



PUBLIC SCHOOL 11

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K011

ADDRESS: 419 WAVERLY AVENUE, BROOKLYN, NY 11238

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13K011 **SCHOOL NAME:** PURVIS J. BEHAN PUBLIC SCHOOL 11

SCHOOL ADDRESS: 419 WAVERLY AVENUE, BROOKLY, NY 11238

SCHOOL TELEPHONE: 718.638.2661 **FAX:** 718.622.3028

SCHOOL CONTACT PERSON: JAHAIRA FALERO **EMAIL ADDRESS:** jfalero@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ann Arthur

PRINCIPAL: Alonta Wrighton

UFT CHAPTER LEADER: Kisha Banyan

PARENTS' ASSOCIATION PRESIDENT: Vanessa Barnett

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 306 – Grapevine Network

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Dr. James Machen

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Alonta Wrighton	*Principal or Designee	
Kisha Banyan	*UFT Chapter Chairperson or Designee	
Vanessa Barnett	*PA/PTA President or Designated Co-President	
Robyn Allen	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara St. Lewis	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Suki Stetson	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

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

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

Public School 11 is phasing out the LEAD program (Gifted and Talented) and moving towards the Schoolwide Enrichment Model (SEM), more hands-on experiences, field trips, excursions and projects to enhance the curriculum and stimulate the minds of our children. Public School 11 is also the home to the award winning District 13 School Band and Chorus. We are also exceptionally proud of our two Visual Arts programs and two Science Labs that are an integral part of our school program. Our children have and are currently benefiting from several partnerships and programs such as Quiver Farms, Mark Morris Dance Group, Fort Green Park Rangers, Hollenbeck Garden, CookShop, Amnesty International, New York Philharmonic, Robotics, Boys to Men Club, Sisters Circle and Let's Play Chess. We are also proud of our PTA Afterschool Enrichment Program servicing students in grades Pre-K through 5 which offers Piano, Tennis, Sign Language, Soccer, Dance, Drama, Steel Pan, Art and Madd Science. These programs demonstrate Public School 11's commitment to develop the whole and well-rounded child.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

Public School 11 conducted a comprehensive review of the school's educational program using available quantitative and qualitative data including student performance trends and other indicators of progress. An analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources was used to determine P.S11's greatest accomplishments/ strengths, challenges and performance trends during the 2009 – 2010 academic school year. This study was led by our Instructional Cabinet. The Instructional Cabinet is made up of Alonta Wrighton (Principal), Abidemi Hope (Assistant Principal) and Rasheda Lyons (Math Coach/ Data Specialist). We also invited additional staff members including Diane Nathaniel (Guidance Counselor), Kisha Banyan (Grade 2 Teacher and UFT Representative), Desirae Gilliam (Grade 1 Teacher), Salisha Jackson (Grade 3 Teacher), Nicola Tomlin (Grade 4 Teacher), Aisha Marsh (Technology Teacher), Clement Rand (Parent Coordinator) and members of the School Leadership Team (including parents). All members provided input based on their unique perspective to give a full picture of the work we do and how we do it. It was our aim to assemble a diverse group of contributors to ensure the information contained in this document is comprehensive and reflects the work going on in our school.

Accomplishments/Strengths

- PS 11 received an overall grade of "B" on the 2009 – 2010 NYC Progress Report. This grade signifies we did better than 57% of all Elementary schools citywide.
- While we did see a decrease in our percentage of students scoring Levels 3 and 4 on the state tests, we performed above the city average.
- We also exhibited good student progress according to state tests results. The Median Growth Percentile in ELA was 69.0% for all students and 75.0% for our lowest third population. The Median Growth Percentile in Mathematics was 65.0% for all students and 73.0% for our lowest third population. This contributed to our school receiving a grade of "B" in the area of Student Progress.
- Our students in the lowest third made exemplary gains in both the ELA and Mathematics tests for which we received extra credit on the Progress Report.
- On these state tests, our students have exhibited a steady increase in the mean scale score in English Language Arts (ELA) and Mathematics according ARIS reports. If scale score cutoffs

had remained the same, we would have maintained our high percentage of levels 3 and 4 in ELA and Mathematics as previous years.

- Our fourth grade students performed very well on the State Science Exam, with 85% of them receiving Levels 3 or 4 in 2010.
- Although the State Social Studies Exam has been discontinued, our fifth grade students historically perform very well on this exam, with 86% of them receiving Levels 3 or 4 in 2010.
- All K – 5 teachers assess students’ reading levels in September. All students are placed in their independent reading level (Just Right Books). This running record assessment is done four times a year, September, December, March and June. Running Record assessment data are collected and analyzed by teacher teams and administration to monitor growth, form discussions around needs/progress, and ensure children are moving up levels at a reasonable pace. We believe Running Record Assessment data is a very accurate measure of progress in reading for all our students. For this reason, end-of-year independent reading level expectations are set for all students.
- Our teachers of grades K – 2 requested a phonics program to strengthen foundational reading skills in the early grades in response to unsatisfactory results in the ECLAS in that area and low independent reading levels upon exiting Kindergarten. Our teachers effectively use the Foundations phonics program resulting in improved phonemic awareness and increased reading proficiency in our early grades.
- We have instituted “Word-a-day” program resulting in enhanced classroom conversations and grade level vocabulary usage in spoken and written expression.
- Teachers are more apt at analyzing in-house, periodic, and state data to inform instructional practice across all grade levels in teacher team meetings.
- Weekly planning sessions with grade level teachers occur regularly with and without the accompaniment of the coach or administration in which teachers share, discuss and tweak lesson plans, ideas, best practices and plans of action.
- Instructional Expectations were established for quality instruction and professional continuity.
- Care Team established to address social and emotional issues that affect student academic progress.
- SETSS and related service providers have periodic conferences to discuss with general education teachers how implementation of the IEP addresses student disability and supports student progress.
- School based mentors are in place to support our newest teachers.

Challenges

- We received an overall grade of “B” on the 2009 – 2010 NYC Progress Report which is a drop of one letter from the previous year. This overall score is comprised of a “B” in School Environment, “C” in Student Performance, and “B” in Student Progress.
- While PS 11 performed above the city average, we experienced a decrease in performance on the NYS ELA and Mathematics tests resulting in a “C” grade in that area on the NYC Progress Report. 54.5% of our students performed at proficiency or above in English Language Arts and 60.2% of our students performed at proficiency or above in Mathematics. The median student proficiency fall from 3.26 to 3.06 in ELA and from 3.73 to 3.23 in mathematics. Many of our students who had performed at a Level 3 the previous year, performed at a level 2 on the 2010 tests.
- PS 11 experienced a decrease in student progress on the 09 – 10 NYC Progress Report, moving from an “A” grade to a “B” grade.

- The trend of our students performing significantly higher in the area of mathematics than English Language Arts has continued. We historically have more students achieving a Level 4 on the Mathematics test than the ELA test.
- PS11 strives to have more students achieve a level 4 on the NYS ELA Test.
- PS11 strives to move all students to level 3 and 4, particularly our special education and lowest third students.
- PS 11 strives to by demonstrated improved progress as exhibited by achieving a median growth percentile of at least 75 in ELA and Mathematics.
- Our school continues to better differentiate, use of varied approaches to promote growth, and record-keep to accurately measure growth throughout the school year.
- Our school has not met the attendance target of 95 % set by the Chancellor's Regulation; however, our attendance average is 93.1% which is unchanged from the prior year.

We have identified two significant aids to our school's continuous improvement: strong parental engagement by a dedicated core group of parents and a low teacher turn-over rate. Two significant barriers to our school's continuous improvement are a limited budget and the necessity to have a larger, more diverse group of parents involved at our school. Although parent engagement is rich at PS 11, there is a substantial segment of parents who has yet to be as involved and engaged as we would like them to be.

Performance Trends

From 2005 to the present, our school's State Accountability status has consistently been *in good standing* in the areas of ELA, Mathematics and Science. However, with the institution of more rigorous scale score cut-offs, our students did not perform at the high levels we've exhibited the previous four years. Many more students performed at a Level 2 on the ELA and Mathematics state tests. We have observed that many of our students performed at a low Level 3 the previous year, so they could not maintain proficiency with the stringent scale score cut-offs. Our ELA Median Student Proficiency was 3.06 and Mathematics Median Student Proficiency was 3.23. While students continue to perform better in mathematics, these median student proficiencies show students performing at a low level 3. Historically, our school is very adept at moving students in levels 1 and 2 to level 3 or higher- an identified trend. However, with tougher tests, we strive to ensure all our students can *securely* perform at or above proficiency on future state tests.

School Environment Data

The Learning Environment Survey was submitted by 64% of parents and 55% of teachers. This is an increase for both groups over last year's numbers. The survey revealed that 94% or more of our parents are satisfied to very satisfied with the education their children are receiving, the opportunities they have to be involved in their children's education, and how well the school communicates with them. Over ninety-five percent of parents feel the school is safe and clean. The survey also revealed that over 95% of teachers "agreed" to "strongly agreed" that the school has high academic expectations and sets high standards for all students. The survey also revealed teachers respect and trust each other with over 95% of teachers agreeing or strongly agreeing. 95% of teachers agreed or strongly agree that order and discipline are maintained at PS 11.

Quality Review Self-Assessment and Final Report

PS11 has the following in place:

- Extensive school-wide enrichment programs that engages students and increase student performance.

- Infrastructure in place and utilized that provides for grade planning, inquiry work and looking at student work. Structures are in place for weekly grade meetings and planning.
- Focused monitoring and support are raising the achievement of students who need extra academic support (i.e. Daily Academic Intervention Services program, Weekly Saturday Academy and Weekly 37 ½ minutes extended day program)
- Extend the practice of setting personal learning goals and writing action plans for individual students who show academic difficulties.
- More effective use of periodic assessment results to inform instruction.
- Smart Boards installed and used daily in all 4 and 5 grade classrooms.
- More professional development offered based on teacher request and administrative observation.
- More systems put in place to monitor progress of special education students to ensure they receive the services they need.
- Effective use of grade planning periods where new teachers can receive support on teaching and learning.
- Setting clear and targeted goals for ELA and Mathematics standardized tests
- Better incorporation of the use of benchmarks to monitor whether students and the school are on track to reach their long term goals.

Inquiry Team Action Research

- We expanded our Inquiry Team work across the grades (Pre-K to 5) developing formal grade level inquiry teams.
- Teachers are becoming savvier with the inquiry process as a means to improve instruction, promote student progress/growth and build professional learning communities.
- Teacher teams using their findings to inform their work in the classroom on an immediate and daily basis.
- Teacher teams readily share best practices, materials, ideas and lesson plans.

Budget

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

- Small Class Size
Small class size is essential to our performance. With government funding- EGR grant- our class sizes in kindergarten through second grade are below the contractual cap. This allows us to build our foundational grades, producing students who will meet the state and city performance standards before entering grade 3.
- Facility Use
Over the years, two classrooms have been converted into science labs for weekly hands-on science instruction which has had a positive impact on our state science exam results. In both programs, Pre-K – 2 and 2 – 5, FOSS kits are used to facilitate inquiry and discovery. Two licensed science and common branch teachers occupy this position.

Over the years, two classrooms have been converted into visual arts labs for weekly instruction which has had a positive impact on art appreciation, language development, thinking skills, and creativity. The Arts connects with our ELA, science and Social Studies curriculums. Two licensed visual arts teachers occupy this position.

Two years ago, one classroom was converted onto a technology lab equipped with 30 desktop computers, two printers, teacher's station and Smartboard through a grant from the City

Council. Funding for the lab is continuous as we upgrade our technology through instructional software and online experiences (Renzulli Learning Systems and United Streaming).

- Schoolwide Enrichment

Our enrichment program and cluster program will be the catalyst for enhanced and enriched instruction. This model will be used to address our goal to increase and sustain the number of level 3 and 4 students in the testing grades. Also to develop well-rounded children in an environment that is stimulating, diverse, secure and stable. We offer a school community that considers the whole child. We are committed to providing our children with a comprehensive child-centered curriculum that is sensitive to individual learning needs and styles, as well as celebrates and cultivates individual strengths and interests. Through a rich enrichment program which includes the arts, our children can flourish and reach their fullest potential. It is our expectation that in an enriched curriculum program, all students will be engaged, motivated and inspired to perform at higher levels, achieving at least one year's progress in the core subject areas as measured by in-house benchmarks, kid watching observation, project/performance base assessments and the New York State ELA and Math exams by June 2011.

- Saturday Academy

This test preparation program is designed to support all testing grade students - 3rd, 4th, and 5th graders - especially those performing outside of sphere of success. Selected teachers with proven record of success with moving students have been recruited to teach in this program. The program runs for sixteen sessions from November 2010 through April 2011.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Based on the findings and implications from the comprehensive needs assessment (Section IV) P.S11 has determined the school’s instructional goals for 2010-2011 as follows:

<p align="center">About Progress Goals 1, 2, & 3</p> <p><u>Progress: ELA</u> By June 2011, we expect a 70% increase in the number of students in grades K-5 demonstrating progress in ELA as measured by various assessments including ECLAS-2, Pinnell and Fountas, Acuity, and In-House Benchmark Assessments.</p> <p><u>Progress: Inquiry Teams</u> By June 2011, 100% of our teachers will engage in inquiry work as a means to enhance the level of rigor, differentiation and student engagement.</p> <p><u>Progress: Schoolwide Enrichment</u> To increase the academic rigor and student engagement, 100% of PS 11 students will engage in one or more enrichment experiences during and/or after the school day by June 2011.</p>	<p align="center">Although our students made progress in ELA and Mathematics as determined by various assessments including the NYS ELA and Mathematics examinations, our goal this year is to push our work around academic rigor, differentiated instruction and schoolwide enrichment.</p> <p align="center">To that end, our teachers will systematically gather data to plan for instruction and targeted delivery. On-going assessments will drive instructional decisions in reading, writing, and mathematics with the goal of adequate progress for our students at the forefront.</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area: ENGLISH LANGUAGE ARTS

Annual Goal	Action Plan				Aligning Resources	Indicators of Interim Progress and/or Accomplishment		
	Actions/Strategies/ Activities school will implement to accomplish the goal	Target Population(s)	Responsible Staff	Implementation timelines		Interval of periodic review	Instrument(s) of measure	Projected gains
SMART Goal					Budget, Staffing/ Training, & Schedule. Include CFE			
<p>PROGRESS GOAL: ELA</p> <p>By June 2011, we expect 70% increase in the number of students in grade K-5 demonstrating progress in ELA as measured by various assessments including ECLAS-2, Pinnell and Fountas, Acuity, and In-House Benchmarks.</p>	<p>a. Our Reading and Writing Curriculum is aligned with our plan for rigorous, differentiated and standards based instruction</p> <p>To support our goal to increase progress in ELA, the Teachers College Reading and Writing Project Curriculum is our chosen curriculum. This Balanced Literacy program:</p> <ul style="list-style-type: none"> • Is aligned to the New York City and State English Language Arts Standards • Provides students with opportunities for reading, writing, listening and speaking • Is a comprehensive instructional approach for reading and writing and includes the components of <i>Balanced Literacy</i> • Integrates critical thinking skills through a <i>balanced</i> approach <ul style="list-style-type: none"> • Students learn best in an active, workshop environment in which they work together, thinking and talking about the books they are reading and the writing they are producing. • Literacy instruction includes a balance of the following: <ul style="list-style-type: none"> ○ Teacher’s direct, explicit instruction of reading and writing strategies and time for students to practice using reading and writing strategies as they work independently, in partnerships and in small groups ○ Whole class, small group and individualized instruction-daily. 				<p>Budgeted items:</p> <ul style="list-style-type: none"> - photocopies of curriculum and resources - Replenishing of classroom libraries to support old and new units of study including leveled texts, read aloud texts, class novels, mentor texts, and other trade books. - TCRWP support material - FOSS Kits and Science Lab Centers and Materials, Harcourt Brace, Science Program, Scholastic Content Area Library in Science and Social Studies 	<p>By the end of each unit of study (4 week process), a product is produced to assess mastery.</p> <ul style="list-style-type: none"> - A written piece is the assessed product in the writing workshop. - A reading project is the assessed product in the reading workshop which can also be a written response. <p>Each product is assessed using a rubric. The expectation is each product should achieve a rating of 3 or 4.</p> <p>Other forms to measure progress are: Kid-watching and conferring</p> <p>By June, it is expected that each student’s baseline independent reading level increase by at least two to four levels, depending on starting baseline.</p>		

<p>PROGRESS GOAL: ELA</p> <p>By June 2011, we expect 70% increase in the number of students in grade K-5 demonstrating progress in ELA as measured by various assessments including ECLAS-2, Pinnell and Fountas, Acuity, and In-House Benchmarks.</p>	<p>Whole class instruction in Reading and Writing Workshop is taught using the Workshop Model [Mini-lesson, Independent Practice, Instructional Share]</p> <p>Components of our Balanced Literacy Program include:</p> <ul style="list-style-type: none"> • Reading Workshop [daily K-5] • Writing Workshop [daily K-5] • Read Aloud [daily PreK-5] • Word Study • Shared Reading • Shared & Interactive Writing • Content Area Reading in Science and Social Studies <p>b. <u>Assessment Program</u></p> <p>Teachers will use assessment data to inform instructional decisions and monitor progress in English Language Arts. The following assessments are and will be used throughout the school year.</p> <p>a. Running Records Determine student independent reading levels and reading comprehension strengths and areas for growth. Students in grades K-5 are then matched to books on their independent reading level.</p> <p>Best Practice: <i>It is important that the books the students are reading are “matched” to the student- texts they can comprehend with minimal support. The purpose of Independent Reading is to provide daily opportunities for students to practice reading strategies and skills in books they can read with ease.</i></p> <p>b. Reading and Writing Conference The reading and writing conference serves as an important regular assessment during daily independent practice. As students practice using reading and writing strategies (as they work independently, in partnerships and in small groups), teachers meet with students to monitor their authentic use of skills, strategies and habits that have been modeled by the teacher.</p> <p>Teachers keep anecdotal records of conferences to refer to when planning and keeping track of student progress. Teachers also keep records from small group instruction such as Guided Reading and Strategy lessons.</p>	<p>Per-Session for Summer Professional Development Workshops.</p> <p>The Pinnell and Fountas Benchmark Assessment is used schoolwide to determine student independent reading levels in grades K-5.</p> <p>Independent reading texts are purchased to fill classroom libraries consisting of children’s literature in a wide variety of genres. Each year, classroom libraries are replenished.</p>	<p>The Pinnell and Fountas Benchmark Assessment is used schoolwide. Students are assessed and re-assessed to track progress and monitor growth.</p> <p>Running Records are administered to all K-5 students and turned in to the principal 4 times a year.</p> <ul style="list-style-type: none"> - September - December - March - June <p>80% of students in grades K-5 are expected to be reading at or above proficiency level using the Pinnell and Fountas Benchmark Assessment System data by June 2011. See chart below.</p> <p style="text-align: center;">Independent Reading Level Goals/ Minimum Expectation</p> <table border="1" data-bbox="1619 756 2026 976"> <thead> <tr> <th>Grade</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>D</td> <td>E</td> </tr> <tr> <td>1</td> <td>K</td> <td>L</td> </tr> <tr> <td>2</td> <td>N</td> <td>O</td> </tr> <tr> <td>3</td> <td>P/Q</td> <td>R</td> </tr> <tr> <td>4</td> <td>S/T</td> <td>U</td> </tr> <tr> <td>5</td> <td>U/V</td> <td>W</td> </tr> </tbody> </table> <p>As students progress as readers, classroom teachers in K-5 are also advised to conduct a running record assessment (not necessarily as formal) between the stated timeframes as necessary and record accomplishment.</p> <p>The expectation is for students to move up at least one to two independent reading level at each assessment interval, some more than one level depending on baseline assessment</p>	Grade	Level 3	Level 4	K	D	E	1	K	L	2	N	O	3	P/Q	R	4	S/T	U	5	U/V	W
Grade	Level 3	Level 4																						
K	D	E																						
1	K	L																						
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3	P/Q	R																						
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<p>PROGRESS GOAL: ELA</p> <p>By June 2011, we expect 70% increase in the number of students in grade K-5 demonstrating progress in ELA as measured by various assessments including ECLAS-2, Pinnell and Fountas, Acuity, and In-House Benchmarks.</p>	<p>Lessons are designed to push students to think critically and insightfully, conjecture, question, and problem solve.</p>													
	<p>c. ELA Predictive Assessments Given to students in Grades 3-5, these periodic assessments mimic the NYS ELA and Mathematics exam. This test is used to predict students' likely performance level on the actual state assessments. Teachers use this valuable information to focus their efforts to help students meet state performance indicators. Teachers use this data, along with other student work, to determine where students need more help and plan targeted small group instruction.</p>	<p>Data Specialist facilitates testing and compiles data. Meets with staff to analyze data and form next steps.</p> <p>Not a budget item.</p>	<p>ELA Predictive is given in November and June. Students are expected to perform at levels 3 and 4. Any rating below 3 is an indicator of deficits which require immediate attention and parent contact to assist with a developmental plan of action.</p>											
	<p>d. In-House Benchmark Assessments Benchmark assessments are administered periodically during the school year to grades 1 through 5 students. The tests are created by the instructional cabinet and reviewed by the Inquiry Teams to itemize all results, create lesson plans and small group work.</p> <p>e. Spelling Inventory: Primary Elementary The purpose of the Spelling Inventory is to assess students' progress in Word Study Work as teachers differentiate their instruction to meet the needs of all students. Word Study work is a critical component of ELA instruction as it aids in guiding students to become spellers, thus better readers and writers.</p> <p>The inventory is administered to students in grades K-2 by classroom teachers four times during the year with the initial assessment taking place in September/October.</p> <p>f. Project based learning and assessment (with specific rubrics) Projects are seen in various subject areas as a means to assess learning and understanding (Reading, Writing, Math, Science, Social Studies, Art, Science Lab, Phys Ed, Poetry in Motion, Technology) at the culmination of units of study. Projects are accompanied by a specific rubric which students receive with the assignment.</p> <p>g. Unit Assessments These quick assessments are given in the form of quizzes, observation checklists or exit slips. These assessments determine students' understanding and knowledge of the concepts and what students are able to do as a result what was taught.</p>	<p>Cost embedded: - photocopying in-house assessments and student inventories - purchase scantrons</p> <p>Purchase the Wilson Language Training Program (Foundations) for grades K-2.</p>	<p>The assessments will be administered in September, December, March, and June for grades 1-5, both ELA and Mathematics.</p> <p>Students are expected to meet or exceed their previous score with a minimum of 80% accuracy per exam.</p> <p>Students are assessed in October to determine their spelling stage in order to differentiate word work and monitor progress as spellers, readers, and writers.</p> <p>Students are assessed 3 times during the year to determine spelling growth and mastery: October, February, and June</p> <p>Indicators of Progress for K-2 by June 2011</p> <table border="1"> <thead> <tr> <th>Spelling Stages</th> <th>Indicators of Progress</th> </tr> </thead> <tbody> <tr> <td>Emergent</td> <td>Kindergarten</td> </tr> <tr> <td>Letter-Name Alphabetic</td> <td>1st Grade</td> </tr> <tr> <td>Within Word Pattern</td> <td>2nd & 3rd Grade</td> </tr> <tr> <td>Syllables and Affixes</td> <td>4th Grade</td> </tr> <tr> <td>Derivational Relationships</td> <td>5th Grade</td> </tr> </tbody> </table>	Spelling Stages	Indicators of Progress	Emergent	Kindergarten	Letter-Name Alphabetic	1 st Grade	Within Word Pattern	2 nd & 3 rd Grade	Syllables and Affixes	4 th Grade	Derivational Relationships
Spelling Stages	Indicators of Progress													
Emergent	Kindergarten													
Letter-Name Alphabetic	1 st Grade													
Within Word Pattern	2 nd & 3 rd Grade													
Syllables and Affixes	4 th Grade													
Derivational Relationships	5 th Grade													

			<p>By November, all Kindergarten students are expected to be matched to a leveled reader. Grades 1-2 are matched to readers in September and are expected to grow a level or two by the end of October teaching into their word recognition needs.</p> <p>Inventories Timetable:</p> <table border="1" data-bbox="1549 397 2093 495"> <tr> <td>K</td> <td>Letter recognition</td> <td>Sept - Oct</td> </tr> <tr> <td>K-2</td> <td>Sight words</td> <td>Sept, Dec, Mar, Jun</td> </tr> <tr> <td>K</td> <td>Print concepts</td> <td>Sept, Oct, Nov,</td> </tr> </table>	K	Letter recognition	Sept - Oct	K-2	Sight words	Sept, Dec, Mar, Jun	K	Print concepts	Sept, Oct, Nov,
K	Letter recognition	Sept - Oct										
K-2	Sight words	Sept, Dec, Mar, Jun										
K	Print concepts	Sept, Oct, Nov,										
	<p><u>Programs to Support Goal of Student Progress</u></p> <p>To ensure all our students make at least 1 year's progress in ELA, the following programs have been put in place to meet our targeted goal:</p> <p>a. 37 ½ Minute Extended Day Program – Grades 1 – 5 This program was re-designed this school year to provide a more academically rigorous program. This program continues to serve students functioning outside the sphere of success and has been expanded to serve those functioning within and above that sphere. Students have been placed accordingly. All classroom teachers including, Cluster teachers and Educational Assistants work with small groups of students each week. The Program timeframe: September 2010-2011</p> <p>b. Saturday Academy This test preparation program is designed to support all testing grade students - 3rd, 4th, and 5th graders - especially those performing outside of sphere of success.</p> <p>Selected teachers with proven record of success with moving students have been recruited to teach in this program.</p> <p>The program runs for sixteen sessions from November, 2010 through April 2011.</p>	<p>Kaplan and the Jump Start test preparation programs are used for these classes.</p> <p>Funding: Per session for 6 teachers and 1 supervisor</p>	<p>The results of the In-House Benchmark assessments administered during the regular school day are used to refine lessons in this program.</p> <p>An increase in the number of correct responses from one test to the next is expected and is monitored. For the written sessions of the test, teachers use rubrics to evaluate student responses and set a plan for improved written responses and comprehension. Those students performing above the sphere of success are expected to perform consistently on each exam.</p>									

Subject/Area: INQUIRY TEAMS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Progress: Inquiry Teams By June 2011, 100% of our teachers will engage in inquiry work as a means to enhance the level of rigor, differentiation and student engagement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>STRUCTURES & INITIATIVES</u></p> <p>Our Inquiry teams are aligned with improving student achievement, differentiate instruction and academic rigor. This year our inquiry teams focused on targeted instruction based on student needs, looking at student work, and sharing promising practices and providing collegial feedback. The core inquiry team analyzes in-house, periodic and state data and plans next steps for continued growth, curriculum and professional development opportunities.</p> <p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none"> - Teacher teams follow the steps of the inquiry cycle which includes analyzing student data, studying student work, examining teacher practice, engaging professional materials, - Teams are designed to forge authentic discussions about student performance, analyze data and make recommendations for improved instruction. - Teacher Inquiry Teams engage in regular conversations about student needs, progress, and best practices for achievement. - Teachers create lessons aligned with present and evolving standards (Common Core State Standards) and monitor these lessons to check for understanding and mastery. - Teachers create assessments to determine students’ skills and abilities. <p><u>Target populations</u> The lowest performing students are identified and targeted as a means to ensure academic growth and to build necessary skills to meeting state standards and evolving standards.</p> <p><u>Responsible staff</u> All classroom teachers from grades Pre-Kindergarten to 5 and Cluster teachers participate in Teacher Teams. A core inquiry team, consisting of the administration and the coach/data specialist, meet during the school day [Mondays 9:30-10:45am] along with selected afterschool and Saturday sessions as needed.</p> <p><u>Implementation timelines</u> Teacher Teams meet once a week during a common preparation period and every Friday from 2:45pm to 3:20pm.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding for professional development workshops (with the data specialist and/or administration) and professional materials is in place to support Inquiry team work.</p> <p>Grade Inquiry Teams have the opportunity to meet each week during a common prep designed for professional development and inquiry work.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Core Team: The core team will provide regular workshops (at least 4) throughout the school year to push the quality of inquiry work by teacher teams. Staff reflection sheets will be used to measure areas of strength, weakness and next steps.</p> <p>Grade Teams: Teacher Teams will be able to go through at least 4 inquiry cycles through. Teachers Teams will use the ARIS inquiry space to document their work. Various assessments including Acuity, ARIS, and in-house benchmark, will be used to determine achievement and growth of targeted students.</p>

Subject/Area: SCHOOLWIDE ENRICHMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Progress: Schoolwide Enrichment</u> To increase the academic rigor and student engagement, 100% of PS 11 students will engage in one or more enrichment experiences during and/or after the school day by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Schoolwide Enrichment</u></p> <p>Our enrichment program will be the catalyst for enhanced and enriched instruction as well as enriched programs. This model will be used to address our goal to increase and sustain the number of level 3 and 4 students in the testing grades. Also to develop well-rounded children in an environment that is stimulating, diverse, secure and stable. We offer a school community that considers the whole child. We are committed to providing our children with a comprehensive child-centered curriculum that is sensitive to individual learning needs and styles, as well as celebrates and cultivates individual strengths and interests. Through a rich enrichment program which includes the arts, our children can flourish and reach their fullest potential.</p> <p>It is our expectation that in an enriched curriculum program, all students will be engaged, motivated and inspired to perform at higher levels, achieving at least one year’s progress in the core subject areas as measured by in-house benchmarks, one-to-one conferences, kid watching observation, project/performance based assessments, teacher made assessments and the New York State ELA and Math Exams.</p>

	<p>Our enrichment program includes: A Visual Arts program; Exploratory Science Program; Technology; Community Partnerships; student leadership & character development; PTA Afterschool Enrichment; field trip for experiential learning, and a culminating curriculum showcase.</p> <p><u>Actions/strategies/activities</u></p> <ul style="list-style-type: none"> - All Pre-K – 5 students attend a visual arts class at least once a week. The Arts Blueprint is used in tandem with the school’s curriculum to expose all students to visual arts through art making. - All Pre-K – 5 students attend a science lab sessions at least twice a week. Students are engaged in hands-on experiences through critical thinking, inquiry, exploration and discussion. - Students in grades 2 – 5 attend a technology class once or twice a week in a computer lab. Our technology program features technology-enhanced experiences that address both curriculum content and technology standards. - All students are engaged in various leadership and character development experiences (i.e. Student Government, oratory contests, etc) throughout the school week giving them voice, purpose, and guidance. - Specific field trips are chosen to provide experiential learning that is an extension to our curriculum program. - We have partnered with various organizations (i.e. Brooklyn Jewish Museum, Mark Morris Dance Company, Cookshop, NY Philharmonic, etc.) to support students’ potential interests and add to their cultural experiences. <p><u>Target Population(s)/ Responsible Staff members:</u> All Pre-K – 5 students participate in one or more enrichment activities. All Classroom teachers actively participate in fostering the schoolwide enrichment activities provided and available for their students.</p> <p><u>Implementation Timelines</u> September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budgeted: This year, various materials and resources were or will be purchased to support enrichment programs including: FOSS science kits, Smartboards, laptops, arts supplies, software, buses, showcase materials, etc.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Hallway galleries will be throughout the school building reflecting art work. Project-based assessments in all subject areas in K – 5 Student reflection on field trips Beginning and End of the year Student enrichment survey PTA enrichment showcase (fall and spring) Enrichment showcase Renzulli learning system in all Pre-K – 5</p>

SECTION VI: ACTION PLAN
REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Students receive ELA Academic Intervention Services from their classroom teachers. Students are identified through several literacy assessments such as the Fountas and Pinnell Benchmark Assessment System to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, one-to-one conferences and differentiated small group instructions. Additionally, during the 37 ½ minute extended day program, students receive targeted ELA intervention instruction that focuses on building comprehension strategies.</p>
<p>Mathematics:</p>	<p>Students receive Math Academic Intervention Services from their classroom teachers. Students are identified through several math assessments such as Bi-monthly In-house Benchmarks to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, math games, math journaling, one-to-one conferences and differentiated small group instructions. Additionally, during the 37 ½ minute extended day program, students receive targeted math intervention instruction that focuses on building problem solving strategies.</p>
<p>Science:</p>	<p>Students receive Science Academic Intervention Services from their classroom teachers. Students are identified through science unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated small group instructions, teachers practice building comprehension strategies through content area text. Additionally, during the 37 ½ minute extended day program, students receive targeted content area instruction that focuses on building comprehension strategies.</p>
<p>Social Studies:</p>	<p>Students receive Social Studies Academic Intervention Services from their classroom teachers. Students are identified through social studies unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated small group instructions, teachers practice building comprehension strategies through content area text. Additionally, during the 37 ½ minute extended day program, students receive targeted content area instruction that focuses on building comprehension strategies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At-risk services are provided to students who are not receiving mandated counseling but need some assistance in areas of social, emotional and behavioral issues. The Guidance Counselor provides individual and group counseling. Students explore different skills and techniques like character development, respect, goal setting, the importance of following rules and completing tasks. These skills will help them integrate into the school community</p>

	<p>and socialize with their peers. The atmosphere provides for the students to talk about different situations that may be affecting their academic and social emotional growth. The Guidance Counselor develops behavior contracts with the student, parent and teacher to monitor the progress or lack of progress of the student. This helps to measure the success of the services being provided. Most students who are at risk receive the counseling anywhere from four to six weeks on a consistent basis and then the services are gradually terminated.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The C.A.R.E. team meets monthly to discuss and identify severely at-risk students who have already received intervention through the P.S 11 Guidance Counselor. These students then have individual one-on-one meetings with the school psychologist. These meetings happen during the regular school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>P.S. 11 Social Worker provides family counseling and referral services for families in crisis who are experiencing social and emotional problems.</p>
<p>At-risk Health-related Services:</p>	<p>School Nurse provides:</p> <ol style="list-style-type: none"> 1. Skilled health care services such as medication administration due to an acute illness or chronic condition. 2. Case findings through review of physical examination forms, vision screenings and teacher/nurse observation. Suspected health problems are referred for further assessment by PCP (Primary Care Physician). 3. Asthmatic students attend Health Education classes and Open Airway which is a self management program developed by the American Lung Association. 4. HOPS-(Healthy Options and Physical Activity Programs In Schools). This is collaboration between School Food, Physical Education, School Wellness Council and Office of School Health to assist students with Body Mass Index (BMI'S), 99% of our students reach a healthy weight.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K- 5 Number of Students to be Served: 12 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

The Language Allocation Policy (LAP) for P.S. 11 has been developed in order to allow our English Language Learners (ELLs) an equal opportunity to develop cognitively and academically. P.S. 11's LAP will serve as a systematic plan for language development that will guide the ELL program and curriculum. This school year, there are 574 students at P.S.11, ten of whom are English Language Learners enrolled in our Freestanding ESL Program; two are X-coded as per their IEPs. The ELL population therefore represents roughly 2% of the total student population. None of the ELLs at P.S. 11 are long-term ELLs or SIFEs.

When a student is determined to be an ELL based on the initial interview and subsequent LAB-R testing, parents are notified that the child is eligible for ESL services. If students are newly enrolled, there are several activities available to them. In order to make these students more comfortable, students are shown around the school by current ESL students before they begin attending classes. Students also meet with the other ESL students in order to begin to feel as if they are part of a community. Once students are enrolled, parents are invited to an orientation in order to learn about the three programs available in NYC public schools, which are Transitional Bilingual, Dual Language, and Freestanding ESL. Materials in the parents' home language are provided and parents also view a video in their home language. If a parent is unable to attend an orientation, a separate meeting is scheduled with the parent in order to ensure that all parents are aware of their options in terms of ESL services as well as that all parents complete the Program Selection Form. Copies of HLIS, the Parent Survey and the Parent Selection Form are copied and the originals stored in the students' files while the copy kept in the ESL teacher's student information binder. Students are tested with the LAB-R within ten days of their initial entry and parents are notified that their child is eligible for ESL services within a week of the testing.

The languages represented include Spanish (5 students), Cantonese (2 students), French (2 students), and Arabic (2 students). The two X-coded students have Spanish as their home language. Due to the small population of ELLs at PS11, Free-standing ESL is the only program option available. The parent choice survey indicates the preferred option of having a free-standing ESL program available for ELLs. The program options are therefore aligned with parent requests. If a parent is interested in learning about Dual Language and Transitional Bilingual programs in other schools, the parent coordinator and ESL teacher work with them to see if this is a viable option for their child. The mandate of 15 students to open a bilingual program has not been met. The ESL program is implemented through a combination of push-in and pull-out models by a certified ESL teacher. When pulled-out, students are grouped in heterogeneously based on grade level. This allows the students to learn from one another while the teacher differentiates instruction. All students in the ESL program receive the mandated units of service as required under CR Part 154, which is 360

minutes for beginner/intermediate students and 180 minutes for advanced. These minutes are provided by a certified ESL teacher while the mandated ELA minutes for the advanced students are provided by the students' certified classroom teachers.

A variety of academic support services are made available as a measure to ensure that ELLs have the same opportunities as native English speakers to meet or exceed state standards in all content areas. ELLs follow the same curriculum as the general education population but receive differentiated instruction. Scaffolding techniques are used to ensure that all ELLs have equal access to these curricula and their content. ELLs are provided with reading intervention services if necessary and all ELLs are also provided with 37 ½ and Saturday Academy as a means of additional academic support. According to NYSESLAT patterns and trends, students across all proficiencies and grades tended to score higher in speaking and listening. Therefore, emphasis is being put on reading and writing. In order to fulfill this need, all ELLs are receiving differentiated instruction in small group settings with emphasis on phonemic awareness, sight words, decoding and encoding skills, sound/symbol relationships, word fluency, reading and listening comprehension. Balanced literacy activities include read alouds, shared writing, shared reading, and interactive writing. Instruction also supports the Teacher's College curriculum in reading and writing workshop with scaffolding and differentiated instruction for additional language and academic support. The results of the Periodic Assessments are also used to guide teaching. Student results are scrutinized and specific strengths and weaknesses of each student are noted. The results help the teacher plan future lessons and activities as well as aids in the differentiation of these lessons and activities. Early literacy skills are assessed using Fountas and Pinnell Reading Assessment benchmark. The results further aid in differentiation of instruction for individual students and allow students achieve grade level goals while reading on the appropriate level.

SIFEs and newcomer ELLs are placed in a language rich environment to support accelerated language development. Special attention is provided in order to ensure that these students receive differentiated instruction and scaffolding techniques in order to make instruction relevant and comprehensible. Classroom teachers must work in close collaboration with the ESL teacher in order to involve these students in general education classroom activities to the fullest extent possible. This includes native language support and development – research shows this aids the acquisition of a second language – and the use of visuals to make content comprehensible. Data shows that Long-Term ELLs generally require additional support in reading and writing rather than speaking and listening. Therefore, Long-Term ELLs will focus on these language modalities in the ESL classroom using the Balanced Literacy and Teacher's College curriculum models.

The ESL program has an “open door policy” in that ongoing communication occurs throughout the school year. Communication, either in written or oral form, informs parents as to their children's progress and what can be done at home in order to aid in academic success. Parents are invited to publishing parties and showcases which display their children's achievements. The school also has a strong PTA, which holds monthly meetings, into which every parent is welcome. Furthermore, activities – to which all parents and students are welcome – are held throughout the year. These events, such as ice-skating, auctions, and game nights, build a sense of community and allow parents to get better acquainted with teachers and fellow parents. If parents of ELLs require translation services, a translator is always on hand during meetings in order to aid in communication and ensure that the parents' questions are answered and needs met.

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

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

with support and specific suggestions on how to include ELLs in the general classroom and scaffold instruction for this population by the ESL teacher.

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For audio-visual materials, the ESL Sunshine Edition is used, which is an accelerated program prepared by second language experts like Anna Chamot, Jim Cummins, and Michael O’Malley. The set includes a textbook, a practice book, and an audiocassette. In addition, the 2009 Milestones edition is used for supplemental materials. The Internet is used as a motivational learning tool for ESL students. There are many websites, including www.starfall.com and www.britishcouncil.org/kids which help students with English language acquisition. Other websites can assist students with the writing process and provide targeted instruction based on ongoing assessment of the student.

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

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.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, any forms being sent home are translated before being sent.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Approximately ninety-eight percent of the school's population has English as the primary language. The remaining 2 percent speak French, Haitian-Creole, Chinese, Arabic and Spanish. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter.

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.

If a parent indicates on the HLIS or communicates to a parent that they would like to receive any forms from the school in their home language, PS 11 is sure to meet these needs. The school is fortunate to have staff and parent volunteers who are proficient in Spanish, French, Chinese and Haitian-Creole. These staff members are routinely available to translate written communication between the school and the student's home as well as act as interpreters when parents visit the school. The school will also provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation.

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.

If a parent who has requested translation services visits or calls the school, then a teacher who is proficient in the home language will be made available to translate between school staff and the parent.

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>.
Parents/guardians in the identified population that require translation services will be provided with a letter in their home language describing resources available for parents with limited English proficiency. Flyers with translation and interpretation services will be posted throughout the building.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	303,994	150,439	454,433
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,039	1,504	4,543
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5,200	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,108	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **98%**
6. 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.

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

In 2009-2010 two teachers were targeted towards becoming highly qualified. These teachers have now met the requirements.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

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

In prior years the PTA decided how the Title I money was spent. For the 2005-2006 academic year, a Title I committee was set up whose charge was to identify ways to spend the Title I money. Ultimately it was decided by the PTA to use the funds to among other things purchase new desktop computers for the Parent Resource Room. In the 2006-2007 academic year, the funds were used to fund the RCCP program. Some of the 2007-2008 funds were used for Meet the Teacher Night during which parents got an opportunity to meet the teachers of any grade and in particular of upcoming grades of their child. In the 2008-2009 academic year, PS 11 elected a Title I Parent Representative and an Alternate. The Title I representative together with the SLT decided to use this year's funds for Meet the Teacher Night and other parent workshops such as a Technology workshop and a Resume writing workshop. In the 2009 – 2010 academic year, the plan is to provide a series of curriculum based workshops to expose parents to state standards and engage them in planning for the academic year. We will also repeat successful endeavors such as Meet the Teacher Night. The decision was also made to conduct various parent workshops earlier in the school year starting in November/December 2010.

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

1. PS 11 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - The Title I Parent Representative and Alternate, together with the School Leadership Team parent members will draft the Parent Involvement Policy. This draft will be discussed with the entire parent body at a monthly PTA meeting in which suggestions for additions and improvements will be solicited. The Title I Parent Representative will then finalize the policy which will be then be forwarded to the SLT for final approval.
2. PS 11 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - All PS 11 parents are invited to every SLT meeting during which issues of importance regarding school review and improvements are discussed.
 - The principal holds monthly “Principal Town Hall” meetings in the early evenings to provide parents with the opportunity to become more involved with review and improvement.
 - The SLT makes a presentation at every PTA meeting to discuss and solicit ideas on these issues.
3. PS 11 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies. These include:
 - Involving parents through the Parents as Learning Partners project.
 - Inviting parents to their child’s classroom to participate in various curricular and extra-curricular activities.
 - Soliciting parent involvement in chaperoning field trips, in participating in the Fusion Friday Enrichment Program and the grade-by-grade curriculum showcases.
 - Allowing and encouraging parents to run school tours. These occur 3 to 4 times a year. Parents lead small groups of prospective parents on tours through the school.
 - Encouraging parents to become involved in monitoring and proctoring during lunch time and in the transition from the end of the school day to the afterschool enrichment program.
4. PS 11 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program.
 - Since PS 11 is a SWP Title I program, evaluation of these programs is done by the SLT. Findings for this evaluation are informed, in particular, by input from the Principal, teachers and the Title I Parent Representative and Alternate.
 - The Title I Parent Representative will share the review of the quality of the Title I Part A program with all PS 11 parents at a PTA meeting and, if warranted, in writing.
5. PS 11 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
 - Each fall, parents are invited to the classroom for a grade-wide presentation of that year's curriculum and expectations.
 - Materials are regularly distributed to parents that share the state's academic content standards.
 - Special meetings are held for parents of children in grades 3-5 to discuss statewide testing content.
 - ii. The State's student academic achievement standards;
 - Meetings are held with parents to discuss the meaning of the different Levels (1-4) of academic achievement.
 - These standards are carefully discussed in the context of individual children during Parent Teacher Conferences. Report cards for each subject area clearly indicate the current level of achievement for the student.
 - iii. The State and local academic assessments including alternate assessments;
 - In the grade-wide parent curriculum meeting, the mechanisms for student assessment are discussed. In particular, assessment of a child's reading level is done several times a year and the findings are reported to parents of the child.
 - iv. How to monitor their child's progress;
 - For many grades, parents are required to review and sign their children's homework. This occurs on a daily basis thus providing a parent the opportunity to monitor their child's progress. It also provides the child's teacher with some validation that a parent is involved with the child's education at home.
 - Tests and other assessments are sent home for parent signature.
 - Parents are free at any time to make an appointment and meet with their child's teacher, the Assistant Principal or Principal to discuss their child's progress.
 - v. How to work with educators.
 - All PS 11 parents are encouraged to speak with their child's teacher to see how they can become involved in the classroom. This occurs regularly at PS 11 with parents coming to the classroom and sharing their expertise in short mini-lessons on a variety of topics.
 - Parents who are less familiar with this are given support by the Parent coordinator in approaching a particular teacher.
 - For the 2009-2010 academic year, a workshop for parents on "Preparing for Parent-Teacher Conferences" will be held.
- b. PS 11 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- The school holds regular parent workshops on topics such as English Language Arts, Mathematics and State-wide Test Preparation.
 - The school's technology specialist will hold a parent workshop to bring parents up to date on recent advances in technology and to show them how to access critical educational material on the internet.
- c. PS 11 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- PS 11 already has very good parental involvement at many levels. This includes a strong and consensus driven SLT, a strong and consensus driven PTA and an exceptional Parent coordinator who facilitates school/parent interactions.

- Parents through the PTA will continue to be involved with fund raising for the school through the Silent Auction, Read-a-thon, Author-Illustrator day, bake sales and selling of PS 11 merchandise. Many of these programs also have strong educational components (Read-a-thon, Author Illustrator Day).
 - The PTA will continue to fund appropriate educational programs such as Saturday Academy, Chess in the 2nd and 3rd grade classrooms, field trips and Spring Field Day.
 - The PTA will continue to run the highly successful after-school enrichment program.
 - Parents will be encouraged to assist PS11 in obtaining grants, donations, and contributions to sustain our educational agenda.
- d. PS 11 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- PS 11 is a SWP Title I school. Information regarding all school and parent programs are distributed to all parents vial hard copies and also via the internet through the PTA run parent list-serve. The school has developed a system of “Red folders” as a primary means of communication between school and parents. These red folders accompany the child home every day. Parents know to look in the folder for materials that are sent home. The folders are clearly marked with one side stating “Return to school” and the other stating “Keep at Home”. In this way information is easily transmitted between school and home.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

The Purvis J. Behan School, PS 11 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

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

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Providing excellent in-class instruction that seeks to utilize techniques of differentiated learning.
 - Provide each student an opportunity to attend the 37½ minutes afterschool program that will focus on improving standards and providing opportunities for outstanding extra-curricular activities.
 - **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held twice during the year: once in the fall and once in the spring. These conferences will occur at the school and teachers will be available from 1-3 PM and 5-8 PM to meet with parents.
2. **Provide parents with frequent reports on their children's progress.** Specifically, the school will:
 - Provide monthly curriculum newsletters to parents to document areas to be studied.
 - Contact parents as needed to inform them of student successes and to discuss areas where improvement is needed.
 - Hold workshops for parents to help them better understand the curriculum being taught.
3. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available during the school day to meet with parents.
 - Staff will also be available by appointment at a time that is mutually acceptable to all parties.
 - The parent coordinator will be available throughout the day to facilitate staff/parent interactions.
4. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
 - Parents can participate in many ways such as in Cookshop, in the Friday enrichment clusters, and as learning partners.
 - Parents are encouraged to discuss opportunities with individual teachers to see what volunteering possibilities exist.
 - Strengthen Class Parent Program.
 - Parent chaperones on school trips and events.

Parent Responsibilities

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

- Providing access to a healthy, nutritious breakfast.
- Providing a home environment that maintains good health habits including - a time to play and relax, and at least 8 hours of sleep.
- Providing their child(ren) with the support necessary to be on time for school each and every day.
- Providing their child(ren) with the support necessary to attend school every day.
- Monitoring the completion of homework assignments.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom - (Cookshop, Parents as Learning Partners, Class Parents and chaperoning on school trips).
- Participating in decisions relating to their children's education.
- Promoting an appreciation and respect for the socioeconomic, racial, cultural, ethnic, gender/gender-related, religious diversity of our school community.
- Promoting positive use of their child's extracurricular time.
- Promoting respect for adults and fellow students at PS 11
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
- Participating in the PTA and their activities.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Public School 11 conducted a comprehensive review of our qualitative and quantitative data available including student performance trends, teacher made assessments, student portfolios, Acuity, ITAs and other indicators of progress. Based on an analysis of all the data sources, we determined that our instructional goals for 2010 – 2011 will continue to be focused on increasing student achievement through improving teacher practices and promoting academic progress for all students.

Based on the findings of all the data, P.S. 11 students have consistently demonstrated growth as indicated in the results of our New York State Standardized Tests for students in grades 3- 5 since 2007 and it should be noted that we are on target to meet or exceed all goals by June, 2011. We have focused on three areas that will further deepen the work and ensure we meet our goals:

- **Academic Rigor in a Thinking Curriculum** - We provide high levels of challenge and active engagement in rigorous, relevant, and significant learning. We engage our students in regular and ongoing experiences requiring them to think, reason, conjecture, and problem solve across the curricular program. Our work focuses on the following:
 - enhanced standards based instruction
 - enhanced science and social studies teaching and learning
 - instruction around essential questions and big ideas in all core subject areas with emphasis in science and social studies. The essential questions reflect the key understandings for each instructional unit.
 - Bloom's higher levels of thinking such as evaluation, analysis, synthesis and application.

- **Differentiated Instruction** – Differentiated instruction enhances learning for all students by engaging them in activities that better respond to their particular learning needs, strengths, styles, interests, and preferences. Our goal is to develop challenging and engaging experiences for each learner, develop multiple pathways to display learning, and provide flexible approaches to content and instruction. Our work focuses on the following:
 - meeting the needs of all our students where they are
 - tapping into their interests, strengths, and preferences
 - planning tiered assignments based on the diagnosis of students' needs

- **Schoolwide Enrichment:** Because we believe students learn best when they engage in activities that interest, intrigue, and excite them, our instructional program is enhanced to ensure all our students engaged in enrichment activities throughout the school week- during and after school in a variety of experiences.

2. Schoolwide reform strategies that:

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

PS 11 provides various opportunities for all our students to meet the State's proficient and advanced levels of student academic achievement. These include:

- Differentiated instruction
- Enrichment
- Data-driven instruction

We strongly believe that differentiation of instruction is the foundation of academic rigor. We have developed instructional expectations for all grades in each content area based on our belief that teachers must provide ALL students with challenging tasks, demanding goals and structured learning opportunities in order to reach high goals. As a result all teachers provide scaffolded and differentiated instruction based on student needs and levels as determined by various data sources. Teachers engage our students in authentic and real learning contexts that spark their interest through project based learning and language based experiences. We emphasize integrating project based learning through arts, mathematics, social studies, art, music, and science. The school uses this approach to build the foundations of reading in early learners and provide teachers with tools for creating effective language and literacy environments in their classrooms.

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

PS11 uses many effective methods and instructional strategies to ensure the success of all students. These include:

- **Standards Based Teaching and Learning in the classrooms.**
 - academic rigor
 - differentiated instruction
 - enrichment
- **Using Essential Questions** to drive teaching and learning in each subject area.
 - Students must be able to engage in meaningful and coherent discussion about each and every topic they are studying.
 - The classroom and hall environment must reflect the work around answering your essential questions.
 - Student thinking is key so provide ample opportunities for students to think deeply, reason, problem solve, form judgments, etc.
- **Project based learning and assessment** (with specific rubrics)
 - projects expected in all subject areas as a means of assessing learning and understanding (Reading, Writing, Math, Science, Social Studies, Art, Science Lab, Phys Ed, Poetry in Motion, Technology).
 - All projects must be accompanied by a specific rubric which students receive with the assignment. (Review each rubric with the students upon dissemination.)
- **Use of Rubrics** provide each learner with what is expected of him/her. Rubrics provide clear expectations of the quality of work required. Rubrics are expected in all subject areas especially for writing, reading, problem solving in math, and for all projects.
- **Experience/ Print Rich Environment-** The learning environment must clearly convey what students are learning, thinking about, doing and working on.
- **Renzulli Learning-** We are a Renzulli Learning School. Renzulli Learning is perfect for differentiation: center time, individualized projects, compact learning, small group projects, homework, extensions, etc.
- **Student Learning Goals-** Individualized learning goals must be determined for each student based on assessment results. Goals must be discussed with each student.
- **Student Action Plans-** Individualized action plans must be created for each student based on assessment results. The goals set here should mirror/support the student learning goals.

3. Instruction by highly qualified staff.

Instruction by highly qualified staff is addressed in both of our Progress Action Plans for ELA and Mathematics. 98% of P.S 11 teachers are certified and highly qualified with all teachers teaching within their licensed area.

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

Our **professional development opportunities** are aligned with improving student achievement and differentiated to meet the individual needs of our teachers. Professional development this year emphasizes shared practice. Teachers meet to share their promising practices, and visit classrooms to develop each other.

Our professional development plan supports our instructional initiatives by:

- PS11's Summer institute
- Afterschool and Saturday Professional Development Workshops
- Weekly Grade Level Planning
- Grade teacher leaders that work with teachers
- The scheduling of common preps on each grade level at least twice a week
- The scheduling of common preps for Special Education teachers
- ARIS and ACUITY training
- Learning walks
- Walkthrough feedback via the use of our Classroom Visitation Checklist
- Inter-visitations among teachers on a grade and cross grade
- Inter-visitations with other schools
- Demonstration lessons performed by coach and assistant principal
- Faculty conference meetings
- One to one meetings with teachers
- Collaborations that include both on site and off site workshops. This is reinforced, monitored and revised through informal and formal observations during the school day. Administration has worked closely with teachers to physically arrange the classrooms to facilitate learning stations or group settings within the classroom.
- Professional development and support of CFN 306 in Assessment for Learning. We are working with CFN 306 staff to infuse differentiation in instruction and assessment into all core content areas. We use the collaborative inquiry process to provide us data, and help us to push instruction to best meet student needs.
- Teachers participated in training this summer and throughout the year on CCSS.
- Support for teachers on teaching strategies and classroom routines are ongoing. Administration, lead teachers, coaches and mentors differentiate support based on teacher need.

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

Public School 11 does not fall in the category of a “high-need “school.

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

We are very proud of the level of parental involvement at our school as it has been a focus since the inception of the current administration. Throughout the past few years continuous efforts have been made to increase and enhance parent involvement in order to:

- Create a supportive and enriched educational environment for all students.
- Strengthen the home-school connection.
- Provide resources that benefit our school and its students.

Numerous outreach and communication methods have been created and implemented. One of the first initiatives to improve communication between the school and parents was the purchase of the Red Communication Folders. These durable folders were purchased by the PTA and are given to every student at the beginning of each school year. All important correspondence is placed in these folders. Some other communication tools utilized by PS 11 is the PS 11 PTA listserv, the PS 11 website, an outdoor marquee, school, principal and class newsletters.

Attendance for parent meetings and workshops have steadily increased as well during this same time span, due in large part to the improvements in communication. Parent meetings such as the monthly PTA, School Leadership Team, and Principal’s Town Hall meetings are all very well attended.

Workshops are provided to better enable parents as they attempt to assist their children at home. Topics of these workshops are primarily academic in nature, however, we have also had sessions on such issues as bullying and conflict resolutions, tolerance, internet safety, resume writing and networking. Workshops are presented by PS 11 staff members and outside entities.

PS 11 is a Title 1 School and each year school budget funds are allocated towards parental involvement. In the past Title 1 funds have been used to purchase computers for the parent room, RCCP (Resolving Conflicts Creatively Program), and Meet the Teacher Night. Each year the PTA, through meetings and surveys, determines how best to spend this money.

Volunteering is a huge integral part of our school as well. Volunteers regularly assist with lunch recess, chaperoning class trips, and enrichment programs such as CookShop and NY Philharmonic. We also have 2 programs, Boys to Men and the Sisters Circle, where parents are readily available to act as mentors and role models for our boys and girls. In addition there are a number of parent-sponsored initiatives that create involvement opportunities: the annual Read-a-Thon, Book Bash, School Environment Initiative, Afterschool Enrichment, Let’s Play Chess and Pajama Jam Read-a-thon. All of these programs and activities have greatly improved the overall atmosphere and sense of ownership here at PS 11. A major volunteering vehicle at PS11 is our Class Parent initiative. Class parents are the primary link to all communication between the school’s leadership team, the PTA, the teachers and the other parents in the class. Class parents encourage other parents to volunteer at school events and fundraisers held throughout the year.

The parents of PS 11 have also been persistent in raising money to support programs and initiatives benefitting our students. Our yearly Silent Auction is the largest fundraising event. Other parent-sponsored fundraising events include the Fun House, Spring Fling, Picture Day, Bake Sales, and the Read-a-thon.

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

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

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

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

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

Students that are experiencing difficulty mastering the ELA or Math standards are provided assistance during small group instruction. Students' difficulties are identified early due to initial and on-going assessments given by all classroom teachers. Teacher observations, social histories, educational evaluations, periodic assessments, running record miscue analysis, teacher-made exams, ELA and Math state assessments provide us with sufficient information on which to base effective assistance. During these sessions students are provided with instruction for approximately 45 minutes based on their individual academic needs. Our 37½ minutes extended day program meets every Monday through Thursday from 2:45pm to 3:20pm. This intervention program also provides assistance to students not meeting the standards. Students that attend this program are grouped according to their ability level in order to maximize learning. PS. 11 Saturday Academy program provides test preparation for grade 3-5 students in ELA and Math and also provides opportunities for student to accelerate. As a result of our continued and on-going assessments, academic services, special education services as well as modified promotional standards may be recommended for those students still not meeting standards or making adequate academic progress.

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

PS11 has 3 full day Universal PreKindergarten classes

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				255,355.		
Title I, Part A (ARRA)	Federal				148,935.		
Title II, Part A	Federal				32,776.		
Title III, Part A	Federal			NA			
Title IV	Federal			NA			
IDEA	Federal			NA			
Tax Levy	Local				223,321.21		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NA- PS 11 IS A SCHOOLWIDE PROGRAM SCHOOL)

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: NA **SURR³ Phase/Group (If applicable):** NA

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: NA

SURR Group/Phase: NA

Year of Identification: NA

Deadline Year: NA

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have 6 students in Temporary Housing.

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

Once students in Temporary Housing are identified, the Pupil Accounting Secretary disseminates the Residency Questionnaire and enters/updates residency information for students in ATS. The Guidance Counselor tracks and monitors the STH student's progress and provides them with the appropriate services. The Guidance Counselor may provide At-Risk counseling services to assist the students with the transition of moving from one place to another and coping with being homeless. The school distributes the McKinney-Vento Act Guide for parents and Youth and to all newly enrolled students by October 31st. The school has posted and identified the locations of English and Spanish McKinney-Vento Act posters inform parents and children of their rights.

Part B: FOR NON-TITLE I SCHOOLS (NA)

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 011 Purvis J. Behan					
District:	13	DBN:	13K011	School		331300010011

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	53	53	54		92.2	93.1	93.1
Kindergarten	77	119	105				
Grade 1	100	90	120	Student Stability - % of Enrollment:			
Grade 2	82	90	76	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	74	80	87		95.6	97.8	96.5
Grade 4	65	77	73				
Grade 5	69	60	75	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		61.7	64.5	66.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	9	10
Grade 12	0	0	0				
Ungraded	1	5	8	Recent Immigrants - Total Number:			
Total	521	574	598	(As of October 31)	2007-08	2008-09	2009-10
					0	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	19	18	Principal Suspensions	17	12	10
# in Collaborative Team Teaching (CTT) Classes	0	0	1	Superintendent Suspensions	12	6	3
Number all others	25	27	37				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	4	7	TBD				
# ELLs with IEPs	2	3	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	40	40	40
				Number of Administrators and Other Professionals	5	6	4
				Number of Educational Paraprofessionals	7	6	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.5	70.0	75.0
				% more than 5 years teaching anywhere	70.0	72.5	72.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	90.0	97.5
American Indian or Alaska Native	0.4	0.2	0.8	% core classes taught by "highly qualified" teachers	68.0	79.2	90.9
Black or African American	83.7	77.2	74.9				
Hispanic or Latino	6.3	7.8	10.5				
Asian or Native Hawaiian/Other Pacific	1.2	1.2	0.3				
White	6.7	10.3	10.4				
Male	47.6	50.2	48.3				
Female	52.4	49.8	51.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	49.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 306	District 13	School Number 011	School Name Purvis J. Behan
Principal Alonta Wrighton		Assistant Principal Abidemi Hope	
Coach		Coach	
Teacher/Subject Area Marta Miszczak/ESL		Guidance Counselor Diane Nathaniel	
Teacher/Subject Area Joanne DiTommaso/Common Branch		Parent	
Teacher/Subject Area Renee Kinsale/Common Branch		Parent Coordinator Clement Rand	
Related Service Provider		Other	
Network Leader Margarita Nell		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	600	Total Number of ELLs	13	ELLs as Share of Total Student Population (%)	2.17%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Ms. Miszczak, the ESL teacher, Ms. Lyons, the Math Coach, or Ms. Hernandez, a bilingual pedagogue, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. The ESL teacher compares the list of new admits to the collected HLIS to ensure that all students have one filled out. The ESL teacher determines whether new students are eligible for LAB-R testing based on the HLIS. Students who have at least one "other" box checked from the first 4 questions and at least two "other" boxes checked from the second 4 questions are eligible for LAB-R testing. All other students are not Limited English Proficient (LEP). The ESL teacher then conducts an informal interview with the child. The ESL teacher administers and hand scores the LAB-R within the first ten days of admittance. The LAB-R memo states the cut-off for levels of proficiency. Students who score at the proficient are not LEP, students who score at beginning, intermediate or advanced are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Hernandez. This is the entrance process to the ELL programs. Each May, the ESL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a proficient score on the NYSESLAT. Scoring at Beginning, Intermediate or Advanced entitles the student to continued services.

2. Students who have scored at beginning, intermediate or advanced level on the LAB-R are entitled to ELL services. Within 2 days of administering and scoring the LAB-R, the ESL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ESL teacher. Translators are also present during the orientation. Staff members speak a variety of languages and are asked to attend the orientation when a parent who speaks their language will be present. The ESL teacher explains, and additional staff translates if necessary, the LEP identification process and the three program choices. The parents receive all written material in both English and the native language. They have the opportunity to ask questions and watch the video in their native language. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL, they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL teacher calls parents at home to solicit a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.

3. The ESL Teacher creates a list of all students who need an entitlement letter and prepares these letters in the home languages of the parents. Templates of these letters are kept in the school. The letters addressed to parents/guardians are then handed to each child and the ESL teacher watches as they put the letters into their backpacks. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted and encouraged to fill out the Survey and Selection Form. Copies of the returned forms are kept on file and the original in the student's cumulative record. If the form is not returned, the ESL teacher, along with staff available to translate, call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154.

4. The parents are informed that studies show that students in bilingual programs perform better on standardized testing. Parents are informed that fluency and literacy in the home language accelerates fluency and literacy in the target language, English. If the child scores very low on both the LAB-R and the Spanish LAB, the parents are strongly encouraged to either pursue a bilingual program or to work with their child at home on home language literacy. Due to the small population of ELLs in the school, there are no TBE or DL programs in place. However, if parents are interested in these options, the ESL teacher works with the Parent Coordinator to locate schools within the district which offer DL programs in English and the target language. In 2009, one parent was interested in a DL program but later opted not to transfer the child to another school. All other parents choose the Freestanding ESL program offered in the school.

5. In 2008, 3 parents chose Freestanding ESL. In 2009, 5 parents chose Freestanding ESL and 1 chose DL. The parent later opted to leave the child at PS11 and chose the Freestanding ESL program, the second choice. This school year, 2010, the 3 parents of newcomers all chose ESL. The trend in program choice shows a clear interest in the Freestanding ESL program at PS11.

6. The programs at our school are aligned with parent requests. This year, all parents had their children placed in their first choice of programs as per the Parent Choice Survey.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	2	3	0	2	0	0	0	13
Total	10	0	2	3	0	2	0	0	0	13

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3				3								7
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic	1					1								2
Haitian														0
French		2												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	6	0	0	0	4	0	13						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

a. ELLs are provided service by the ESL-Certified teacher through a Pull-Out model.

b. When in a pull-out session, ELLs learn in heterogenous groups of ELLs determined by grade level. Differentiated small-group instruction is provided based on the beginning-of-the-year assessments as well as ongoing assessments done by the ESL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.

2. Beginner and Intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week and 180 minutes of explicit ELA instruction. Native Language support is provided when appropriate and possible. Bilingual books are available for students to read in the ESL classroom.

3. The classroom teacher provides instruction in the content areas using ESL methodologies and native language support. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4. How do you differentiate instruction for ELL subgroups?

a. SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Encourage student to participate in after school native language literacy program.

b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home/ school communication.
- Encourage student to participate in after school native language literacy program.
- ELA Exempt ELLs take the periodic assessments so that they can become familiar with the format before they take the official assessment for the first time. These students spend time observing their English proficient peers as a scaffold for producing their own work.

c. ELLs receiving service for 4 to 6 years are targeted with the following interventions:

- Small group and differentiated instruction in the classroom.
- Extended day instruction tailored to their needs.
- Periodic Assessment to monitor progress and drive instruction.
- Encourage student to participate in after school program, targeting ELA and Math, with an emphasis on reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

d. Long terms ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

- An after school program, targeting reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

e. Our policy for ELLs with special needs includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP

mandates.

- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during and after school as needed

- We currently have 3 x-coded ELLs. In order to ensure that these students are getting the support they need, the ESL teacher collaborates with the classroom teacher, shares tips and strategies on educating ELLs and provides materials for ELLs, including NYSESLAT prep materials.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

5. All Spanish speaking ELLs, especially those who have never attended a Spanish speaking school, are encouraged to attend an after school NLA program. Additionally, ELLs in grades 3-5 are encouraged to participate in after school programs geared to grade appropriate curriculums and standardized exams. ELLs not achieving the benchmarks in ELA or Math receive AIS during the school day as well as additional support during extended day sessions.

6. ELLs reaching proficiency receive transitional support for 2 years including small group instruction with the ESL teacher in their classrooms when possible, extended day intervention from the classroom teacher and encouragement to participate in after school ELA and content area instruction.

7. The AWARD computer program will be utilized this year in order to provide additional support to K-3 ELLs as well as newcomers who require support in decoding. The Wilson Fundamentals program will be used for those students who need to work on their decoding skills.

8. We will not discontinue any programs or services.

9. Any programs available to monolingual students in the school are also available to ELLs. PS 11 has several partnerships which enrich the lives of our students including New York Philharmonic, NY Historical Society and the Brooklyn Historical Society. ELLs are encouraged to participate in extracurricular activities. Such activities include: violin, tennis and soccer. The YMCA After School program is also popular with many of our students, including ELLs. All students also participate in enrichment clusters of their choice. Saturday Academy provides additional academic support and test prep for students, including ELLs.

Spanish-speaking pedagogues call the parents of ELLs to encourage ELL participation in after school programs.

•Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Publishing Parties, the Halloween Party, Spirit Week and Black History. At these events, the school and community can come together to recognize student achievements in arts and academics.

•Translation and Interpretation Services: These services are offered to increase the involvement of limited English proficiency parents. We have translators available at meetings with parents who speak a language other than English. Additionally, interpretation services are a daily help in communication between school staff and parents.

10. In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL," the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing Workshops. An array of materials, both print and non-

print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. During extended day, students performing at levels 1 and 2 on the ELA use materials which specifically target the areas in which help is most needed. In ESL, The AWARD computer program is now being used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com and www.britishcouncil.org/kids.

Every Day Math is used for mathematics. Additionally, all students, including ELLs, use Acuity as well as the Renzulli Learning Program. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas. Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have targeted intervention instruction during extended day. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

11. Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction when language acquisition is the target. For example, when it important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and support with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a classmate who shares the same home language.

12. When ELLs are serviced in the ESL classroom, the teacher abides by the ELA and ESL Common Core Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very appropriate to have grade appropriate content for any level reader of every age. We have High-Interest Low-Level libraries in every classroom.

13. When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Workshops taken by teachers who teach ELLs include:

- Scaffolding in the content areas
- Achieving Success for ELLs: A Common Understanding of What Works
- Data Driven Instruction
- Planning for Differentiation
- Academic Rigor "Differentiation"
- Academic Rigor "Rubrics"
- Planning for Quality Instruction
- Literacy for ELLs: The Reading Process of ELLs and the Selection of Culturally-Relevant Texts

2. ESL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school.

3. Workshops offered at PS11 for its staff focus on differentiating instruction to meet the needs of all students, including ELLs and students with special needs. In addition, a PD for all teachers will be provided by the ELL Network Leaders in order to ensure that all staff has the mandatory 7.5 hours of ELL training.

Our in-school and off-site Professional Development program focuses on:

- the literacy needs of our ELL population.
- scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
- using technology and online resources to make content area instruction more comprehensible for ELLs.
- Planning for differentiation in the classroom

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The parents and teachers have formed a very active Parent Teacher Association at PS11. The Parent Coordinator facilitates workshops for parents throughout the year such as "At Home Strategies - Helping with Homework," "Survival Tips for School Success," "Learning Styles," "Your Child - Learning and the Internet," as well as test-prep workshops. Parents are invited to be active participants in their children's education through monthly classroom publishing parties, the annual Curriculum Showcases and various school assemblies. Parents are welcome to volunteer in the classroom. The Principal, Ms. Wrighton, also has monthly Town Hall meetings to keep parents abreast of school news and addresses any concerns the parents may have. There are also many fun activities for families throughout the year which boost school spirit and create a sense of community with the school. These include Family Ice-Skating Night, the Halloween Party, the Silent Auction as well as a Parent Social.

2. Our school partners the YMCA. The YMCA provide workshops through the year to support parents.

3. We evaluate the needs of parents through personal contact between staff and parents. As teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services. The PTA at PS11 is very active works closely with the administration to meet the needs of parents, teachers and students.

4. Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth as well as what they need to support their children as successful learners, including workshops on helping with homework, using technology as educational tools, math, learning styles and exam support.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	0		1								4
Intermediate(I)	0	4	0	0	0	1								5
Advanced (A)	2	0	0	0	0	2								4
Total	3	6	0	0	0	4	0	0	0	0	0	0	0	13

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1											
	I		1											
	A		1				1							
	P		3				3							
READING/ WRITING	B		2				1							
	I		4				1							
	A						2							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2			3
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1				2			1	4
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1			1	4
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

NYSESLAT

The LAB-R (newly enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping the students. There are 13 ELLs. Of the 13 ELLs, 3 took the LAB-R (Sept. 2010) and 10 took the NYSESLAT (May 2010). Using the LAB-R results, 1 kindergarten students is at the beginning level and 2 kindergarten students are advanced. In accordance to the NYSESLAT for May 2010, 2 first-grade and 1 fifth-grade ELLs are at the beginning level; 4 first-grade students are at the intermediate level; and 2 fifth-graders are at the advanced level. Whereas the LAB-R test results indicate that newly enrolled ELLs need help in all four modalities, the NYSESLAT results indicate that the ESL teacher needs to focus on reading and writing at all grade levels.

ELLs who tested out of ESL on the NYSESLAT (May 2009 and 2010) receive academic intervention services for continued transitional support. They attend the Extended Day Program after school. The classroom teacher continues to differentiate instruction to meet the newly proficient student's needs. They are also given the opportunity to attend all after school programs. They are entitled to ELL testing accommodations for two years after they achieve proficiency on the NYSESLAT.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our kindergarten and new admit first grade population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

- In general, students are acquiring aural/oral English skills faster.
- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- Students who enter first grade or above lacking both grade appropriate literacy in the native language and some English fluency have a much more difficult time acquiring English proficiency on the NYSESLAT. Students who enter kindergarten or any other grade with grade appropriate literacy in their native language tend to attain proficiency sooner.

Mathematics Assessments Grades 3-5

Of the 4 3rd, 4th and 5th grade students who took the NY State Math Assessments in 2010, 1 Beginner student scored 1, 2 Advanced ELLs scored 3 and 1 Intermediate newcomer student scored a 4 when taking the exam in her home language. Two of these students, one who scored a 1 and the other who scored a 3, are in Special Education. This data suggests that teachers should continue their methods of instruction, such as focusing on word problem solving skills and that the Math instruction provided during the school day, during AIS and during extended day is helping our ELLs progress. Other students can benefit from enrichment as we try to move some students to the 4 level.

students who have some literacy in their native language, we will use Bilingual glossaries where possible. The school will continue to have a Science lab with a specialist teacher to enhance hands-on science experiences.

English Language Arts

Three ELLs took the ELA in 2010, and 1 was exempt as she entered an English Language School System less than 1 year before the test. Of the three who were tested, one scored a 1 and two scored a 2. Two of the students are in our special needs population. Although this is the area that language learners could be expected to be weakest, we have to devote attention to all aspects of improving literacy skills to boost the students to the levels of 3 and 4. Additionally, we can expect that as soon as the child is at a literacy level of 3 or 4 he or she would have scored a proficient on their NYSESLAT, and would therefore exit the ELL category. Therefore, theoretically, there should be few to no ELLs scoring 3 or 4 on the ELA. We will continue to incorporate preparation for the ELA in our Extended Day and after school program for ELLs in the month prior to this year's test. Beyond that, we will use targeted intervention to develop the foundations of literacy for ELLs scoring 1 or 2. We will continue to use the Teacher's College Readers and Writer Workshop and Balanced Literacy Approach in all grades, along with Foundations, in order to aid in the development of basic reading and grammar skills, especially for Beginning and Intermediate students.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students, as well as struggling students who lack literacy in their native language, will receive instruction in their native language to strengthen their literacy skills.
- Utilization of Acuity as well as the Renzulli Learning program to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs and to familiarize students on all levels with the format of the NYSESLAT
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		