be utilized and student outcomes to be attained. The Network Specialist for English Language Learners meets with teachers of ELLs on a bi-monthly basis to develop knowledge base of skills, strategies and scaffolding of language as they lesson plan.

As we redesign our Curriculum Maps, taught curriculum for all students to include ELLs and Students with Special Needs will be focused upon, in order to make our school's curriculum more closely aligned to NYS learning standards. Greater emphasis will be placed on the development of lessons that consistently address NYS learning standards, including more rigorous opportunities to learn reading, writing, speaking and listening strategies. This focus will allow us to improve on the taught curriculum for all of our students while allowing teachers of ELLs and Students with Special Needs to be fully aware of NYS Learning Standards.

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

At PS 11, we will further engage in Grade Collaboratives that meet on a weekly basis, to inform the work in Math. The Curriculum Committee consists of the Executive Team, an Inquiry Team member, an AIS provider, a teacher leader, a parent and a representative from our CBO. The committee will meet on a monthly basis. As a committee we began our work by looking at student data in comparison to the Curriculum Map developed at the end of the 2008-2009 school year.

As we began our 2009-2010 school year, we evaluated our On Demand Assessments along with current data to reflect and revise the direction of our Curriculum Guides in Math. As a result we plan on a unit-by-unit basis keeping in mind if the students mastered the skills and strategies taught, creating coherence across the grades. We do this by looking at student work and other informal assessments i.e. On Demand Assessments. Our Curriculum Guides are a framework that guides our understanding of what needs to be addressed across the grade and school but we are fluid in our thinking and planning as we consider the gaps between the curriculum, NYS Math standards, and student performance. We continually share our results collaboratively as a grade, and then we share this with our Executive Team, our Curriculum Committee, our School Leadership Team, our staff, our parents, SAF and Network Leader. It is determined that the Curriculum Audit finds were relevant to our school's educational program in the areas of mathematics.

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?

Curriculum Guides- Although our school has a Curriculum Guide for Math, based on these findings it is determined that the content of the map is more like a grade content framework rather than fully developed Units of Study that are comprehensive and accommodate what skills are to be mastered, strategies to be utilized and student outcomes to be attained.

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.

Our school would appreciate continued support from Central, and our LSO- Integrated Curriculum and Instruction (Network Leader and Support Specialists). Presently, we do not have a Math Coach to support our work in the enrichment of the Everyday Math Curriculum. Our Assistant Principal leads the conversations as he develops teacher leaders specializing in math on each grade.

As we enrich our Curriculum Guides, taught curriculum for all students to include ELLs and Students with Special Needs will be focused upon, in order to make our school's curriculum more closely aligned to NYS learning standards. Greater emphasis will be placed on the development of lessons that consistently address NYS learning standards, including more rigorous opportunities to help give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills.

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.

Through formal observations, the Executive Team will need to determine if this finding is relevant. To date, we use the Workshop Model as a vehicle to deliver instruction in all core and content areas.

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?

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol* (SOM[3]) 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.

Through formal and informal observations, the Executive Team will need to determine if this finding is relevant. To date, we use the Workshop Model as a vehicle to deliver instruction in all core and content areas.

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?

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.

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

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.

We continue to work with our Data Specialist and Executive Team to track this finding. Based on the body of evidence available, we do not feel that our turnover is high.

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

☐ Applicable ☒ Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We focus on the work of our teachers of English Language Learners and all Professional Development through the city, Network, Bronx BETAC and Teachers College is made available.

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?

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We focus on the work of our teachers of English Language Learners and making all data available on a timely basis. Teachers of ELLs meet on a bi monthly basis to engage in conversations, planning and data analysis pertinent to their students. NYSESLAT and LAB-R data was disaggregated in September and is the basis of all conversations and student placement.

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?

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We continue to engage in conversations to further understand how to implement the range and type of instructional approaches that will help improve student performance. We have created a cohort of Special Education Teachers that meet on a bi weekly basis to discuss the needs of children with IEPs: their disabilities, need for accommodations and modifications that will support their learning.

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?

Teacher surveys and conversations have led us to the conclusion that we need to have a better understanding of how to work with children who require additional support and may be seated in a classroom with other children with different needs and abilities.

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.

We have created a cohort of teachers who will meet, and continue to and receive Professional Development from the NSS specializing in Special Education. Through the work, they will continue to address the multiple needs in their classrooms, so curriculum is scaffolded to improve student outcomes.

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.

It is clearly evident that IEPs are not aligned. Goals, objectives, promotion criteria and assessments often do not reflect the true needs of the child.

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?

Sections of the initial IEPs are written and assembled by several individuals. If written in summer, the team who conducts the review often does not have any history of the child. Teachers who compose the annuals are not fully trained to develop this document accurately. Triennials and Reevaluations are a process that usually requires that several people become involved without accurately and constructively communicating.

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.

Support from central and our Network in the form of training and Professional Development in all aspects of IEP development are key for our school to move forward in developing and implementing aligned IEP sections, to accurately meet the needs of our children with Special Needs.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

   We currently have18 students who are in Temporary Housing.

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

   At PS11 we have set-aside Title I funds that are used primarily for educational services to ensure homeless children and youth progress academically. The services that we are currently providing or plan on providing are; school supplies, curriculum night, parenting workshops focusing on curriculum, data, homework, instructional models, and ways to help children at home. In addition we identify the languages of these students are offer support and services as needed. If we are not able to assist in some way we refer them to our CBO for additional services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.