



P.S. 011 KATHRYN PHELAN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 011 KATHRYN PHELAN
ADDRESS: 54-25 SKILLMAN AVENUE
TELEPHONE: 718-779-2090
FAX: 718-458-6362

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010011 **SCHOOL NAME:** P.S. 011 Kathryn Phelan

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

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

SCHOOL CONTACT PERSON: ANNA EFKARPIDES **EMAIL ADDRESS:** AEfkarpides@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patricia Schultz/ Parianna Lombardi

PRINCIPAL: ANNA EFKARPIDES

UFT CHAPTER LEADER: Katie Kurjakovic

PARENTS' ASSOCIATION PRESIDENT: Jodi Hernandez, Elizabeth Curry

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** CFN 2.02

NETWORK LEADER: NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

SUPERINTENDENT: PHIL COMPOSTO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Anna Efkarpidis	Principal	Electronic Signature Approved.
Katherine Kurjakovic	UFT Chapter Leader	
Jessica Pajares-Moreno	PA/PTA President or Designated Co-President	
Elizabeth Currie	PA/PTA President or Designated Co-President	
Isolina Simmons	PA/PTA President or Designated Co-President	
claire donohue	PA/PTA President or Designated Co-President	
Ester Dendeng	Parent	
Patricia Schultz	UFT Member	
jodi hernandez	PA/PTA President or Designated Co-President	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

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

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

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

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

Through the Project Arts Program all students are involved in an ongoing research project about the Woodside community. Projects are developed in coordination with classroom teachers and the resident artists. Also, the art teachers and music teacher come to the classroom to enrich the students' and teachers' knowledge and experiences in the arts. There is also continuous collaboration among the clusters and the classroom teachers. Several performances are held in the school with special themes to enhance learning. Students have more understanding on the subject areas/topics. The arts will help students improve their self-esteem.

There are two computer labs in our school which are visited on a weekly basis by almost every class. All classrooms are wired for Internet usage. There are minilabs in each classrooms and many of the classrooms have smart-boards. Teachers have received extensive training in the use of the smart-boards.

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

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

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

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

All P.S. 11 Teachers are highly qualified.

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

P.S. 11 is a Title I School wide Program School (SWP). Funds are used to support and enhance our educational programs and provide professional development for staff members. Although our school budget for the school year 2010-2011 is still in the process of development, we expect that we will continue to receive allocations from Title I, Title II, Title III, Title V, PCEN, and NYSTL.

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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 Kathryn Phelan								
District:	30	DBN #:	30Q011	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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	0	0	0		95.4	95.5	TBD		
Kindergarten	175	183	183						
Grade 1	162	176	190	Student Stability - % of Enrollment:					
Grade 2	175	160	177	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	180	174	162		93.5	95.68	TBD		
Grade 4	172	177	168						
Grade 5	143	182	180	Poverty Rate - % of Enrollment:					
Grade 6	165	138	169	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		69.4	69.4	83		
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		4	15	TBD		
Grade 12	0	0	0						
Ungraded	3	0	6	Recent Immigrants - Total Number:					
Total	1175	1190	1235	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					26	27	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	10	19	17	Principal Suspensions	0	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	0	0	TBD		
Number all others	63	64	71						
<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	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	10	7	19				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	318	334	307	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	33	Number of Teachers	79	79	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	18	TBD
				Number of Educational Paraprofessionals	1	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	100	100	TBD
				% more than 2 years teaching in this school	82.3	81	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	72.2	75.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	96	95	TBD
American Indian or Alaska Native	0	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.8	100	TBD
Black or African American	1.1	1.3	1.5				
Hispanic or Latino	42.5	42.6	42.6				
Asian or Native Hawaiian/Other Pacific Isl.	41.7	42.4	41.4				
White	14.7	13.2	13.3				
Multi-racial							
Male	49.4	48.2	48.3				
Female	50.6	51.8	51.7				
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:					
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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	104.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	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?

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

The school maintains its vision in directing instruction through meaningful data. Data has driven instruction through various interventions. Interventions are in place on the different grades. These needs are determined by assessment data.

Diagnostic testing serves a means of mediating learning and making assessment continuous. Through diagnostic testing, teachers determine student proficiency and address their deficiency. Teachers adjust instruction as they teach in order to lead students to more efficient learning. In turn, students use what they already know to solve more challenging tasks.

100% of our teachers are now involved in Inquiry Work. The school focuses on supporting high need students by offering academic intervention services. However, high performing students are sometimes unchallenged and their individual learning needs need to be addressed through differentiated lessons that further extend their curriculum. As a result of the data we decided that Level 3 and 4 students will be the target population who will be learning self-questioning techniques to improve comprehension. As a result of this skill, students will progress at least 2 levels in their independent reading as evidenced by Fountas and Pinnell. Through class discussions with use of guiding and essential questions, students will be able to use higher order thinking skills to improve comprehension and increase knowledge of academic vocabulary.

This has become our focus because we need to ensure that our level 3 and 4 students are challenged and differentiation is provided so that they will continue to make progress.

The literacy coach will continue working with the teachers helping to develop questioning techniques, and reading strategies that will improve reading comprehension and critical thinking.

Through PD more of our teachers are using strategies and questioning techniques, and reading strategies that will improve reading comprehension.

We need to use more nonfiction reading and writing. Our curriculum has a focus on vocabulary and comprehension strategies. We are also using Wilson for support and Foundations for grades K-2. We will also need to implement an enrichment program that will utilize educational games and small group activities focusing on various comprehension skills and vocabulary in all subject areas.

Because of the inquiry work all teachers and their teams will use data to set annual and interim goals for groups of students for whom they are responsible. They must effectively and consistently analyze data to identify which students need additional supports and extensions, and set differentiated annual and interim goals for those students to accelerate their learning so all students are on a path to mastery of learning standards and fulfilling their potential. Team and classroom level goals will target and thoughtfully be designed to leverage changes in classroom practice to accelerate student learning.

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"/> We will continue to focus on our reading program and student performance in ELA, so that 80% of our students, which is 1000 students, will go up at least two Independent levels on Fountas and Pinnell by June 2011.	<input type="checkbox"/> Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2010-2011 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction. The Components of the Balanced Literacy Program are: Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.) Independent Writing: Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.) Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.) Interactive Writing: In the lower grades teachers invite students to take risks in recording their oral sentences into written text with teacher support, Teacher and student "share the pen."(Approximately 10-15 minutes.) Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers and engages children in accountable talk. (Approximately 15-20 minutes.) Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.) Small group Instruction: The teacher conducts strategy lessons, guided reading, guided writing, word work, shared reading or writing and leads small group instruction based on assessed needs (Approximately 20-30 minutes.) Intensive Professional Development, including:

	<p>chool-based Professional Development Team (Instructional Cabinet), which includes the Principal, a full-time Literacy Coach, and other essential participants who will demonstrate best classroom practices to teachers in the school.</p> <p>nguage Arts Curriculum to enhance the writing program</p>
<p><input type="checkbox"/></p> <p>#2 We will implement early intervention strategies that promote success for our ELL students in literacy development as measured by increases in the NYSESLAT scores.</p>	<p><input type="checkbox"/></p> <p>.Current instructional initiatives for literacy include the implementation of Harcourt and Mondo programs. The use of these programs consist of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2010-2011 school year, as it will form the basis for the uniform literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction.</p> <p>All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve reading, writing, and comprehension skills. The Wilson/Fundations programs will be implemented by both classroom and AIS teachers in order to better support the present word study program. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Fundations and Wilson will be used to enhance the student’s phonemic awareness and decoding skills. For comprehension, we use a Balanced Literacy Program with a strong component of shared and guided reading and writing and read alouds as well as just right books and trade books of high interest. Structured writing is introduced using the writing process and eventually giving more flexibility to the students to explore and experiment with mechanics, conventions and creativity.</p>
<p><input type="checkbox"/></p> <p>#3 By June 2011, 7% of students in grades 3-6 which is an additional 50 students will improve written communication and explanation of strategies in mathematics as reflected on the short and extended response questions on the NYS math test and evidenced on the item analysis report.</p>	<p><input type="checkbox"/></p> <p>The program includes classroom instruction using Everyday mathematics supplemented by math steps. The use of manipulatives and math games supports the needs of all students through differentiated instruction. A focus on vocabulary and problem solving will further help in moving students forward.</p>
<p><input type="checkbox"/></p> <p>#4. By June 2011, 98% of the 4th grade students will attain a level 3 and above on the NYS Science exam.</p>	<p><input type="checkbox"/></p> <p>Teachers will focus on the mastery of science vocabulary by using an inquiry and hands on approach, conducting parent/student workshops, assessing the student use of Brain Pop. In addition, trips to science institutions are organized throughout the year in coordination with the pacing calendar. Science workshops are provided for grade 3 and 4 students.</p>

<input type="checkbox"/> 5. By June 2011, 90% of the 5th grade students will perform at level 3 or above as assessed by the NYS Social Studies exam.	<input type="checkbox"/> Teachers follow a pacing calendar developed by a committee and supported by three social studies clusters who integrate social studies into the literacy program. In addition the arts program is integrated into the social studies curriculum with the support of artists in residence.
<input type="checkbox"/> #6 To enhance student’s artistic development via the five activity strands as listed in the blueprint for teaching and learning in the arts from NYC Department of Education and show a 5% increase in the number of students that will observe, participate, or create an artistic experience.	<input type="checkbox"/> Enhance school climate through arts awareness. Continue to utilize community as primary resource for student learning in the arts. Developing visual arts vocabulary. Reading and writing about art. Problem solving: interpreting and analyzing art. Observing and interpreting the world.
<input type="checkbox"/> We will build capacity to serve the physical, emotional, and social needs of students with special focus on students most at risk through designing PD on differentiated instructional techniques and incorporating various prevention/intervention services for the students.	<input type="checkbox"/> 7. Implement a special program for intervention and prevention of youngsters with special needs. AIT Committee will monitor students receiving support services and update PIP’s with teachers. Monitoring student progress and the effectiveness of intervention services and making modifications to services as needed. Expand the use of the Wilson Language Program and Foundations for early intervention.

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> We will continue to focus on our reading program and student performance in ELA, so that 80% of our students, which is 1000 students, will go up at least two Independent levels on Fountas and Pinnell by June 2011.</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>1. A balanced literacy approach to reading and writing with use of Storytown, On the Way to English, MONDO, Foundations, guided reading, Wilson Method and classroom libraries will be implemented. Whole class, small group, and individual instruction that will help children develop reading habits to meet the standards is provided. Integrating writing across the curriculum continues with additional training and mentoring across the grades. Community volunteers will continue to work with teachers and students to help children develop reading and writing strategies. Learning Leaders Instruction will be provided by AIS teachers and/or paraprofessionals working with small groups in the classroom in conjunction with regular classroom teacher in the area of reading. Utilize the Instructional Cabinet and Facilitators in Staff Development to help accelerate student literacy. Utilize student teachers and student interns from Queens College, Hunter College, Fordham, LaGuardia Community College and St. John's in selected classes. Implement Reading Buddies Program. Expand the role of literature in the teaching of social studies and science.</p>

Inter-grade and intra-grade articulation between teachers monthly to share best practices.
Provide for increased use of social studies and science literature.
Technology in the classroom to differentiate instruction through Brain Pop, A-Z, and Renzulli Learning System.
Continue study seminars with Teacher Center Specialist, Staff Developers, and consultants.
Offer training at faculty conferences, grade conferences, and conducted by principal, assistant principals, Teacher Center Specialist, Staff Developers and Facilitators monthly.
Arrange for inter-visitations of target staff to observe Facilitators within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and faculty conferences and after-school workshops.
 Assistant Principals and Principal will provide workshops and training sessions for ESL self-contained, pull-out teachers, and classroom teachers.
Provide staff development for paraprofessionals re: intervention strategies for working one on one and with small groups.
 Teacher Center Specialist and Staff Developer will demonstrate lessons with new reading program .
Provide workshops during common preps and after-school in literacy.
Provide intensive instruction (AIS Services) through the use of the Title I SWP Reading teachers to lowest performing students in all grades daily.
Provide intensive instruction in reading to former ELL students who will be taking the standardized reading test for the first time.
Integrate Project Arts activities with English Language Arts in Grades K-6
Continue to provide test sophistication strategies for Grades 2 - 6.
Provide interclass visitations to observe other teachers using literacy program, i.e. small group instruction, Book Clubs, independent reading, read alouds.
Implement an intervention program for students at risk.
Provide small group instruction to ELL students through self-contained, as well as push-in ESL programs as needed.
Provide assistance and support to ESL staff through the use of the ESL Assistant Principal.
Utilize ESL student teachers from St. John's University, Queens College and Hunter College to target ESL classrooms.
Continue to provide support to the Foreign Language Heritage Program for grades K-6.
Provide support services to students who have tested out of ESL programs through

	<p>Academic Intervention Services with a focus on academic language and critical thinking questions. Continue use of Educational Assistants and Early Class Reduction teachers to provide small group instruction. Provide additional instructional time in literacy for identified students through an after school ESL program. Provide the Imagine Learning online program to ELLs and special education students which will focus on reading strategies. Provide additional instructional time in literacy through an after-school program (Woodside on the Move). Will provide an enrichment program for level 3 and 4 students in order to ensure progress. Will implement an enrichment program for all students through educational games, literacy centers, and cooperative activities.</p> <p><input type="checkbox"/></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>Tax Levy, PCEN, Title I, Part 154, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> 1. Teacher made tests, and running records will monitor weekly or monthly progress of all children. Writing folders/portfolios for each child will be documented. Agendas and attendance of ELA PD Reading teachers, classroom teachers, 5 paraprofessionals, ESL staff developer through Tax Levy, Early Class size reduction, SWP Title I and PCEN teachers, Literacy Coach, UFT teacher center staff developer, and Literacy Consultant will monitor growth using formal and informal data including running records, diagnostic assessments, predictive assessments and program benchmark assessments in November, March, and June.</p>

Subject Area
(where relevant) :

1. ELA Continued

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>#2 We will implement early intervention strategies that promote success for our ELL students in literacy development as measured by increases in the NYSESLAT scores.</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>We will implement early intervention strategies that promote success for our ELL students in literacy development as measured by increases in the NYSESLAT scores.</p> <p>By June 2011 the percent of students that will show growth in ELA by improving at least 1 proficiency level on the NYSELSAT will increase by 50%, which is 25 more students.</p> <p style="padding-left: 40px;">Provide small group instruction to ELLs through self-contained, as well as pull-out/push-in ESL programs.</p> <p style="padding-left: 40px;">Provide assistance and support to ESL staff through the use of the ESL Assistant Principal.</p> <p style="padding-left: 40px;">Share best practices with the entire staff.</p> <p style="padding-left: 40px;">Utilize ESL student teachers from St. John’s University, Queens College, and Hunter College to target ESL classrooms.</p> <p style="padding-left: 40px;">Continue to provide support to Heritage Foreign Language Program for grades K-6.</p> <p style="padding-left: 40px;">Provide support services to students who have tested out of ESL Program through Academic Intervention Services.</p> <p style="padding-left: 40px;">Continued use of Educational Assistants to provide small group instruction.</p> <p style="padding-left: 40px;">Provide additional instructional time for identified students through an After School ESL Program.</p> <p style="padding-left: 40px;">We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills.</p> <p><input type="text"/></p> <p style="padding-left: 40px;">Modified Instructional Strategies (scaffolding).</p>

	<p>Implementation of computer based programs line Renzulli, Brain-Pop, Reading A-Z, Raz Kids, Imagine Learning English in order to differentiate instruction and assess student progress.</p> <p>Exposure to rigorous academic curriculum.</p> <p>Extracurricular integration.</p> <p>Extra time to implement the skills and strategies needed in each unit/theme.</p> <p>Syntactic characteristics pertaining to the Unit or Theme.</p> <p>Focus on reading behaviors to observe for and support by levels for ELLs.</p> <p>Integrate Content and Language Goals for each lesson as needed.</p> <p>Provide support for vocabulary and syntax so students can reach next level.</p> <p>Incorporate language teaching in between mini-lessons.</p> <p>Implement a new program, On our Way to English which has a focus on oral language and grammar.</p> <p>Active engagement will be more extensive for the ELL student.</p> <p>Extend conferences in order to provide more time for conversation for the ELL.</p> <p>Substitute mini-lessons with language mini-lessons as needed to stress vocabulary and syntax for ELLs.</p> <p>Vocabulary and language instruction prior to content area instruction.</p> <p>Pull-out/Push-in teachers will provide guided reading instruction, read alouds, shared reading and vocabulary instruction in small groups.</p> <p>2.</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>Tax Levy, Title I, Title II</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><input type="checkbox"/></p> <p>Teacher evaluation</p> <p>Portfolios</p> <p>Predictive and diagnostic assessments</p> <p>Benchmark Assessments from On the Way to English Program.</p> <p><input type="checkbox"/></p>

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Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>#3 By June 2011, 7% of students in grades 3-6 which is an additional 50 students will improve written communication and explanation of strategies in mathematics as reflected on the short and extended response questions on the NYS math test and evidenced on the item analysis report.</p>
<p>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"/></p> <p>Teachers will receive Professional Development on various strategies for using and improving academic vocabulary in oral/written explanations. Students will assess their work using a rubric. Provide PD on effective questioning techniques to promote student interaction. Teachers will model solving strategies and processes. Provide test sophistication strategies in mathematics. Provide a Family Game Night.</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>Title I, PCEN, Tax Levy, Part 154, Title III</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Grade 3-6 will take State Test in Math in the spring and will show an increase in the number of students who will score at level 3 or 4. Student portfolios and assessments will indicate mastery of objectives and meeting grade level goals.</p>
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Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> #4. By June 2011, 98% of the 4th grade students will attain a level 3 and above on the NYS Science exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Using the inquiry based style of teaching during science instruction. Provide opportunities for the teachers to attend state and national science conferences. Provide parents with science workshops related to the NYS Science curriculum. Provide teachers with science information and updates to maximize their teaching proficiency. Emphasize connections among the natural and social sciences, mathematics and technology. Unify concepts that integrate science with other disciplines. Introduce the Internet and use it in the classroom as a communication tool and learning resource. Provide students with an awareness of careers in science and technology. Provide teachers with the opportunity to receive feedback about their science teaching

	<p>and to understand, analyze, and apply that feedback to improve their practice.</p> <p>Incorporate social interaction teaching strategies, such as cooperative learning, peer tutoring and cross-age teaching.</p> <p>Structure the time available so that students are able to engage in extended science investigations and external field trips.</p> <p>Provide teachers with exposure to innovative teaching strategies in order to enhance student performance.</p> <p>Provide students with opportunities to share and exhibit their implementation of the scientific method via a Science Fair.</p> <p>Ensure that equipment and materials are readily available for students to use and staff development provided for the teachers in using science manipulatives to support instruction.</p> <p>Familiarize teachers with a constructivist and critical perspective toward the teaching and learning of science.</p> <p>Demonstrate the applicability of concepts and theories in science and adapt this to a hands on approach.</p> <p>Provide instructional support through two cluster positions.</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>Title I SWP and Title I ARRA SWP</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><input type="checkbox"/></p> <p>Teachers will show increased awareness of Performance Standards through evidence of use in their classroom activities and monthly planning. The fourth grade NYS Science Test will be given in the spring. Results on the test will indicate at least 98% of students will perform at or above grade level.</p>

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>5. By June 2011, 90% of the 5th grade students will perform at level 3 or above as assessed by the NYS Social Studies exam.</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"/>5.</p> <ul style="list-style-type: none"> Offer teacher training on test sophistication and the use of primary and secondary historical documents. Provide additional Social Studies instruction through three cluster positions. Incorporate current events, articles, pictures, artifacts in the use of primary sources. Offer training on the use of technology and the Internet for research on retrieving documents. (work with computer teacher) Conduct meetings to discuss a new social studies series. More hands-on enrichment materials (games, puzzles, maps) Assign grade museum trips, coordinate with specific material. Continue the use of a pacing calendar for the Social studies Curriculum. Continue to integrate the arts throughout the curriculum. Community Awareness- lower grades Teaching of the holidays through a historical perspective Hands on Artifacts - grades 3 to 6
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/>Tax Levy, Title I</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"/> <p>Benchmark assessments from social studies units. Nonfiction writing portfolios</p>
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Subject Area
(where relevant) :

Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>#6 To enhance student’s artistic development via the five activity strands as listed in the blueprint for teaching and learning in the arts from NYC Department of Education and show a 5% increase in the number of students that will observe, participate, or create an artistic experience.</p>
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"/> <p>Enhance school climate through arts awareness. Continue to utilize community as primary resource for student learning in the arts. Developing visual arts vocabulary. Reading and writing about art. Problem solving: interpreting and analyzing art. Observing and interpreting the world.</p> <p>Include student participation in curating school building with their art work. Plan parent workshops to create extended support for student learning. Maintain and utilize relationship with Parent Coordinator. Coordinate culminating event to showcase student’s visual arts projects as well as performance arts pieces. Continue to utilize community as primary resource for student learning in the arts. Enhance school climate through arts awareness. Looking at and discussing art. Developing visual arts vocabulary. Developing music vocabulary and listening to selected music and analyze.</p>

Reading and writing about visual art and music.

Problem solving: interpreting and analyzing art.

Observing and interpreting the world.

Coordinate trips with American Ballet Theatre Company, New York City Ballet, Queens Theatre in the Park, Lincoln Center, Carnegie hall, Queens Metropolitan Opera for parents and students to experience the art of dance in the performing arts.

Support by three cluster teachers

Student participation in chorus and outside performances

Increase student exposure to various arts forms through interactive performances by professional artists.

Music Making: Singing, reading, writing notation, listening, playing pitched/non-pitched instruments, expressive movement/ response, improvising and creating, composing, analyzing

Grade 2 Benchmarks : Through exploration and discovery, students will be able to express themselves as thinking, feeling musicians and develop their musical imaginations through speaking, singing, playing, and composing.

Grade 5 Benchmarks : Through the development of formal musical skills, students will perform and create music that draws upon more challenging techniques and repertoire, while beginning to develop personal expression and musicianship.

Art Making : Painting, Drawing, Printmaking, collage, sculpture, 2-D Applied Design, Media Technology.

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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"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 6. <ul style="list-style-type: none"> Showcase of student's art work throughout the building. Student's performances throughout the year Student art portfolios Awareness of careers in Visual Arts. Setting goals and developing career plans Developing an awareness for the theatre and performing arts. Making social, historical and cultural connections through music education. Gaining skills and expressive abilities in music. Applying musical concepts and skills learned

Subject Area
(where relevant) :

Support Services

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> We will build capacity to serve the physical, emotional, and social needs of students with special focus on students most at risk through designing PD on differentiated instructional techniques and incorporating various prevention/intervention services for the students.
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.



Staff development in areas such as behavior modification, language processing identifying students at risk, learning disability.

Staff development in the use of differentiated instruction, i.e., reading, math, and writing with at-risk children in the general education classroom.

Articulation between classroom teachers SETSS teachers and related services providers on implementing students' IEPs

Use of Kaplan, STAR, PAF, Foundations, and Wilson Method learning system.

Use of manipulatives to support the instructional programs.

Use of criterion referenced material to assess student performance.

Use of PAF, Foundations, and Wilson multi-sensory programs.

Group students and provide instruction according to their IEP goals and objectives.

Guidance staff and IEP team will provide professional development to staff in helping to identify youngsters with special needs and prevention and intervention services.

Pupil personnel committee will monitor students receiving support services and will monitor referrals to special education.

Continue implementation of FLISE and AIDS Curriculum and drug prevention program.

Continue to implement school guidance program including individual and group counseling.

At-Risk and prevention counseling and parental and community outreach

Implement a special program for intervention and discipline of youngsters with special needs.

Project Share

Continue consultations to staff and counseling to children by IEP team.

Counseling by Guidance Counselor of ERSSA students.

Expand the use of the Wilson Language Program for early intervention.

Referrals to outside agencies as appropriate to support emotional or physical needs.

At-risk SETSS, Speech, Counseling, IEP screenings.

Referrals to vision therapy as needed.

504 Plans to address physical and/or emotional needs

Referrals made to outside agencies as needed to children and families in need.

Training for teachers on pre-referral process.

<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>	<input type="checkbox"/>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Teachers will show greater awareness of strategies to use in the classroom for students with special needs as seen in their planning through observations weekly. Decrease referrals in proportion to the pre-referrals Imagine Learning English assessments Benchmark assessments Predictive and diagnostic assessments running records Teacher made assessments evaluating mastery of individual 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			N/A	N/A	2			
1	37	5	N/A	N/A	1	3		
2	25	12	N/A	N/A	3			
3	55	16	N/A	N/A	1			
4	36	37	5		5			7
5	28	24	5		2		1	8
6	22	18			1			4
7								
8								
9								
10								
11								
12								

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

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

Part B. 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>AIS services are provided in a small group as a pull-out program. Word study is addressed by Wilson and Foundations. Fluency and Visualization are addressed by Great Leaps and Wilson. Vocabulary and Comprehension are addressed by Wilson, Vocabulit and Bringing Words to Life.</p> <p>Saturday Academy provides Academic Support to level 3 and 4 students not making adequate progress.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> <input type="checkbox"/> Harcourt Intervention Program and Everyday Mathematics are used to address skills and concepts. Extended Day is used for additional small group instruction for students that require AIS.</p>
<p>Science:</p>	<p>Measuring Up is used as a supplemental program for science intervention. Small group instruction is provided in the classroom by the classroom teacher and workshops are provided by science teachers after school and on Saturdays.</p>
<p>Social Studies:</p>	<p>Small group instruction is provided by classroom teachers.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>A guidance counselor provides individual or small group interventions to students in need. The counselor also informs parents about parental skills, behavior modification and agencies available to meet their children's needs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Participating in writing of behavior Intervention Plans and discussing the implementation of the plan. Discussing alternative interventions with the parents and staff.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual and small group counseling is provided to students as needed. Informing parents about outside agencies and services available to them.</p>

At-risk Health-related Services:

School nurse provides Project Airways to at-risk asthmatic children.

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **ORC § 3319.09** by the manner 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.

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

1

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

Heritage Foreign Language Program

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

Section I. Student and School Information.

Grade Level(s)
K-6

Number of Students to be Served:

LEP 356

Non-LEP n/a

Number of Teachers 9

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III Part A LEP Program Narrative
Language Instruction Program

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

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

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

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

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

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

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

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

I. Parent/community involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Professional Development Program

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

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

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom

The importance of phonemic awareness in the ESL classroom

Helping your child at home.

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

Section III. Title III Budget

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School: P.S. 011q**BEDS Code: 343000010011**

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	39,265	<input type="checkbox"/> per session
Purchased services - High quality staff and curriculum development contracts	Not available	Not available
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3,184	<input type="checkbox"/> Supplies
Educational Software (Object Code 199)	10,411	<input type="checkbox"/> Software
Travel	n/a	n/a
Other	n/a	n/a

TOTAL	0	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. Translated versions for parent brochures, promotions letters and other pertinent regulations will be downloaded from the DOE website and distributed to the parents accordingly.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	705,680	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,574		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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.
 N/A

* 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.

1.

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

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

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 11 Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. P.S. 11 Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. P.S. 11 Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. P.S. 11 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. P.S. 11 Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

6. P.S. 11 Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

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

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 Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

P.S. 11 Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

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

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

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

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

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

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

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

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

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

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

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

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

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

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

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

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

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

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

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

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

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

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

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

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

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

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

2.

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.

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

· To increase the number of paraprofessionals in the classroom. Increase the number of classes receiving paraprofessional assistance.

- Title I teachers will be assigned to work with targeted students in order to provide small group support services.

- To continue to involve teachers in the selection of appropriate instructional materials. Joint decision making combines the talents and expertise of supervisors and teachers. This results in the availability of high interest, motivating and innovative materials that maximize student performance and success.

- To continue to provide additional services of a class size reduction teacher within the classroom setting thereby serving more students in small groups which will expand services to include grades K-3

- To continue to provide Academic Intervention Services (AIS) to all students at risk of not meeting state standards including ESL and Special Education instructional services.

- Continue to:
 - Conduct Inter-grade meetings
 - In the spring conduct reorganization meetings for placement of students for next year.
 - Conduct weekly Literacy Professional Development sessions
 - Conduct weekly math Professional Development sessions

- To continue to provide workshops to teachers on relevant topics (i.e. use of Computers, Mathematics, Science, Writing Process, Cooperative Learning, Conferencing, ESL Methodologies, PAF, Guided Reading, Shared Reading, and Comprehensive Literacy).

- Continue to implement the present CEP. The Instructional Cabinet will provide additional support to all members of the P.S. 11 community.
- To provide more individualization and small group instruction by supplementing this with computer assisted instructional programs, and other technological innovations, as well as with family involvement and participation.
- Communicate with parents in various languages due to the ever-increasing number of families from India, Pakistan and Bangladesh.
- To expand and incorporate Project Arts and the Center for the Arts Grant which were brought into the school with the aim to connect the arts with content area instruction. Artists in residence work in conjunction with both the art teachers, Social Studies teachers and the classroom teachers to plan projects that integrate social studies and the visual arts.
- To continue to provide training in using manipulatives to enhance instruction in science.
- Continue to monitor student attendance.
- To increase Parental Involvement and the number of parents attending workshops.

- To continue to research for areas available to alleviate over-crowded conditions.

- To provide Professional Development in managing disruptive behavior, models of push-in and pull-out programs, and integration of technology in classroom instruction.

- To use an on-going study group format for professional development throughout the year.

- Provide professional development in how to use the literacy program to meet the needs of ELLs and former ELLs.

2. Schoolwide reform strategies that:

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



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

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

One of the areas of concern at P.S.11 is the New York State English as a Second Language Achievement Test (NYSESLAT). Following the guidelines of the No Child Left Behind Act (NCLB), all students must demonstrate growth. We have a large population of new ELLs. A review of the 2009-10 school report card indicates that 42% of our students are performing below the state standard on mathematics and 23% are performing below the state standard on the ELA. Over 50% of our part-time Special Education students are performing below state standards in English language arts and mathematics.

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

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

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

□

Current instructional initiatives for literacy include the implementation of a Comprehensive Literacy Approach for reading, which consists of independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2010-2011 school year, as it will form the basis for the uniform citywide literacy program. Classroom libraries and academic support personnel in the classroom will further support literacy instruction.

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

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

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

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

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

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

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

P.S. 11 is a Title I School wide Program School (SWP). Funds are used to support and enhance our educational programs and provide professional development for staff members. Although our school budget for the school year 2010-2011 is still in the process of development, we expect that we will continue to receive allocations from Title I, Title II, Title V, PCEN, and NYSTL.

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

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

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

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

- o Help provide an enriched and accelerated curriculum.



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

The purpose and focus of science education at P.S.11 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. Eighty-seven point four percent of our fourth grade students scored above the state designated level. In the school year 2010-2011 grades K-5 will continue to use the Harcourt Brace science program, and Grade 6 will continue to use the McMillan series.

P.S.11 will continue to follow the NYS Core Curriculum for Social Studies. Through the Project Arts Program all grades are involved in an ongoing research project about the Woodside community. Projects will be developed in coordination with classroom teachers and the resident artists. In the school year 2010-2011, grades 1-6 will continue to utilize the Making Connections curriculum, which teaches Social Studies through literature. In addition, Grades K-5 will use Harcourt Brace and grade 6 will continue to use the MacMillan/McGraw Hill series.

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

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

- o Meet the educational needs of historically underserved populations.



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

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



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

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

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

3. Instruction by highly qualified staff.

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

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



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

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

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

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

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

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

□The school has been working collaboratively with St. John’s University, Hunter College, Fordham University, Touro College, La Guardia and Queens College utilizing student teachers in some classrooms so that we may observe their teaching prior to recruitment. !00% of our teachers are certified teachers and more than 89 % hold a Master’s Degree. Teachers are also encouraged to get certification in more than one area.

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



- Parent and community participation at school's Holiday Fair.
 - Career Day Program – invite community workers to speak to children
 - Participation of parents at school's Halloween Parade.
 - Workshops for parents by school reading, math and science specialists.
 - Parent and children's activities funded through Title I Parent Involvement component.
 - Parent Coordinator will work closely with parents and offer workshops.
 - Glee Club performances at Senior Citizens Center and at specific community functions.
 - Publicize noteworthy activities in local newspapers.
 - Implement a Child of the month at monthly PTA meetings to encourage parent participation.
 - Provide detailed PTA meeting agendas to encourage parent participation.
 - Vary meeting schedules to increase opportunities for parent involvement.
 - Provide meeting and performance notices to the parents at least 10 days in advance to allow working parents to adjust their schedule for attendance.
 - Maintain list of translators to support communication with parents who do not communicate in English.
 - Maintain list of volunteers to involve parents in school activities.
 - Investigate and implement additional after-school and/or summer programs to increase community involvement.
 - Newsletter by Parent Coordinator
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

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



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

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

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

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

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

10.

P.S. 11 is a Title I School wide Program School (SWP). Funds are used to support and enhance our educational programs and provide professional development for staff members. Although our school budget for the school year 2010-2011 is still in the process of development, we expect that we will continue to receive allocations from Title I, Title II, Title V, PCEN, and NYSTL.

P.S.11 has piloted the LIVE Curriculum which will continue to be place for the 2010-2011 school year. Through this program we provide lessons in Values Education including violence prevention, bullying, and acts of kindness.

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

Breakfast Pilot Program

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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	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)
Title I, Part A (ARRA)	Federal	Yes			800,000	True	pages 21-33

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.
 1. Not Applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: 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.)
0
2. Please describe the services you are planning to provide to the STH population.n/a

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

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

n/a

CEP RELATED ATTACHMENTS

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

File Name - 28_30Q011_121710-145126.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 CFN2.02	District	School Number 011	School Name Kathryn M. Phelan
Principal Anna Efkarpidis	Assistant Principal Elizabeth Pena		
Coach Michelle Cifarelli	Coach Linda Fisher		
Teacher/Subject Area type here	Guidance Counselor Melissa Stolberg		
Teacher/Subject Area Sonia Martinez	Parent type here		
Teacher/Subject Area Katie Kurjakovic	Parent Coordinator Linda Schuller		
Related Service Provider type here	Other type here		
Network Leader Nancy DiMaggio	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	11	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1257	Total Number of ELLs	328	ELLs as Share of Total Student Population (%)	26.09%
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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 During the registration process, all students who have never been in the New York City Public School system receive a Home Language Survey (HLIS). If available, the parent will receive the HLIS in their native language. If not, an English version of the HLIS is completed by the parent, with the assistance of a translator. The informal interview is conducted by our Pupil Accounting Secretary or by one of our Assistant Principals. If the parent has indicated another language as the child's dominant language, the Language Assessment Battery- Revised (LAB-R) is administered after the registration process. Elizabeth Peña (Assistant Principal), Katie Kurjakovic (ESL teacher), Sonia Martinez (ESL teacher), or Hui Tsai (ESL teacher) administer the LAB-R to the student. If the child did not score at the proficient level, he/she is placed in the age appropriate grade level. All the new admits who have indicated another language on the HLIS completed by the parent will be tested before ten school days. Depending on the child's score, parents receive an Entitlement or a Non-Entitlement letter after the child is tested. If the child is an English Language Learner (ELL), he/she is required to take the New York State English as a Second Language Achievement Test. The NYS Eligibility Roster (RLER) is printed from ATS. All students listed must be administered all components of the NYSESLAT.

All parents of ELLs receive the ELL Parent Brochure which provides information about the three types of programs. All parents of students who have been administered the LAB-R receive either the Non-entitlement letter or the Entitlement letter. Parents of children who scored at the proficient level receive a Non-entitlement letter. These children are not required to receive ESL services. However, those who scored below the proficient level, receive an Entitlement letter, which states the score the child received and also informs parents about an orientation meeting. They are invited to watch the Orientation Video for Parents of Newly Enrolled English Language Learners. The video is available in nine languages. Our Parent Coordinator, Linda Schuler, invites parents at their best convenience to the orientation. We are able to provide Chinese, Korean, Bengali, and Spanish translators, if necessary. Parents of newly enrolled ELLs receive the Program a Program Selection Form. They are able to select the program that is best for their child. Parents are encouraged to speak with the Parent Coordinator during the registration process. If it is not possible, the Parent Coordinator will make telephone calls and/or send invitations home to arrange a meeting with the parent. We have had the meeting with the parent within the first ten days of their admit date. When it has been challenging for us to coordinate with the parent, I request a meeting with the parent. Parents respond to the Principal's request. Parents receive a Placement Letter indicating that based on the Program Selection Form; the child is placed in the program for the entire school year, if there are sufficient numbers of students to do so. Their continued entitlement will be determined by his/her performance on the NYSESLAT administered in the spring.

Ms Schuler and/or Ms Peña are responsible for distributing the Entitlement letters. The letter is given to the parent as soon as the child is administer the LAB-R and is given a hand score. Parents are encouraged to complete the Program Selection Form during the Video Orientation. Otherwise, numerous attempts via phone calls, letters, and email, are made to the parent to ensure the forms are returned. Otherwise, they understand that the default program for ELLs who have not responded is a Transitional Bilingual Education class, as long as there are sufficient numbers of students to do so. When parents have not responded to our attempts, we are able to reach them during the Parent-Teacher conference.

In order to determine in which program to place the ELL child, the Program Selection forms are looked at closely. Students are placed in the program of choice. If there are not sufficient students to form a Transitional Education Program, Ms Peña informs them about their option of transferring their child to a neighboring school that has a Transitional Bilingual Education Program. They understand that if they choose to stay in P.S. 11, their child will be placed in the Freestanding ESL class. We are able to provide information for parents in Spanish, Chinese, Korean, and Bengali. With the help of a parent volunteer, we can also provide translation in Urdu and Arabic.

After reviewing the Parent Survey and Program Selection forms for the past years, the trend in program choice is the Freestanding ESL. Approximately, 90% of our parents select the Freestanding ESL program. The other 10% is the Dual-Language Program or the Transitional Bilingual Program. 100% of our parents decide to stay in P.S. 11 and refuse a transfer.

The program models in our school are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1	1		1	1	1							7
Push-In	3	2	2	2	1									10
Total	5	3	3	2	2	1	1	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	328	Newcomers (ELLs receiving service 0-3 years)	228	Special Education	35
SIFE		ELLs receiving service 4-6 years	65	Long-Term (completed 6 years)	

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	228		23	65		12				293
Total	228	0	23	65	0	12	0	0	0	293

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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:
Native American:	White (Non-Hispanic/Latino):
	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	55	45	39	22	20	4	8							193
Chinese	4	5	3	0	1	3	0							16
Russian	0	0	0	0	0	0	0							0
Bengali	20	8	9	10	8	5	2							62
Urdu	0	0	1	0	0	1	0							2
Arabic	0	0	1	0	0	0	1							2
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	2	1	0	0	1	0	1							5
Punjabi	0	0	0	0	0	0	1							1
Polish	0	0	0	0	0	0	0							0
Albanian	1	0	0	0	0	0	0							1
Other	4	5	10	3	3	8	10							43
TOTAL	86	64	63	35	33	21	23	0	0	0	0	0	0	325

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.

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

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

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

Heritage Foreign Language Program

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

The English as Second Language (ESL) Program

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

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

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

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

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

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

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

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

II. Parent/community involvement

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

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

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

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

requirements.

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

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

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

IV. Staff Development (2008-2009 activities)

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

The topics include:

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

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

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

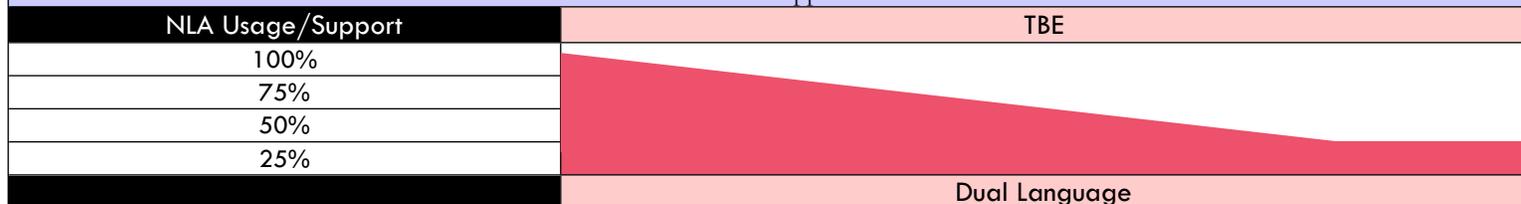
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



100%			
75%			
50%			
25%			
	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?

Paste response to questions 5-14 here The Heritage Foreign Language Program

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

Instructional Components

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

English as a Second Language Program

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

Instructional Components

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

The school has ten self-contained ESL classes providing instruction the entire day through a licensed ESL teacher. Push-in programs provide ESL services to ELLs who are not in an ESL class or the Heritage Program. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. Grade 6 utilizes Impact. All students follow the Comprehensive Approach to Balanced Literacy. Grades K-3 utilize Preventing Academic Failure(PAF) for spelling and handwriting. It is a multisensory curriculum.

ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a “hands-on” subject in which many manipulatives are utilized by the classroom teachers and two cluster teachers. P.S. 11 has a Heritage Language Program with two classes on each grade from K-2 and one class in grades 3 to 6. In these classes alternate languages (Spanish/English) are used for instruction. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction and our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR).

All services are provided by licensed ESL /Bilingual teachers.

The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.

Classroom Environment

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

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

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension

skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of share and guided reading and read alouds as well as leveled books and trade books of high interest which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

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

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week.

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

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom

The importance of phonemic awareness in the ESL classroom

Helping your child at home.

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

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?

Paste response to questions 1-4 here PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

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

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

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

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

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

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

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)	55	26	6	1	1	3	3							95
Intermediate(I)	7	26	14	11	7	4	7							76
Advanced (A)	24	11	43	22	25	14	13							152
Total	86	63	63	34	33	21	23	0	0	0	0	0	0	323

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1		3			7							
	I	19		2			9							
	A	49		26			46							
	P	31		69			39							
READING/ WRITING	B	25		3			7							
	I	22		14			24							
	A	16		45			41							
	P	37		38			28							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	5	13	2	0	20
5	4	10	0	0	14
6	2	8	0	0	10
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	0	0	0	0	0	0	0	0
4	4		12		7		0		23
5	0		13		4		0		17
6	2		11		4		2		19
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	4	1	11	0	2	0	19
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	7	0	4	0	5	0	0	0	16
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here. In all grades (K-6) the Beginners performed better in the listening and speaking strands due to the fact that a large part of the instruction focuses on these two strands at the beginning level. Developmentally Second Language Acquisition begins with listening and speaking first and once these two strands have been developed to a certain level, the reading and writing strands are then strengthened. Studies show that BICS(Basic Interpersonal Communication Skills) develops before reaching CALP Cognitive Academic Language Proficiency).

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

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

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

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

Content Areas Grades K-6

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

(See Chart)

Most of our Beginner Students scored Level I.

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

Implications for instruction:

Build academic language in math concepts

Implications for instruction

Develop problem solving skills

Strengthen math vocabulary

SCIENCE: We reviewed the 4th Grade Science State test

(See Chart)

Implications for instruction

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

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

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

Implications for instruction:

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

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

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 Kathryn Phelan					
District:	30	DBN:	30Q011	School		343000010011

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	0	0	0		95.4	95.5	96.0
Kindergarten	183	183	194				
Grade 1	176	190	187	Student Stability - % of Enrollment:			
Grade 2	160	177	188	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	174	162	184		93.5	95.7	95.0
Grade 4	177	168	160				
Grade 5	182	180	168	Poverty Rate - % of Enrollment:			
Grade 6	138	169	173	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		69.4	83.0	83.0
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		4	15	9
Grade 12	0	0	0				
Ungraded	0	6	5	Recent Immigrants - Total Number:			
Total	1190	1235	1259	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					26	27	3

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	19	17	32	Principal Suspensions	0	3	10
# in Collaborative Team Teaching (CTT) Classes	0	10	21	Superintendent Suspensions	0	0	0
Number all others	64	71	94				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	7	19	TBD	Number of Teachers	79	79	83
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	18	11
# receiving ESL services only	334	307	TBD				
# ELLs with IEPs	2	33	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	4	17

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.3	81.0	90.4
				% more than 5 years teaching anywhere	72.2	75.9	90.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	95.0	95.2
American Indian or Alaska Native	0.1	0.1	0.0	% core classes taught by "highly qualified" teachers	85.8	100.0	99.2
Black or African American	1.3	1.5	1.3				
Hispanic or Latino	42.6	42.6	51.2				
Asian or Native Hawaiian/Other Pacific	42.4	41.4	37.8				
White	13.2	13.3	9.6				
Male	48.2	48.3	48.9				
Female	51.8	51.7	51.1				

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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

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