



P.S. 011 WILLIAM T. HARRIS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 011 WILLIAM T. HARRIS
ADDRESS: 320 WEST 21 STREET
TELEPHONE: 212-929-1743
FAX: 212-989-7816

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200010011 **SCHOOL NAME:** P.S. 011 William T. Harris

SCHOOL ADDRESS: 320 WEST 21 STREET, MANHATTAN, NY, 10011

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

SCHOOL CONTACT PERSON: ROBERT BENDER **EMAIL ADDRESS:** RBender2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristin Sewell

PRINCIPAL: ROBERT BENDER

UFT CHAPTER LEADER: Doris Kreibich

PARENTS' ASSOCIATION PRESIDENT: Dara Genesi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: JAYNE GODLEWSKI/ADA CORDOVA

SUPERINTENDENT: DARIA RIGNEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Robert Bender	Principal	Electronic Signature Approved.
Karen Carmichael	Admin/CSA	Electronic Signature Approved.
kristin sewell	Parent	Electronic Signature Approved.
Lisa Jaffe	UFT Member	Electronic Signature Approved. Comments: Unable to access due to password. But approves.
Doris Kreibich	UFT Chapter Leader	Electronic Signature Approved. Comments: Doris Kreibich unable to sign on due to password reset
Deborah Osborne	CBO representative	Electronic Signature Approved. Comments: Unable to access because of inability to change password. Approved via email to principal
Lucie Holman	Parent	Electronic Signature Approved.
Zoya Simakhodskaya	Title One Parent Representative	Electronic Signature Approved. Comments: unable to approve due to password reset issues. sent email to approve
sami plotkin	Parent	Electronic Signature Approved.
Vicki Arbitrio	Parent	Electronic Signature Approved.

Rachel Cerlen	UFT Member	Electronic Signature Approved.
Serena Mueller	UFT Member	Electronic Signature Approved.
Dara Genesi	Parent	Electronic Signature Approved.

* 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.

□

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

- Gifted and Talented class (citywide test results required for admission) for students in Grades K-5.
- Integrated Co-Teaching Models (aka Collaborative Team Teaching) Class for students in Grades K-5.
- Self-Contained Special Education class (12:1) for students in Grades K-2 and Grades 3-5.
- Our literacy curriculum is based on our understanding of the Teachers College Reading and Writing Project and our students' needs. Through this collaboration, our staff attends professional development workshops at Columbia University Teachers College and many teachers participate in week-long Reading and Writing conferences each summer. We also have two staff developers from the Project that guide our teachers in literacy inquiry work and a full-time in-house literacy coach. Our principal attends monthly conferences at Teachers College. In addition, our principal, assistant principal, literacy coach, and several teachers participate in specific monthly study groups led by a Teachers College staff developer.

As a school community, we have chosen to use TERC Investigations for our math curriculum (P.S. 11 is exempt from the citywide Everyday Math requirement). This curriculum has helped P.S. 11 to create a community of mathematicians who not only solve problems, but also can articulate their thinking in meaningful ways. The TERC curriculum is supplemented with Math Steps and teacher generated materials that support our math instruction. Our Reading Recovery program provides support for the most struggling readers in First Grade, is implemented by two full-time teachers.

- American Ballroom Dance: 5th Graders learn to ballroom dance.
- Circle in the Square: 3rd Graders work with theater professionals in the art of playwriting. Professional actors then perform the students' original plays on a Broadway stage.
- Museum of Modern Art: 1st Graders visit MOMA on private tours and then create their own art.
- Juilliard School of Music: Teaching artists visit 2nd Grade classrooms to expose them to music theory, composition, music from around the world, and orchestra instruments. Fourth Grade students attend concerts at the Juilliard School of Music.
- Town Hall offers African Dance to 3rd grade and Latin Dance to 4th grade.
- Cookshop: K-2 students participate in this school-based food and nutrition-education program designed to encourage children to eat more wholesome foods, especially vegetables, whole grains, legumes and fruit. The curriculum materials, which are designed for pre-k to Second Grade, focus on

classroom cooking experiences and allow children to explore how plants grow and where food comes from and the nutritional benefits they provide.

Music and the Brain: In this program, beginning in Pre- Kindergarten, students learn to play keyboard.

Chess is taught in an after-school chess club that competes in monthly citywide chess tournaments. 2nd and 3rd grades also participate in Chess in the Schools.

Our physical education curriculum centers on soccer in Grades 1 and 2, and because P.S. 11 has a swimming pool, our 2nd through 5th students swim weekly.

Shares in the Chelsea CSA, P.S. 11 receives produce weekly from Stoneledge Farm, an organic farm in upstate NY. Third Grade students learn about local, organic and seasonal produce, how it can be prepared and what it tastes like. They operate the market from June through November, selling the produce to the community at or below market prices. Children and their families learn about healthy foods and the importance and impact to our environment of supporting local farms.

Student Council: A group of Fourth and Fifth Graders work along with their advisor to identify problems, create action plans, and make change in the P.S. 11 community, in addition to developing ways to grow school spirit.

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

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

- Class Breakfasts: During the first week of school, families are invited into the classroom for a light breakfast to meet the teacher and become familiar with their child's classroom.
- Class Newsletter: Each month, families receive a class newsletter that describes what is happening in their child's classroom. Our specialty teachers also send home a monthly newsletter to let families know what is happening in Art, Theater, Phys. Ed., Computers and Science.
- The other events focus on curriculum and instruction. During the 2010-11 school year these events will include Math Mac and Cheese (Math night), Books and Burritos (Literacy night), Girl's Night (puberty workshop) and a Poetry Night.

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SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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:	P.S. 011 William T. Harris								
District:	2	DBN #:	02M011	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	18	17	18		94.5	95.2	TBD		
Kindergarten	90	88	106						
Grade 1	86	94	100	Student Stability - % of Enrollment:					
Grade 2	85	91	94	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	76	82	90		96.7	97.75	TBD		
Grade 4	81	72	85						
Grade 5	74	78	71	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		61.3	61.3	68.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	8	TBD		
Grade 12	0	0	0						
Ungraded	1	0	7	Recent Immigrants - Total Number:					
Total	511	522	571	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	3	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	26	24	Principal Suspensions	9	16	TBD		
# in Collaborative Team Teaching (CTT) Classes	40	56	62	Superintendent Suspensions	8	1	TBD		
Number all others	31	25	33						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(BESIS Survey)</i>					0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	26	26	19	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	3	5	Number of Teachers	46	46	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	11	TBD
				Number of Educational Paraprofessionals	4	4	TBD

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	97.8	100	TBD
				% more than 2 years teaching in this school	47.8	56.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	89	TBD
American Indian or Alaska Native	1.8	0.2	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	20	17.2	14.9				
Hispanic or Latino	37.6	36.4	33.6				
Asian or Native Hawaiian/Other Pacific Isl.	12.1	12.8	11.4				
White	28.6	33.1	38.2				
Multi-racial							
Male	49.5	49.2	52				
Female	50.5	50.8	48				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	99.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	59.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Accomplishments:

Our attendance rate has increased steadily over the last three years. The school received a Well-Developed on the last Quality Review and has received an A on the last two progress reports.

Our students have learned the value of community through our annual community outreach fundraisers. Each year, students have raised money to help others in need. All 4th and 5th Grade students participate in Lunch Leaders: a school based community service program that assigns monitors to the Kindergarten and First Grade classes on a rotating basis to help the younger students navigate the lunch room and learn the community standards.

Our register is growing as more neighborhood families are enrolling their children.

We have maintained our Arts Programming in the face of budget cuts so that students in each grade still have exposure to music, art, theater and dance.

Our last Quality Review rated the school as Well Developed and for the past two years the school has been rated an A on the progress report.

We have been able to retain low class size in all grades.

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

- The staff of P.S. 11 is dedicated to continue to learn and grow as educators. All teachers attend professional development regularly. We are engaged in professional development activities throughout the year in the form of grade meetings, school conferences and regional workshops. Our continued collaboration with Teachers College also offers wonderful opportunities for us to grow as educators.
- Our staff meets often with teachers from our network of schools to plan and discuss curriculum and best practices.
- Teachers attend summer institutes in Math and Literacy and this year several teachers will attend a summer institutes on Gifted Education.
- The administration is committed to growing as well. Both the principal and the assistant principal are active members of a study group and attend professional development workshops regularly.
- Administrators and staff are engaged in school-based study groups. These groups study professional texts.
- Integrated Co-Teaching Models (aka CTT or Collaborative Team Teaching) classes can better meet the needs of our students with special needs in all grades.

- Teacher attendance is above the city-wide average
- We have a high volume of parental involvement. Our PTA continues to support the school financially as well as providing our families with many community building events.
- Budgeting restraints have not deterred us from implementing and sustaining any of our planned programming.
- The P.S. 11 Hiring Committee has been able to hire and retain highly qualified teachers. 100% of the teachers are highly qualified. Teacher turnover is relatively low.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 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.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students will improve their Mathematics performance by <input type="checkbox"/> two benchmark levels as measured by the Teacher-made test.	<input type="checkbox"/> By June 2011, all students will improve their Math performance by two benchmark levels (in their assessed mathematical strands) as measured by the teacher made tests. This information will also be communicated to families as part of a portfolio in lieu of traditional report cards.
<input type="checkbox"/> By <input type="checkbox"/> June 2011 , All Students will improve their ELA performance to meet or exceed grade level benchmarks as measured by the TCRWP Reading and Writing Assessments.	<input type="checkbox"/> <input type="checkbox"/> All students will be expected to progress according to grade level expectations as determined by TCRWP assessments in reading and writing, which will be communicated to families via portfolios instead of traditional report cards.
<input type="checkbox"/> By <input type="checkbox"/> June 2011 , Students with Disabilities in CTT (ICTM) classes will improve their ELA performance by 20% <input type="checkbox"/> all as measured by the New York State Assessment and the exemplary proficiency gains on the school progress report.	<input type="checkbox"/> Grade level inquiry teams will meet to discuss the progress of these students and will create instructional plans to align their goals with the necessary skills and strategies to meet the state exam standards.

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 2010-11 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, 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.

Subject Area

Goal #1: Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students will improve their Mathematics performance by <input type="checkbox"/> two benchmark levels as measured by the Teacher-made test.</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><input type="checkbox"/></p> <p>Teachers will administer assessments created by the grade level (teachers and the math coach in order to create a system to track student achievement.</p> <p>Teachers will use portfolios to communicate goals and progress to families in lieu of report cards.</p> <p>The Math Coach will continue to provide professional development during grade conferences in order to support the data collection process and the instructional goals for each grade level.</p> <p>The SLT will continue to provide evening workshops in order to communicate the Math goals to the school community.</p> <p>Math instruction will be departmentalized in the gifted and talented classes in grades 1-4 and in all 5th grade classes.</p> <p>Small group instruction in math will continue to take place in grade K-5 during the extended day. Students in grades 3-5 will be invited to Saturday Academy for test preparation based on data collected from the ITA's and teacher assessments.</p> <p><input type="checkbox"/></p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> Teachers and administrators will present the math expectations to the school community in evening workshops sponsored by the SLT. The school will provide the materials necessary for teachers to create portfolios in lieu of report cards. The Math Coach will continue to provide professional development. Saturday Academy will provide test preparation for 3-5 students. <input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Progress towards benchmarks will be reported every 4-5 weeks and aligned with each math unit. Teacher made tests will indicate progress toward mastering strands in Common Core State Standards. <input type="checkbox"/>

Subject Area
(where relevant) :

Goal #2 Literacy Across the Grades

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011 , All Students will improve their ELA performance to meet or exceed grade level benchmarks as measured by the TCRWP Reading and Writing Assessments.
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<i>Time-bound.</i>	
<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><input type="checkbox"/> Reading Recovery will continue to support first grade students. A full time literacy coach will support teachers. Teachers and administrators will continue to receive professional development from Teachers' College. Teachers' College lab sites and conference days will also be part of the professional development for literacy.</p> <p>The SLT will continue to provide literacy workshops in order to communicate Literacy goals to the school community.</p> <p>Portfolios will be used for continued goal setting for individual students in order to communicate to families and promote an awareness of the goals necessary to achieve benchmarks and continuous home and school collaborations.</p> <p>Small group instruction in ELA will continue to take place in grade K-5 during the extended day. Grade levels will provide intervention services in flexible cross class grouping during this time. Students in grades 3-5 will be invited to attend Saturday Academy for test preparation based on data from the ELA ITA's. Teachers will use portfolios to communicate goals to families in lieu of report cards.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Teachers and administrators will present the reading expectations to the school community in evening workshops sponsored by the SLT.</p> <p>The school will provide the materials necessary for teachers to create portfolios in lieu of report cards.</p> <p>Assessment Pro will be utilized to report school wide trends in improvement.</p> <p>The literacy coach will continue to provide support to teachers.</p> <p>Staff Development provided by Teachers College will continue to support professional development.</p> <p>Saturday Academy will provide additional test preparation for students based on need.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Teachers will continue to use the TCRWP Assessment Pro to enter data in order to track student progress four times a year. Teachers will report reading data at additional intervals beyond the Assessment Pro collection periods, in order to maintain a consistent communication of student progress every 6-8 weeks. Students will be expected to progress according to the benchmarks for their grade level.

Subject Area
(where relevant) :

Goal #3 Literacy Based Inquiry Work

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011 , Students with Disabilities in CTT (ICTM) classes will improve their ELA performance by 20% <input type="checkbox"/> all as measured by the New York State Assessment and the exemplary proficiency gains on the school progress report.
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>	<input type="checkbox"/> Grade level inquiry teams will meet to discuss the progress of these students and will create instructional plans to align their goals with the necessary skills and strategies to meet the state exam standards. Grade level liaisons will meet with administrators in order to track and report progress toward Inquiry Goals. ITA's (Instructionally Targeted Assessments) will be administered in grades 3-5 in order to align instruction with the strategies necessary to make progress toward state exam grade level benchmarks. Students will continue to attend extended day and also be invited to attend Saturday Academy for test preparation based on need. Teachers will communicate progress to families via portfolios in lieu of traditional report cards. The SLT will continue to provide information to families by sponsoring a literacy night. The fourth grade will begin differentiated word work across the entire grade.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>□ Administrators will continue to meet with grade level inquiry teams during grade conferences. Administrators will meet with a core group of liaisons before and after school to track progress. Inquiry teams will provide professional development in June in order to communicate the focus and progress of grade level inquiry teams. Materials will be purchased to drive instructional plans for these students based on data collection and focus of instruction. Saturday Academy will provide test preparation intervention for students in grades 3-5.</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>□ Progress toward grade level generated inquiry team short term (quarterly) and long term (annual) goals. Data from ITAs will be used to group students for instruction and to determine if students are meeting goals.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	15	N/A	N/A	3		2	
1	25	20	N/A	N/A	1			
2	30	27	N/A	N/A			3	
3	28	15	N/A	N/A	2		3	
4	26	19	28	28	3		4	
5	27	16	27	27	4			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. 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><input type="checkbox"/></p> <p>Extended Day: Small group targeted intervention given in the mornings before school. Reading Recovery: Provided to 1st Graders (one on one) during the school day. Each grade level identifies a minimum of 15 students for an Inquiry Team Study.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Math Coach works with a small group during the extended day. Extended Day: Small group targeted intervention given in the mornings before school.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Our 4th Grade students are given state assessments in the Spring. The students who are identified as possibly scoring Level 1 or 2 are given additional instruction in content area books as part of the extended day program. Those 5th Grade students who did score a level 1 or 2 on the 4th Grade science exam are also offered additional support in the extended day program with content area literacy activities.</p> <p>Additionally content instruction is provided as part of the literacy intervention program in grades K-5 in extended day.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Our 4th and 5th Grade students who are identified as possibly scoring level 1 or 2 are offered academic intervention in the extended day program in the form of content area literacy activities.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Guidance Counselor works with small groups of at risk students. Additionally, the Guidance Counselor sponsors Big Brother/Big Sister for the 5th Grade and also implements Peer Mediation with 3rd Grade students, in order to provide support for students in the areas of conflict resolution and problem solving among their peers.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> School Psychologist works with students individually.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> School Social Worker meets with students individually Ryan Center Social Worker meets with students individually and in small groups
At-risk Health-related Services:	<input type="checkbox"/> Ryan Center provides students and families with medical attention.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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:

LEP 21

Non-LEP 4

Number of Teachers 2

Other Staff (Specify) 6 classroom teachers, speech teacher, reading teacher, reading recovery teacher

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 total number of ELLs: 21

The total number of SIFE: 0

The total number of newcomers: 1

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

The total number of ELLs in special education: 5

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

5 students in the 5th Grade 3 Spanish, 2 Arabic

2 students in the 4th Grade 1 Chinese, 1 Fukinese

3 students in the 3rd Grade 1 Serbian, 1 Arabic, 1 Chinese

2 students in the 2nd Grade 1 Spanish, 1 Swedish

5 students in the 1st Grade 1 Spanish, 1 Russian, 2 Chinese, 1 Arabic

4 students in Kindergarten 4 Spanish

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

Professional Development Program

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

□ Professional development for all teachers:

- This year, we will have a small focus group consisting of the ESL teacher, one Reading Recovery teacher, the Reading Teacher, one Speech and six classroom teachers. The ELL professional study group will focus on moving students to proficiency levels in the key areas of grammar, vocabulary, and sight words. The goal of the instruction will be to move students from using simple sentences to full sentences that include accurate syntax or sentence structure. Methods will be explored to give direct instruction in basic sight words and provide opportunities for students to be challenged to use these words proficiently when reading, speaking, and writing. The study group will also explore methods to move ELL students from the use of basic vocabulary to more complex words in English that they will encounter in popular children's books. The overall goal of the study group is for teachers to explore ways for students to improve in all areas of grammar, sight words, and vocabulary as they continue to master the English language. We will introduce articles and research findings on the teaching and learning of ELL students. We will also study the connections between speech services, reading intervention and ESL in an effort to streamline communication regarding the ELL students. The ESL teacher, speech teacher and reading teachers will meet regularly with the team of teachers to examine oral language assessments and language development assessments and create a program of instruction for the ELL students based on their findings. The ELL teacher will mentor the cooperating teachers so that they may incorporate second-language-learning strategies and techniques to their teaching styles. (CR154, IV, pt.4)
 - New teachers receive notification of mandated ESL training.
 - All teachers serving ELL students will be encouraged and supported in participating in LSO professional development offerings. (CR154, IV)
 - The ELL teacher at P.S. 11 will meet bi-monthly during prep periods, with the cooperating classroom teachers to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes.
 - Rosetta Stone online access will be purchased to encourage families to support their students at home and to compliment the homework help portion of the P.S. 11 After-school Program (a program separate from our ESL after-school program).

Section III. Title III Budget

—

School: P.S. 11 William T. Harris
BEDS Code: 310200010011

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,392.03	<input type="checkbox"/> 122 hours of per-session for two licensed ESL teachers to support ELL Students: 122 hours x \$49.89 (current teacher per session rate with fringe) = \$6086.58) 45 hours of supervisor support @ \$52.21= \$2,349.45. Staff Development rate for professional development 10 teachers for 5 sessions (50 hours @ \$19.12 = \$956.00)
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,500.00	<input type="checkbox"/> NYSESLAT test prep materials, vocabulary development materials, Literacy and Oral language assessments, Language Development assessments, field trips Vocabulary development assessments and materials \$1,200.00 Field trips \$300.00 Assessments – TOLDP4 Test of Language Development-Primary and ITPA-3: Illinois Test of Psycholinguistic Abilities Materials- Sight word builder, simple sentence match-ups, sentence building learning center, creating sight word sentences, NYSESLAT test prep: Getting Ready for the NYSESLAT and Beyond
Educational Software (Object Code 199)	\$3,760.00	<input type="checkbox"/> Software Rosetta Stone \$3,385.00 for 35 users online Teacher materials (3 levels) \$375.00
Travel	N/A	<input type="checkbox"/> N/A
Other	\$347.97	<input type="checkbox"/> Workshop materials
TOTAL	0	

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.

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

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

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	350,416	110,156	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,609		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,028.67	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,057.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 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.

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

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

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

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

□ P.S. 11 School Parental Involvement Policy

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

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

1. P.S. 11 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Our Title One committee is a sub-committee of the PTA Executive Board. This Committee plans how our parent-involvement funds are allocated.
2. PS11 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Families participate on the School Leadership Team and assist in writing the Comprehensive Education Plan. All families are surveyed in order to provide input for this plan.
3. P.S. 11 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The PTA maintains a website in order to facilitate communication to the families. Several years ago Title I funds were used to purchase School Messenger Service. This service provides a telephone-communication tool to keep families informed about school events and to follow up on student absences. Class parents are sent all communication electronically and volunteer to distribute information to other parents in individual classes. The parent coordinator send home a weekly e-newsletter.
4. P.S. 11 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [The Universal Pre K preschool program], by: Continuing to involve the Universal Pre-K teacher as a member of the PTA Executive Board and the School Leadership Team. Her participation on these committees will ensure parents are kept informed about the program. She also identifies and provides early intervention for students prior to being enrolled as part of the regular school population.
5. P.S. 11 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The School Leadership Team writes a survey annually to be distributed to the school community. Families are encouraged to participate in the survey. The data from the survey is then aggregated and reported to the School Leadership Team to inform the writing of the Comprehensive Education Plan. The SLT also reviews the responses the Annual Learning Environment Survey.
6. P.S. 11 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Parent conferences are held each year in November and March. In February, promotions-in-doubt conferences are held to notify parents of possible summer school attendance or retention. These conferences can be facilitated by an oral translator when necessary.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: continuing to offer

parent workshops focused on skills and strategies to help their children succeed in school. Also, a new Progress Report was developed by teachers to give families a deeper understanding of their child's strengths and needs. These reports have been translated into all needed languages.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing family night events which include the staff. Activities listed previously will continue.
- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The parent coordinator will facilitate all translation services in conjunction with the ELL teacher. The PTA will continue to work with the office staff to ensure communication is sent home in a timely manner.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Comprehensive Education Plan. This policy was adopted by P.S. 11 on October 20, 2010 and will be in effect for the period of one year.

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

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

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

School Responsibilities

P.S. 11 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The staff of P.S. 11 will continue to work with staff developers and coaches in order to deepen their craft. Staff will also be assessed both formally and informally by school administrators. In-house PD will happen on a regular basis. Teachers will be given at least one common planning time per week. The staff will also adhere to the P.S. 11 Community Standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Conferences will take place in alignment with the DOE mandates.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports are issued three times per year. Families of students who are at risk of not meeting grade-wide standards will be notified on an ongoing basis throughout the year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff members will all have email accounts. Staff will also make themselves available to meet with parents during scheduled prep periods throughout the week. Teachers will also send home monthly newsletters to families.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Each class has a class parent. Family Friday events will happen each month. In this program, all classrooms will be opened to parents once a month.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Parental Involvement Policy will be revised based on parent input provided to School Leadership Team.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering to help with my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Support my child in understanding the P.S. 11 Community Standards.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Please see section IV: Needs Assessment

2. Schoolwide reform strategies that:

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

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

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

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

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

o Help provide an enriched and accelerated curriculum.

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

o Meet the educational needs of historically underserved populations.

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

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

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

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

3. Instruction by highly qualified staff.

100% of staff are highly qualified

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

- i. Staff developers from Teachers College Reading and Writing Project work with teachers lab sites throughout the year.
- ii. Staff members also attend workshops at Teachers College Reading and Writing Project.

- iii. Full time Literacy and Math coaches work with teachers one on one.
- iv. Grade meeting are held weekly with coaches and administrators.
- v. ICI-LSO provides support in areas of math.
- vi. Teachers attend summer workshops in math, reading and writing.
- vii. Monthly Faculty conferences are held.
- viii. After-school study groups are formed to study best practices and recent research.

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

□

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

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

□

- Parent workshops are held throughout the year.
- Monthly newsletters are sent home by teachers.
- Weekly e-newsletters are send home by Parent Coordinator.
- Family Friday events allow parents to spend time in classrooms.

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

□

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

- • Teachers are included in all assessment decisions

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

□

- Student data is submitted to administrators every 6 weeks.
- AIS services are provided to students at risk.
- Extended day small group instruction.
- Red Folder program serves as a communication system between service providers and classroom teachers

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

□

- Stop the Violence Grant funds after-school program
- Ryan Center offers health and nutrition instruction. They also provide medical assistance to students and families

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
P.S. 11 currently has no Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your

school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_02M011_021411-090959.doc

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 CFN 206 Cluster 2	District 02	School Number 11	School Name William T. Harris
Principal Robert Bender	Assistant Principal Karen Carmichael		
Coach Patrina Luna	Coach Serena Mueller		
Teacher/Subject Area Holli Simon/ ESL	Guidance Counselor Christine Leonhardt		
Teacher/Subject Area type here	Parent type here		
Teacher/Subject Area type here	Parent Coordinator Stephen McGill		
Related Service Provider type here	Other type here		
Network Leader type here	Other type here		

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	2	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	635	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	3.62%
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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.

Paste response to questions 1-6 here

1. There are the steps to identify ELLs. During registration all families are expected to complete a registration packet. Included in this packet is the Home Language Identification Survey (HLIS). If a language other than English is identified as the home language, the pupil personnel secretary notifies the parent coordinator and the ESL teacher. If it is necessary an interpreter is provided, either on site (Spanish and Chinese) or via the Department of Education Oral Translation Unit (using a speaker phone). Families are told about the assessment procedures during the informal oral interview in English or the native language, in order for their children to qualify for ESL services. The licensed and certified ESL teacher is responsible for administering an informal oral interview and the LAB-R to identify potential ELL students. The results of this assessment determine eligibility for the program. The steps taken to annually assess ELLs are as follows: The NYSESLAT is administered annually. The ESL teacher attends the testing meeting given each year by the Testing Implementation Director for the district. Guidelines for giving the exam are reviewed. The ESL teacher and the testing coordinator ensure that all state guidelines and policies are followed. Students are tested according to their current grade level. The NYSESLAT assesses ELLs in the four language modalities - reading, writing, listening, and speaking.
2. Here are the structures in place to keep parents informed and aware of all of their options. After the administration of the LAB-R, letters are sent home to inform parents of the students' level of English. Attached to the letters of entitlement is the announcement in the parents' preferred language of a parent orientation. An orientation is held in September for parents of newly enrolled ELLs. They are given the opportunity to meet with the teacher discuss the program receive the parent information pamphlets in their native language and view an informational DVD, provided by the Department of Education, which is also in their native language. In the event that the home language is unavailable on the DVD, the DOE Translation services are utilized. The information discusses the different placements available in New York City. It goes into detail about the Freestanding ESL Program, the Transitional Bilingual Education Program, and the Dual Language Program. Each family has opted to stay at PS 11, as it is their zoned school, preferring for their children to be immersed in English during the school day and receiving Freestanding English as a Second Language classes. This process is repeated throughout the year, based on enrollment of new students and HLIS information.
3. Entitlement Letters are sent home at the time of the administration of the LAB-R and Program Selection forms are turned in to the ESL teacher at the conclusion of the Parent Orientation. This way, parents are able to ask questions and make an informed decision with the assistance of the ESL teacher and the parent coordinator. Additionally, it ensures that all of the forms are completed and returned. Should a parent not return all forms as requested by the ESL teacher, they are contacted multiple times until all forms are turned in.
4. Students are placed in ESL services based on their current grade levels and their scores on the LAB-R. Each student's individual schedule is dependent upon his or her classroom schedule and the number of credits of ESL he or she is entitled to. Parents are

informed of their child's ESL services via the Entitlement Letter and Parent Orientation.

5. Based on parent survey letters, the majority of the parents want their children to remain close to home, in their zoned school, and be enrolled in Freestanding English as a Second Language classes, where the students will be immersed in a student population where English is the dominant language. Many parents begin the meeting by stating that they want "English Only," because that is how they believe their children will become fluent in English most rapidly.

6. Yes, at PS 11, the only program currently offered is Freestanding English as a Second Language, which is by far the most requested option by parents. Should a parent choose to have his or her child in a Dual Language or Bilingual Program, we would contact the Office of Student Enrollment to located programs that are available in the city.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	1	2	1		2								9
Total	3	1	2	1	0	2	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	2	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										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	21		7	2			0			23
Total	21	0	7	2	0	0	0	0	0	23

Number of ELLs in a TBE program who are in alternate placement: 0

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
Chinese														0
Russian														0
Bengali														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		
	EL	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:

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	5	4	2			1								12
Chinese	1		1			1								3
Russian														0
Bengali						1								1
Urdu														0
Arabic			1	1										2
Haitian														0
French	1	1												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1										3
TOTAL	7	6	5	2	0	3	0	23						

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. (a) ESL instruction is delivered through Push-In services.
 (b) The students are in both homogeneous by grade level, and heterogenous by proficiency level, because the ESL teacher pushes into the students' classrooms.
2. The instructional staff uses the LAB-R or NYSESLAT proficiency levels to determine the number of instructional minutes mandated per student. All minutes are delivered in using the Freestanding English as a Second Lanuage model, where the ESL teacher pushes into the classroom.
3. Reading Workshop, Wrting Workshop, Mathematics, and Social Studies are all delivered in English by the ESL teacher, depending upon what the classroom teacher is teaching during the periods when the ESL teacher is pushing into the classroom. In order to ensure understanding and acheivement by the ELLs, the ESL teacher creates scaffolds to facilitate student understanding of content area vocabulary and concepts. Content areas are embedded within the ELA instruction.
4. a. For SIFE students we provide additional support based on the needs of the student. For example, we have set up after-school homework help, individual tutors and peer-tutors to help with the re-entry of Students with Interrupted Formal Education. This is accomplished with the help of the New York University students who take part in the America Reads program. Additionally, the school employs a full-time guidance counselor and social worker. They are available for SIFE students to receive on-site counseling.

 b. ELLs in the US for less than three years receive the same Reading Workshop, Wrting Workshop, and testing preparation as main streamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. Most of the ELL students qualify for and are included in the school's Academic Intervention Program. They receive additional instruction with the academic intervention providers. Tier 2 intervention programs are offered. We offer Foundations, Guided Reading, Reading Recovery, Great Leaps Fluency for Math and Problem Solving. These services are offered during the school day and during the Extended Day Program. Classroom teachers, the intervention providers and the ELL teacher meet regularly to discuss their program of instruction. There are also meetings with the school administrators to discuss their progress. Steps are taken accordingly to support individual instruction. A comprehensive assessment of students' class work, statewide mathematics test results, and attendance will determine whether or not ELLs enrolled for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. ELLs in an English language school system for fewer than two years are exempt from the promotion standards.

 c. When students are receiving ELL services for 4 to 6 years, extensive academic intervention is provided in vocabulary. Our extended day program also addresses academic intervention for these students for an additional 150 minutes per week. The ESL teacher continues

to provide a structured program in vocabulary instruction.

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

e. ELLs with special needs and students with disabilities receive their mandated ESL services, as well as any other services per their IEPs. Additionally, we offer transitional support to former ELLs by offering intervention during the Extended Day Program. Former ELLs also continue to receive testing modifications. Our school provides test accommodations listed under the heading "English language learners" to those former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2009 or Spring 2010 as per the New York State Testing Program Guidelines.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

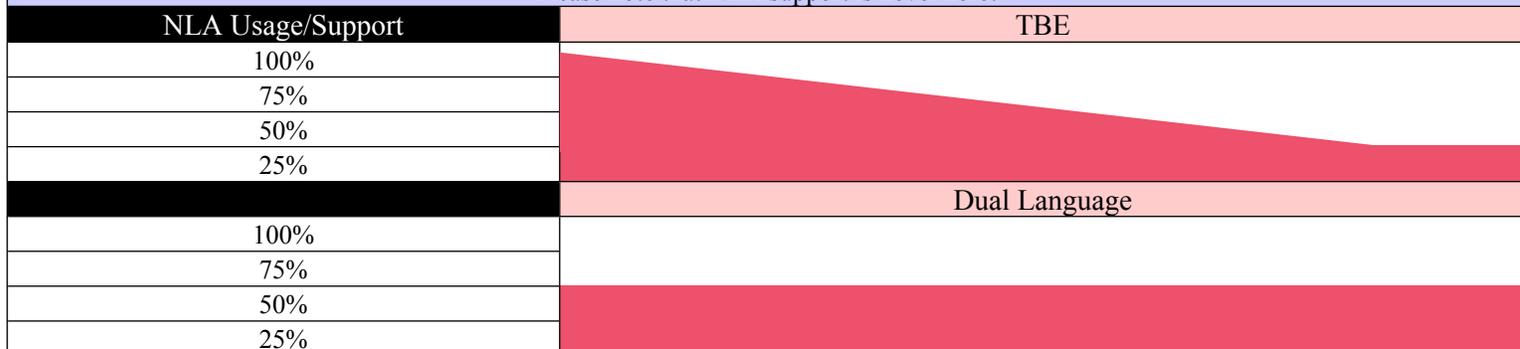
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

6. ELLs reaching proficiency are closely monitored by the classroom teacher. Conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. All classroom teachers provide ongoing individual conferences for students. The outcomes of these regular conferences are short terms goals for the student in reading, writing, math and content areas. Student goals are monitored. Assessment data is collected as part of the regular instructional program. If this data reveals a student is not making progress they are referred to the AIT and the appropriate academic intervention program is implemented. The school database (ARIS) identifies students as former ELLs once they have reached proficiency on the NYSESLAT. Teachers have immediate access to this data once they receive their class rosters. Upon receiving this data, the classroom teacher meets with the ESL teacher to discuss best practices to continue student progress.

7. Improvements for the coming year include moving to a completely push-in ESL program, as well as a school-wide focus on vocabulary. This vocabulary work is based on professional development on amplifying rather than simplifying vocabulary, which was provided by the Office of English Language Learners during the previous school year.

8. We have discontinued the Title III afterschool program due to a lack in funding.

9. ELLs are afforded equal access to all school programs. At PS 11 we are dedicated to providing an education that is rich, rigorous, well rounded and above all equitable. Education has always been the great equalizer. Our students come from vastly diverse racial, cultural and socio-economical backgrounds. PS 11 is dedicated to providing a variety of educational opportunities to its students. ELL students are included in all enrichment activities. Dance residencies are offered in kindergarten through fifth grade. All kindergarten students receive keyboarding through the Music and the Brain Program. Cookshop exposes kindergarten through second grade students to the concepts of food preparation, proper nutrition, and healthy eating. Juliard provides music classes and opportunities for students to attend concerts in a variety of musical genres. All third grade students participate in a play-writing residency provided by Circle in a Square, as well as a Chess program. Students also attend plays, Broadway musicals, dance performances, and other musical concerts. Fourth grade students attend an overnight camping trip, and fifth grade students attend an overnight trip to Washington DC. ELL students are given all supports necessary for them to participate in all activities. These programs enhance vocabulary and language acquisition beyond what is experienced in a regular school day.

PS 11 is a reading and writing process school. Through our work with Teachers College Reading and Writing Project, students learn to see how reading and writing are both processed based. Our curriculum is designed in to scaffold the learning of strategies and techniques that are needed in order to become life-long readers and writers.

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

10. The teacher uses a balanced literacy approach, which strengthens oral language skills, as well as reading and writing, according to the appropriate standards per grade. Last June, as in previous years we sent students home for the summer with a summer reading plan and provided books for them to complete these plans. Students have access to Rosetta Stone software to foster beginning language skills. Additionally, students write in dialogue journals with the ESL teacher to strengthen writing skills and to keep a line of open communication between the students and teacher.

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

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

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

14. PS 11 does not offer any language classes during the school day.

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. New teachers receive notification of mandated ESL training.

All teachers serving ELL students are encouraged and supported in participating in district or ISC professional development offerings. (CR154, IV) The ELL teacher at PS 11 meets regularly with cooperating classroom teachers during prep periods to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes. Both the ESL teacher and the Assistant Principal are members of a network study group on ELLs. This information is then turn-keyed to other staff at PS 11.

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

3. The ELL teacher will work to ensure that the cooperating teachers incorporate second language learning strategies and techniques to their teaching styles. (CR154, IV, pt.4) Teachers review student data to highlight areas where ELL students are underperforming as a subgroup and explore structural strategies for achievement, particularly in the area of vocabulary acquisition for a minimum of 7.5 hours. The staff received professional development on amplifying rather than simplifying vocabulary. Sign in sheets are used to record the attendance of staff members and the time spend during the ELL training workshops.

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. P.S. 11 has an active parent association and school leadership team. Parent involvement is high among all families in the community. There are after school performances and family involvement evenings. Once a month on Family Friday, families are invited into their children's classrooms to see the curriculum at work. Parents of ELL students receive invitations to these events in their home language. Parents of ELLs also attend meetings in Spanish that are run by the bilingual school social worker, bilingual school psychologist, and the parent coordinator. The school handbook is published in all languages utilizing the services of the DOE translation unit.

2. The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL

parents. However, PS 11 has a community based organization that runs an after school program at the school. ELL parents are invited to attend performances in a variety of art forms, including dance, circus arts, and Capoeira (African/Brazilian Martial Arts). Additionally, there is a parent group that meets in Spanish, Café con Leche, for Spanish speaking parents. This group meets monthly to discuss issues within the school, it keeps parents informed, and serves as a way for the Spanish speaking families to be more connected to the PS 11 community.

3. PS 11 reviews and evaluates the needs of parents using the DOE Learning Environment Survey. The SLT also evaluates parents' needs with an additional survey. which addresses needs particular to the school community. These additional surveys are published in all home languages as per the HLIS.

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

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)	4	4	1	1	0	0								10
Intermediate(I)	1	0	2	0	0	0								3
Advanced (A)	2	2	2	1	0	3								10
Total	7	6	5	2	0	3	0	0	0	0	0	0	0	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	0	0							
	I		1	1	0	0	0							
	A		1	3	0	0	1							
	P		1	1	1	0	1							
READING/ WRITING	B		2	1	0	0	0							
	I		0	2	0	0	0							
	A		1	1	1	0	2							
	P		0	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4			2		2
5		3	1		4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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					2		1		3
5			1		1		2		4
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		3		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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

benchmarks for their grade level.

2. On the LAB-R, 6 out of 11 incoming students scored as beginners. One student scored at the intermediate level, and 4 students scored at the advanced level. Of the 21 students that took the NYSESLAT last year, 9 achieved proficiency. Of the remaining students, all gained at least one proficiency level, except for two students who remained advanced and one hold-over student, whom was previously identified as a special education student. This student no longer has an IEP due to the parent's request.

3. Data shows that we are closing the gap between the reading/writing and listening/speaking modalities. ELLs are frequently administered running records, in order to track their progress in reading. The ESL teacher uses dialogue journals to constantly work on writing with ELLs. The ELL teacher pushes in to classrooms in order to provide support in a mainstream environment. We have found push in instructional support to be more beneficial to our students. Because of this, the reading and writing modalities are gaining strength.

4. A. None of the ELLs took tests in their native languages last year, however all were provided a copy of the state exam in their native language if it is available and in the past we have hired interpreters for students who required one. The students who were intermediates had great success last year. All but three students made considerable progress over the course of the school year. The grade that made the least amount of progress was the kindergarten class. They fell short of proficient in the reading and writing modalities. The rest of the grades made greater improvement.

B. P. S. 11 does not use the ELL Periodic Assessments.

C. Our school does not use the ELL Periodic Assessments or the Native Language Assessments.

5 – N/A

6. We evaluate the success of our programs by results of NYSESLAT, the state exams, and the same assessments we use for all general education students (TCRWP, ITAs, etc). We have the same high expectations of our ELLs as the rest of our student population. We use data gathered from assessments to measure the growth of our students and then use that data to drive our instruction.

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.

Paste additional information here

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 011 William T. Harris					
District:	2	DBN:	02M011	School		310200010011

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	17	18	18		94.5	95.2	95.4
Kindergarten	88	106	129				
Grade 1	94	100	108	Student Stability - % of Enrollment:			
Grade 2	91	94	105	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	82	90	98		96.7	97.8	95.0
Grade 4	72	85	86	Poverty Rate - % of Enrollment:			
Grade 5	78	71	83	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		61.3	68.2	68.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		5	8	3
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	7	6		1	3	3
Ungraded	0	7	6				
Total	522	571	633				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	24	26	Principal Suspensions	9	16	5
# in Collaborative Team Teaching (CTT) Classes	56	62	64	Superintendent Suspensions	8	1	6
Number all others	25	33	35				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	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

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	26	19	TBD
# ELLs with IEPs	3	5	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	46	46	52
Number of Administrators and Other Professionals	9	11	7
Number of Educational Paraprofessionals	4	4	5

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	97.8	100.0	100.0
				% more than 2 years teaching in this school	47.8	56.5	67.3
				% more than 5 years teaching anywhere	30.4	37.0	48.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	89.0	94.2
American Indian or Alaska Native	0.2	0.4	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	17.2	14.9	12.3				
Hispanic or Latino	36.4	33.6	32.2				
Asian or Native Hawaiian/Other Pacific	12.8	11.4	11.4				
White	33.1	38.2	41.1				
Male	49.2	52.0	54.5				
Female	50.8	48.0	45.5				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated 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	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	74	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 02M011

All Title I SWP 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:	350,406.00	110,156.00	460,562.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,504.00	1,101.00	4,605.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,520.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,040.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:100%
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.

* 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.

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.

The PIP and the Parent Compact can be found on the CEP beginning on Page 29

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.

Needs assessment can be found on Page 12 of CEP

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

School Wide Reform Strategies can be found in the Annual Goals section of the CEP, beginning on Page 14.

3. Instruction by highly qualified staff.
100% of our teachers are Highly Qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Professional development is addressed in the Action Plans beginning on Page 15 of our CEP

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Our Hiring Committee meets to review all candidates. An outreach is offered through Open Market Hiring System and staff referrals.

6. Strategies to increase parental involvement through means such as family literacy services.
Family Friday (open classrooms) allow families to come into the classroom to experience literacy instruction. Evening workshops are conducted to give families more information about content curriculums.

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.
Students are assessed when they register for Kindergarten by the school administrators. They assessed again immediately by classroom teachers in September and targeted instruction is designed immediately. Families and children are invited to several orientation meetings prior to school beginning.

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.
goals and benchmarks.
Grade level teams meet monthly to design and implement assessments, based on unit and long term

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.
Please refer to the Action Plan pages beginning on Page 15 of our CEP.

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.
We currently have collaborations with CookShop, Wellness in Schools and PS 11 Programs Inc.

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **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.

² **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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	X			329,382.00	X	15,16,17,18
Title I, Part A (ARRA)	Federal	X			109,054.00	X	15,16,17,18
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			112,790.00	X	15,16,17,18
Tax Levy	Local	X			3,414,322.00	X	15,16,17,18

