



P.S. 11 THOMAS DONGAN SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 11 THOMAS DONGAN SCHOOL
ADDRESS: 50 JEFFERSON STREET
TELEPHONE: 718-979-1030
FAX: 718-979-0259

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010011 **SCHOOL NAME:** P.S. 11 Thomas Dongan School

SCHOOL ADDRESS: 50 JEFFERSON STREET, STATEN ISLAND, NY, 10304

SCHOOL TELEPHONE: 718-979-1030 **FAX:** 718-979-0259

SCHOOL CONTACT PERSON: ERICA MATTERA **EMAIL ADDRESS:** ematter@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolyn Bivona

PRINCIPAL: ERICA MATTERA

UFT CHAPTER LEADER: Carolyn Bivona

PARENTS' ASSOCIATION PRESIDENT: Maribel Taverner

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

SUPERINTENDENT: ERMINIA CLAUDIO

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
Erica Mattera	Principal	Electronic Signature Approved. Comments: There are a few minor corrections to the Language Allocation that are not content-based. However, for compliance purposes we are submitting as is. We would like an opportunity to correct these typos before the CEP is published online.
Barbara Neis	UFT Member	Electronic Signature Approved.
Shannon Rinelli	UFT Member	Electronic Signature Approved.
Carolyn Bivona	UFT Chapter Leader	Electronic Signature Approved.
Maribel Taverner	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Jennifer Stanly	Parent	Electronic Signature Approved.
Linda Colon	Parent	Electronic Signature Approved.
Imoinda Nurse	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 11 is located in the Dongan Hills section of Staten Island, New York. This pre-kindergarten through fifth grade serves a population of approximately 300 students from culturally diverse backgrounds. It is a child-centered, stimulating learning environment that incorporates the latest classroom technology. This delightful community is home to many generations of families that have attended PS 11. Its 109 years of history is highly respected by all members of the Dongan Hills community as evidenced by Community – Based Organizations such as The Huttner-Pasqualini American Legion Post frequently supporting school events at PS 11. The school plant is *truly* the best as it was recognized as "The cleanest school on Staten Island," according to the Annual School Facilities Report. It was recently voted one of the cleanest schools in New York City.

Public School 11 builds community both inside the school and throughout the neighborhood, and enjoys partnerships with several organizations to educate the children of the Dongan Hills Community. As stated above, The Huttner- Pasqualini Post fosters patriotism and helps build school spirit. The school also partners with Commissioner Stephen J. Fiala and Councilman James S. Oddo for Dr. Seuss Family Celebrations, and lessons in civics. St. Ann School supports PS 11 families through their annual gift drive. The school also participates in the March of Dimes, Bread of Life and Common Cents Penny Harvest.

With the vision of PS 11 as a community that loves to learn, individual talents are recognized and achievements are celebrated. People draw from personal experience to better understand literacy, mathematical, scientific and social concepts. Parents, teachers, students and community leaders work collaboratively to improve student achievement. Standards are set high so that students can achieve, perhaps even surpass, their own expectations and personal goals.

The mission of P S 11 is to inspire future leaders by responding to diverse learning styles, while maintaining standards, inquiry-based instruction. By providing children with creative tools to learn and grow (such as exploration of subject and material, self expression and exposure to the arts), we will give P. S. 11 students the ability to creatively approach their learning. This foundation will allow them to approach learning challenges beyond their school experience. Our "Lead by Example" model will foster an environment that inspires excellence in leadership, scholarship and citizenship.

"Looking at the whole of a child's life is necessary when education when education is being used as a tool of transformation, empowerment and change."

Ron Miller

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. 11 Thomas Dongan School								
District:		31	DBN #:		31R011	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		18	18	17			93.1	94.4	TBD	
Kindergarten		51	53	41						
Grade 1		49	41	48	Student Stability - % of Enrollment:					
Grade 2		49	55	39	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		44	42	52			88.6	90.77	TBD	
Grade 4		34	49	41						
Grade 5		38	35	49	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			56.4	56.4	70	
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			6	22	TBD	
Grade 12		0	0	0						
Ungraded		0	0	1	Recent Immigrants - Total Number:					
Total		283	293	288	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	1	0	
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		41	48	42	Principal Suspensions		2	16	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		2	2	TBD	
Number all others		18	29	26						
<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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					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		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	31	34	18	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	2	15	Number of Teachers	25	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	5	TBD
				Number of Educational Paraprofessionals	2	3	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	80	92.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	76	76.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	100	100	TBD
American Indian or Alaska Native	0.4	0.3	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	19.8	16.7	16.7				
Hispanic or Latino	32.2	33.4	32.3				
Asian or Native Hawaiian/Other Pacific Isl.	5	4.4	3.5				
White	42.8	45.1	44.8				
Multi-racial							
Male	55.1	53.9	51.4				
Female	44.9	46.1	48.6				
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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	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?

Student Performance Trends - ELA

For the 2009-2010 school year, Public School 11 has made substantial progress towards closing the achievement gap, which demonstrates the strides the school is making to meet the needs of a Title I Schoolwide Program. The attendance rate has steadily increased from 92% to 94.4% over the past three years. On the State ELA Exam students in the lowest third made more progress than approximately 80% of other students in this subgroup citywide. On the State Math Exam students in the lowest third made more progress than approximately 60% of other students in this subgroup citywide. Due to this substantial progress, the school received a B on the Progress Section of the Progress Report. The school received an overall score of a B.

To raise the bar, New York State has changed the way it grades the English and Math tests so that a score that was high enough last year to earn a rating of 3, or "proficient", this year would only be a rating of 2, or "basic." A student whose State test results dropped did not necessarily learn less than in previous years. The rubrics were changed, requiring a substantially higher scale score to reach each proficiency level.

On the ELA Exam, 69% of the students made one year of progress or more. From the 2007-2008 school year to the 2008-2009 school year, the amount of Level 1's in the Third Grade decreased 3% from 11% to 8%. According to the new rubric, the amount of students who scored Level I in the Third Grade is 31%. From the 2007-2008 school year to the 2008-2009 school year, the amount of Levels 3 and 4 increased 12% from 52% to 64%. According to the new rubric, the amount of students who scored Levels 3 and 4 in Grade 3 is 29%.

From the 2007-2008 school year to the 2008-2009 school year, the amount of Level 1's in the Fourth Grade increased 6% from 0% to 6% (less than three students). According to the new rubric, the amount of students who scored Level I in the Fourth Grade is 14%. From the 2007-2008 school year to the 2008-2009 school year, the amount of Levels 3 and 4 increased 16% from 57% to 73%. According to the new rubric, the amount of students who scored Levels 3 and 4 is 43%.

From the 2007-2008 school year to the 2008-2009 school year the amount of Level 1's in the Fifth Grade decreased 8% from 8% to 0%. According to the new rubric, the amount of students who scored Level I in the Fifth Grade is 10%. From the 2007-2008 school year to the 2008-2009 school year, the

amount of Levels 3 and 4 increased 28% from 47% to 75%. According to the new rubric, the amount of students who scored Levels 3 and 4 is 41%.

Student Performance Trends - Mathematics

On the State Math Exam, 64% of the students showed one year of progress or more. From the 2007-2008 school year to the 2008-2009 school year, there were no students who scored Level 1 in the Third Grade. According to the new rubric, the amount of students who scored Level I in the Third Grade is 19%. From the 2007-2008 school year to the 2008-2009 school year, the amount of Levels 3 and 4 increased 4% from 86% to 90%. According to the new rubric, the amount of students who scored Levels 3 and 4 in Grade 3 is 35%.

From the 2007-2008 school year to the 2008-2009 school year, the amount of Level 1's in the Fourth Grade increased 1% from 3% to 4%. According to the new rubric, the amount of students who scored Level I in the Fourth Grade is 2%. From the 2007-2008 school year to the 2008-2009 school year, the amount of Levels 3 and 4 increased 6% from 82% to 88%. Under the new rubric, the amount of students who scored Levels 3 and 4 is 59%.

From the 2007-2008 school year to the 2008-2009 school year, the amount of Level 1's in the Fifth Grade had decreased 3% from 3% to 0%. According to the new rubric, the amount of students who scored Level I in the Fifth Grade is 2%. From the 2007-2008 school year to the 2008-2009 school year, the amount of Levels 3 and 4 increased 28% from 67% to 95%. Under the new rubric, the amount of students who scored Levels 3 and 4 is 51%.

Over the last three years there have been numerous accomplishments. Attendance has improved due to a continuous campaign that encourages and rewards students who attend school daily. The scale scores on State exams clearly show an upward trend from one year to the next. The data clearly delineates that achievement is rising in English and Math. The principal has initiated a daily "TIE Time" (Targeted Intervention and Enrichment) that enables students to work in smaller groups so the teacher is better able to differentiate instruction. This intervention has enabled many students below grade level to make significant improvements. It has also allowed higher achieving pupils to attain high 3's and 4's on State exams, particularly in Grade 3. The principal is continuing her Grade 5 Book Club and Grades 4 and 5 Enrichment Cluster.

Instruction is differentiated throughout the day for each subject area according to different sub-groups. The data is analyzed to determine which instructional practices are most effective. Classroom instruction is designed to reflect these best practices. The "Core Collaborative Inquiry Team," led by the Principal and Assistant Principal, selects groups of students for a special focus to analyze past performance as well as to design a plan to help them improve. This team is training all teachers on the Inquiry Process to ensure that all teachers actively participate on Collaborative Inquiry Teams. Collaborative Inquiry has created systemic improvement throughout the school, as the process is generalized to the entire school population. This data is reflective of the need for improved enrichment (i.e. adding Book Clubs to Reading Workshop). Parents are provided with strategies to help their children, based on the data (i.e.: Monthly Parents As Learning Partners, where parents visit the classroom for an interactive lesson with their child).

Professional development includes morning study groups, lunch and learns and attendance at workshops throughout the year. There are workshops provided by the Network and the DOE on ARIS to enable teachers and parents to analyze data. The Literacy Coach has led workshops to help teachers implement the Common Core State Standards. There is quality enrichment to challenge students who are working above grade level. There are field trips such as the Buehler Science Center and the Chamber Music Beginnings Program. Technology is integrated into the curriculum by the use of Smart boards, ELMOS (document cameras), and Project-Based Learning using laptops and the Internet. There are Saturday Programs in literacy, math and physical education. There is an after-

school Newspaper Club, Dance Troupe, and Title III ESL Program. The Band Program is part of the regular school day.

The school has been successful at creating well-rounded learners who are proficient in the core academic subjects, as well as in the arts and technology. Public School 11 is working with Author Carl Anderson to sharpen teacher's conferencing skills. The professional development sessions focus on how to improve the writer (as opposed to the writing). This professional development piece was chosen to address a recommendation from the school's latest Quality Review and is being used as part of the school's Inquiry Process. Groups of student writers will be used for case studies. This year there is a focus on boy writers, to address the achievement between girls and boys. The goal is to drill down on best practices in writing instruction and to improve student outcomes in writing.

The school administration, teachers, and students use goal setting to continuously improve teaching and learning:

- Four school Instructional Bottom Lines (all aligned to the Progress Report, PPR, Quality Review)
- Weekly focus for classroom visits to measure progress toward Instructional Bottom Lines
- Long-term student goals (i.e.: Reading Levels, Math Scores)
- Short-term student goals (i.e.: specific literacy and math skills that need improvement, as evidenced by 1:1 conference notes and Item Skills Analysis)
- Long-term professional goals (aligned to the Professional Teaching Standards)
- Short-term measures of progress toward professional goals (i.e.: student achievement and progress data throughout the year, and classroom visits)

Parent involvement has increased over the past three years as evidenced by attendance records at PTA Meetings and parent workshops. The meetings focus more on how parents can help their children exceed the standard (i.e. critical questioning). The school had a higher percentage than ever before of Level 3's, before the new rubric was implemented, so teaching is changing to meet the needs of higher achieving students.

The school realizes that this goal cannot be met without raising the bar for the parents as well. Public School 11 is continuing to enhance the home-school connection by developing a school website as a resource for parents, as well as a quarterly newsletter organized by the Parent Teacher Association (PTA). The parent coordinator previously designed and distributed this newsletter but in order to empower parents, she currently delegates it to the PTA.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance. Public School 11 needs to develop more focused enrichment programs for students who are "High 3's" so that they can evolve into Level 4's. Differentiation of Instruction is a critical component that is necessary for all groups of students to reach their full potential. It is imperative to challenge high achieving students while still focusing on students who need assistance with basic skills. In light of the decrease in Levels 3 and 4, according to the new rubric, there is a current need for AIS programs and Personal Intervention Plans to meet the needs of Level 1 and Low Level 2 students.

Barriers include: IEP students continue to be tested 1-3 levels above their functioning levels. There is a lack of literacy in the native language for both the ELL children and parents. These barriers have made it more difficult to learn English because these students do not understand the basic structure of language. An additional barrier is the readjustment of the proficiency levels, requiring a greater scale score to attain a Level 3 or 4.

Aids include: improved enrichment, parent workshops, ESL classes for students and parents on weekday afternoons and Saturday mornings (funding pending), partnerships with Community Based Organizations (CBO's) such as the Staten Island Council for Arts and Humanities (COAHSI). To

address attendance and student learning, attendance incentives have been instituted, which have proven to be beneficial. Incentives include: School Messenger, parent conferences and phone calls, counseling referrals, commendation cards, public address system announcements, gift cards, pizza parties, field days, and family centered activities.

According to the Quality Review Feedback Sheet, the school needs to ensure that more teachers collaborate in their planning and learn from each other by sharing best practice. Teacher schedules reflect an increase in common planning time. During this time, teachers collaborate on using data to differentiate instruction and sharing best practices. Software is purchased so teachers across the grades and subjects can collaborate on technology integration. Professional Development is scheduled strategically to meet the needs of groups of teachers (each grade is responsible for two common professional goals). This year, there is a concerted effort for Teacher Teams to lead inquiry work. Study groups are now used as an added "collaboration" piece. All new work is aligned to the Common Core State Standards.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 to increase the number of students achieving Level 4 by 3%, as evidenced by Fountas and Pinnell Independent Reading Levels.	<input type="checkbox"/> Upon reviewing the Teachers College Benchmark Reading Levels in June 2010, we discovered that 32.25% of all students are performing at Level 4 in Reading. Our goal is to increase that percentage to 35.25%.
<input type="checkbox"/> By June 2011 to increase the number of students moving from Level 2 to Level 3, particularly for African American students, by 5% on the Teachers College Benchmark for Independent Reading Levels.	<input type="checkbox"/> Upon reviewing the Teachers College Independent Reading Assessment results in June 2010, we discovered that 43.48% of all students performed at Level 3. Our goal is to increase that percentage to 48.48%.
<input type="checkbox"/> By June 2011 to provide an 8% increase in opportunities for teachers to collaboratively plan instruction across the grades and subject areas (particularly science and social studies), as evidenced by prep schedule, records at grade meetings, curriculum maps, inter-visitations and professional development.	<input type="checkbox"/> Upon reviewing the preparation schedule and minutes at grade team meetings for the 2009/2010 school year, we discovered that there was not a sufficient amount of time for out-of-classroom teachers to collaboratively plan instruction with classroom teachers. Our goal is to increase opportunities for out-of-classroom (particularly science and social studies) to collaboratively plan instruction by 8%.
<input type="checkbox"/> By June 2011 to increase parent involvement by 7%, as evidenced by attendance records at PTA meetings and family workshops.	<input type="checkbox"/> Upon reviewing attendance records for PTA meetings and family events in June 2010, we discovered that we had achieved our goal for parent involvement in the 2009/2010 school year. The one area that needs to be developed even further is the outcome for Parent As Learning Partners, a monthly opportunity for parents and guardians to visit their child's classroom and learn how to address the school's instructional bottom line goals.
<input type="checkbox"/> By June 2011 to increase the number of students moving from Level 2 to Level 3 by 5% on the New York State Mathematics Exam.	<input type="checkbox"/> According to State Test Math data from 2010, the percentage of Level 3 and 4 students in Grades 3 - 5 dropped 42% (from 90% to 48%). Our goal is to increase the percentage of students scoring at Level 3 and 4 by 5%.

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

Enrichment

(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 to increase the number of students achieving Level 4 by 3%, as evidenced by Fountas and Pinnell Independent Reading Levels.</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"/> Improved Enrichment Clusters; School wide Collaborative Inquiry; Acuity and ARIS training/implementation; Common Core Standards Roll-out; parent workshops; differentiation of instruction; teacher collaboration; book clubs; before/after school enrichment; RAZ Kids computer program; Extended Day; Technology integration; Daily Enrichment Period (TIE Time); "Good Habits, Great Readers;" Grade 4 Departmentalization; Network PD; Carl Anderson support; Independent Investigative Method; Continued Tiers 1 and 2 Enrichment; Increased Tier 3 Enrichment; Art contests; curriculum mapping</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL for materials to support differentiation of instruction; TL and Title 1 for staffing, parent workshops and PD; SI Foundation Grant for Carl Anderson support; CASA grant for after school Newspaper Club; General School Fund for book clubs and Tier 1 Enrichment; "Curriculum Alignment Initiative" money for the Common Core Standards Roll-out</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>By November 2010, there will be a 1% increase in all students achieving a Level 4 on the Teachers College Benchmark Assessment (TC PRO).</p> <p>By March 2011, there will be a 2% increase in all students achieving a Level 4 on the TC PRO.</p>

	By June 2011, there will be a 2% increase in all students achieving a Level 4 on the TC PRO.
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**Subject Area
(where relevant) :**

English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011 to increase the number of students moving from Level 2 to Level 3, particularly for African American students, by 5% on the Teachers College Benchmark for Independent Reading Levels.
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>	School wide Inquiry; PD on using protocol for looking at student work (Carl Anderson support); Acuity and ARIS training/implementation; Common Core Standards Roll-out; monthly PPT meetings; differentiation of instruction; Grade 4 departmentalization; “Good Habits, Great Readers;” increased mainstreaming opportunities; parent workshops; technology integration; After School Title III Program (funding pending); Extended Day and TIE Time; At-Risk SETSS; teacher collaboration
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>	TL for materials, TL and Title 1 for staffing, parent workshops and PD, General School Fund for field trips and classroom instructional materials; Title III for After School Program, Parent Involvement and PD (funding pending); SI Foundation Grant for Carl Anderson support (funding pending); "Curriculum Alignment Initiative" money for the Common Core Standards Roll-out
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> By November 2010, there will be a 2% increase in all students moving from Level 2 to Level 3 on the TC PRO. By March 2011, there will be a 3% increase in all students moving from Level 2 to Level 3 on the TC PRO. By June 2011, there will be a 2% increase in all students moving from Level 2 to Level 3 on

	the TC PRO.
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**Subject Area
(where relevant) :**

Teacher Collaboration

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 to provide an 8% increase in opportunities for teachers to collaboratively plan instruction across the grades and subject areas (particularly science and social studies), as evidenced by prep schedule, records at grade meetings, curriculum maps, inter-visitations and professional development.</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>Schedule monthly grade team meetings and Faculty Conferences; adjust prep schedule to include cluster teachers in planning; conduct training sessions for implementation of the Common Core Standards; conduct monthly SLT meetings; provide inter and intra-grade PD; utilize weekly Cabinet meetings to discuss opportunities for teacher collaboration; train teachers on Acuity custom-made tests, item analysis and ARIS; collaboratively plan and differentiate instruction based ARIS and Acuity data; Schedule intra-grade collaboration meetings triennially; Provide team teaching opportunities (Grade 4 departmentalization)</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 1 10% Professional Development; SI Foundation Grant for PD (funding pending); Title III funding for common planning; NYSTL money for shared hardware and software; TL Procurement for PD refreshments; "Curriculum Alignment Initiative" money for Common Core Standards Roll-out</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"/> By November 2010, there will be a 4% increase in opportunities for teachers to collaboratively plan instruction.</p> <p>By March 2011, there will be a 2% increase in opportunities for teachers to collaboratively</p>

	<p>plan instruction.</p> <p>By June 2011, there will be a 2% increase in opportunities for teachers to collaboratively plan instruction.</p>
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**Subject Area
(where relevant) :**

Parent Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 to increase parent involvement by 7%, as evidenced by attendance records at PTA meetings and family workshops.</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"/> Improved School website; quarterly PTA newsletter; parent participation in ARIS Parent Link; monthly PTA meetings, SLT meetings and parent workshops (based on family needs, as indicated on the Parent Survey); Bi-annual Parent/Teacher Conferences; Parent Coordinator outreach; notices sent home (including translated versions); monthly Parents As Learning Partners (with support of the UFT Consultation Committee); PTA Quarterly meetings with the principal; morning arrival by Principal and Parent Coordinator; monthly bulletins and newsletters</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I 1% Parent Involvement; Parent Coordinator One Time Allocation; Title III Allocation; General School Fund for Student of the Month and Lead Reader during monthly PTA meetings; PTA fundraising; Councilmatic Funds</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>By November 2010, there will be a 2% increase in parent involvement, as evidenced by record sheets at PTA meetings and family workshops.</p> <p>By March 2011, there will be a 3% increase in parent involvement, as evidenced by record</p>

	<p>sheets at PTA meetings and family workshops.</p> <p>By June 2011, there will be a 2% increase in parent involvement, as evidences by record sheets at PTA meetings and family workshops.</p>
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Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 to increase the number of students moving from Level 2 to Level 3 by 5% on the New York State Mathematics 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"/> Part-time Academic Intervention Services; Everyday Mathematics program; professional development (i.e.: Value Added); Math Triumphs program; Kaplan Test Preparation; Extended Day; Problem of the Day; Journal writing in mathematics; Acuity, Scantron; Everyday Mathematics games; School Store (Enrichment Cluster that teaches checks and balances, supply and demand, and making change); Parents As Learning Partners; Family Math Night; technology support (math software and computer games)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL for staffing, math materials and test preparation; Title 1 Parent Involvement 1% for Parents As Learning Partners; TL School Leadership stipend for family night; councilmatic funding for Academic Intervention; NYSTL funding for test preparation and core curriculum</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>By January 2011, we will increase the number of students moving from Level 2 and Level 3 by 3% on the Acuity Predictive exam.</p> <p>By June 2011, we will increase the number of students moving from Level 2 and Level 3 by 5% on the New York State AMathematice Exam.</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				
1	5		N/A	N/A				
2	5	10	N/A	N/A	2			
3	1	4	N/A	N/A	2		1	
4	27	13	40	5				
5	15	8			2	1		
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>										
<p>ELA:</p>	<table border="1"> <tr> <td data-bbox="646 402 1066 678"> <input type="checkbox"/> </td> <td colspan="2" data-bbox="1066 402 1908 678"> <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> </td> </tr> <tr> <td data-bbox="646 678 1066 1252"> <p>ELA: Headsprout is a technology based reading intervention for selected students in Kindergarten-Grade 2 who are having difficulty with decoding. It is used 3-4x a week during TIE Time and Extended Day. Text talk is a vocabulary-based intervention used currently with Grades 3-5. It is used to enhance students' abilities to comprehend language and vocabulary and talk about ideas, events, and characters presented through books.</p> </td> <td colspan="2" data-bbox="1066 678 1908 1252"> <p>Wilson is the program the school uses for students needing help with decoding and phonics, which is done daily September to June. Great Leaps is used for fluency and accuracy. Wilson is a pull-out program implemented three to four times a week. It is used in a small group setting and is done during the regular school day and during Extended Day and Great Leaps is usually implemented during TIE (Targeted Intervention and Enrichment)Time or during Extended Day. It is provided in a one to one setting. Leveled Literacy Instruction (LLI) is the program used to support selected K-Grade 2 students (predominantly Grade 1). This reading intervention program is provided in a small group setting four days a week from September to June.</p> </td> </tr> <tr> <td data-bbox="646 1252 1066 1421"> <p>Awards Reading is a reading program that incorporates technology and leveled books to increase the students' comprehension</p> </td> <td colspan="2" data-bbox="1066 1252 1908 1421"> <p>The program is used primarily by the ESL teacher in Extended Day with small group instruction.</p> </td> </tr> </table>		<input type="checkbox"/>	<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: Headsprout is a technology based reading intervention for selected students in Kindergarten-Grade 2 who are having difficulty with decoding. It is used 3-4x a week during TIE Time and Extended Day. Text talk is a vocabulary-based intervention used currently with Grades 3-5. It is used to enhance students' abilities to comprehend language and vocabulary and talk about ideas, events, and characters presented through books.</p>	<p>Wilson is the program the school uses for students needing help with decoding and phonics, which is done daily September to June. Great Leaps is used for fluency and accuracy. Wilson is a pull-out program implemented three to four times a week. It is used in a small group setting and is done during the regular school day and during Extended Day and Great Leaps is usually implemented during TIE (Targeted Intervention and Enrichment)Time or during Extended Day. It is provided in a one to one setting. Leveled Literacy Instruction (LLI) is the program used to support selected K-Grade 2 students (predominantly Grade 1). This reading intervention program is provided in a small group setting four days a week from September to June.</p>		<p>Awards Reading is a reading program that incorporates technology and leveled books to increase the students' comprehension</p>	<p>The program is used primarily by the ESL teacher in Extended Day with small group instruction.</p>	
<input type="checkbox"/>	<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>										
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<p>Awards Reading is a reading program that incorporates technology and leveled books to increase the students' comprehension</p>	<p>The program is used primarily by the ESL teacher in Extended Day with small group instruction.</p>										

	skills.	
	Soar to Success is a program that is used with students in Grade 4 to improve comprehension skills	The program is used by Fourth Grade Teachers in Extended Day with small group instruction.
Mathematics:	<input type="checkbox"/> Mathematics:	<p>Everyday Math Games and the Kaplan Math Series are the materials the school uses for students needing help with basic math skills, which is done two times a week from November to June. Students' strengths and weaknesses are assessed with Acuity and Scranton Performance Series. Based on the results, students are grouped according to the specific skills that need improvement.</p> <p>Math Triumphs is an intervention program used by the part-time math AIS teacher to improve computation skills.</p>

		<p>The social studies teacher services second grade who need to improve their computational skills. This service is provided daily during TIE Time.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Science:</p>	<p>Grade 4 students remain with the science teacher three days a week during TIE Time and Extended Day for AIS. FOSS Kits are used to provide this service, as well as online Foss activities. Small groups are formulated, with the help of the classroom teacher, to plan differentiated daily activities according to the Science Practice Test downloaded from previous New York State Science Tests. Computer software, such as "Rainforest" also aid in the students' understanding of science content.</p> <p>For test preparation, the teacher uses the Passwords series as well as Options test prep for Grade 4.</p>

Social Studies:	<input type="checkbox"/>	<table border="1"> <tr> <td data-bbox="1039 781 1459 954"></td> <td data-bbox="1459 781 1908 954"></td> </tr> <tr> <td data-bbox="1039 954 1459 1291"> Social Studies: </td> <td data-bbox="1459 954 1908 1291"> Grade 5 students also remain with the social studies teacher during Extended Day with the support of the Harcourt Brace Series. Students are grouped daily according to specific needs. The teacher is also using "Mastering New York's Elementary Social Studies Standards: Grade 5 Edition" to further understand the writing process and to interpret different graphics used in mathematics and social studies. For Grades 3-5, the teacher uses "Companion" books to integrate reading and social studies. These books are leveled for Guided Reading. </td> </tr> <tr> <td data-bbox="1039 1291 1459 1421"></td> <td data-bbox="1459 1291 1908 1421"></td> </tr> </table>			Social Studies:	Grade 5 students also remain with the social studies teacher during Extended Day with the support of the Harcourt Brace Series. Students are grouped daily according to specific needs. The teacher is also using "Mastering New York's Elementary Social Studies Standards: Grade 5 Edition" to further understand the writing process and to interpret different graphics used in mathematics and social studies. For Grades 3-5, the teacher uses "Companion" books to integrate reading and social studies. These books are leveled for Guided Reading.		
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At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/>	<table border="1"> <tr> <td>At-risk Services Provided by the Guidance Counselor:</td> <td>Special Education students receive counseling services in small groups. The Guidance Counselor also provides at risk counseling for five students during school hours.</td> </tr> </table>	At-risk Services Provided by the Guidance Counselor:	Special Education students receive counseling services in small groups. The Guidance Counselor also provides at risk counseling for five students during school hours.
At-risk Services Provided by the Guidance Counselor:	Special Education students receive counseling services in small groups. The Guidance Counselor also provides at risk counseling for five students during school hours.			
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/>	<table border="1"> <tr> <td>At-risk Services Provided by the School Psychologist:</td> <td>The student receives counseling services in a one-to-one setting one day a week. The service is provided during the regular school day.</td> </tr> </table>	At-risk Services Provided by the School Psychologist:	The student receives counseling services in a one-to-one setting one day a week. The service is provided during the regular school day.
At-risk Services Provided by the School Psychologist:	The student receives counseling services in a one-to-one setting one day a week. The service is provided during the regular school day.			
At-risk Services Provided by the Social Worker:	<input type="checkbox"/>	<table border="1"> <tr> <td>At-risk Services Provided by the Social Worker:</td> <td>The two students receive counseling services in a small group. The service is provided during school hours by the School Social Worker.</td> </tr> </table>	At-risk Services Provided by the Social Worker:	The two students receive counseling services in a small group. The service is provided during school hours by the School Social Worker.
At-risk Services Provided by the Social Worker:	The two students receive counseling services in a small group. The service is provided during school hours by the School Social Worker.			
At-risk Health-related Services:	<input type="checkbox"/>	<table border="1"> <tr> <td>At-risk Health-related Services:</td> <td>N/A</td> </tr> </table>	At-risk Health-related Services:	N/A
At-risk Health-related Services:	N/A			

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 24

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) None

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

All staff members participate in professional development to sustain their knowledge level on changes and status of the LAP. During professional development and conferences between the classroom teacher and the ESL teacher, continuity of instruction and language development in the student's classroom and in the students ESL program are discussed and planned. The instructional and linguistic needs of ELL's, such as eliciting prior knowledge and having the ELL student work with another student or in a small group were addressed. The teachers realized the importance of looking over a chapter or book to review key points and vocabulary words before a student assignment is made. Methods of creating authentic learning situations were explored. Strategies for effective parent engagements were discussed. The ESL teacher participates in the monthly professional development on best practices for ELL's given by our Network Specialist. Classroom teachers often accompany the ESL teacher to these meetings. In addition, classroom teachers attend ESL meetings provided by the region. The ESL teacher provides professional development for all new teachers. All classroom teachers continue to be trained in the special needs of ELL's and teaching methods and strategies that help ELL's succeed.

Section III. Title III Budget

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School: 15,000

BEDS Code: 353100010011

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	4559.70	<input type="checkbox"/> Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.
Purchased services - High quality staff and curriculum development contracts	1000.00	<input type="checkbox"/> Purchased services Professional Development ½ day provided by Awards 2 teachers @ 35.29 X 15 sessions=1058.70
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	5000.00	<input type="checkbox"/> Supplies and materials Must be supplemental. Additional curricula, instructional materials. National Geographic Fluent Classroom Set National Geographic Fluent Plus Science 1-2-Pushes and Pulls Properties Classroom Set Forces and Motion English At Your Command-Picture it! Big Book Just The Right Word!
Educational Software (Object Code 199)	4000.00	<input type="checkbox"/> Awards Software Grade 3 \$2,370 Grade 2 \$1,590
Travel	0	<input type="checkbox"/> Not Necessary
Other	None	<input type="checkbox"/> Not necessary

TOTAL	14559.7	
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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.

All translated school-wide notices are assessed by staff members (i.e.: Spanish-speaking paraprofessionals) before distribution.

The Department of Education Translation Services are utilized for all communications between home and school (i.e.: Family workshops and important notices).

Contracted Services are used for Parent/Teacher conferences and student support services (i.e.: testing accommodations).

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. Surveys were sent home with students by the Parent Coordinator and results show that parents are satisfied with the services. Teachers receive feedback (i.e.: tear-off's) from ELL parents and guardians, which demonstrates their understanding of the information presented in the notice. Staff members who speak that native language assess their understanding of the information.

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.

P.S. 11 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

- The ESL teacher will identify any parent who needs translation services.
- The Parent Coordinator is available to answer questions and to explain notices or documents as needed.
- Parents who need interpretations, translations, sign language, or special accommodations and services, may contact the parent-coordinator for arrangements (if available).
- All notices, newsletters, etc. are sent out in a clear, simple and understandable format.
- P.S. 11 will use the D.O.E. translation services as needed.
- Contact addresses and telephone numbers are included on all notices and documents sent home to parents.
- When available, notices are sent home in home languages.
- Notices, monthly calendars, etc. which are sent home are also posted throughout school, on bulletin boards, on the school website and on message boards at school entrances and exits.
- Notices for special events are sent out in a timely manner, giving parents ample time to respond.
- All assessments and confidential documents are sent home in a sealed envelope to the attention of the students, parents, or guardians.
- Parents are contacted by telephone or in person when a response is necessary.
- Language identification cards are posted in the Main Office and in the Main Lobby, with the School Safety Officer, to assist parents in identifying their home language.
- Notices are made available at PTA meetings and other events, and they are posted throughout the school.

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.

Translators available (both in house and through contracted agencies) at Parent/Teacher conferences, IEP meetings, DOE Translation services and as needed by parents.

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>.

Translators available (both in house and through contracted agencies) at Parent/Teacher conferences, IEP meetings, DOE Translation services and as needed by parents. Parents are informed of their rights at the ELL Orientation meeting. They are given the options to choose the program they prefer to enroll their children. Chancellor's Regulations are also explained to parents at this time. They are also available online and on the school's website.

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:	140,281.00	8,252.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,403.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,030.00	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides 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.



SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

Public School 11 agrees to implement the following statutory requirements:

- 1 Public School 11 will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118-*Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 2 In carrying out the Title I, part A parental involvement requirements, to the extent practicable, Public School 11 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section III-State Plans* 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.
- 3 Public School 11 will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- 4 Public School 11 will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring-

1 that parents play an integral role in assisting their child’s learning:

2 that parents are encouraged to be actively involved in their child’s education at school:

- 3 *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:*
- 4 *the carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Public School 11 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Education Agency Plans* of the ESEA:

- 1 Public School 11 will give parents a description of assessments given to students.
- 2 Public School 11 will inform parents of their child's progress towards meeting academic standards.
- 3 P.S. 11's parents of low-achieving students will be informed how their children are being helped to meet state standards.
- 4 Parents will be informed how Public School 11 identifies students at risk.
- 5 Parents will be informed of any revisions that are needed for their children's intervention services, if needed.
- 6 Parents will be given a description of any other indicators Public School 11 uses in academic assessments.
- 7 Parents will be notified of any additional educational assistance given to individual students assessed as needing help to meet state standards.
- 8 Parents will be informed of any school or community workshops and resources that are available to them.
- 9 Parents will be informed of what services are available at Public School 11.

Universal Pre-K, which will inform parents how transition from Pre-k to elementary school programs can happen. Parents will be informed about Public School 11's English as a Second Language Program (E.S.L.) 12:1 Special Education, SETSS, or any other services available at Public School 11, as needed.

- 1 Parents will be informed of P.S. 11's Title 1 status in addition will be included in application process.
 - 2 Parents will be informed of the state math and English Language Arts assessments and the results.
 - 3 Parents will be given a description and explanation of Public School 11's curriculum.
 - 4 Parents will be notified of the qualifications of P.S. 11's Teachers and Paraprofessionals including what professional development they are receiving.
 - 5 Parents will be notified of Public School 11's annual yearly progress (AYP) and its school status (ex. In need of improvement, corrective action, etc.)
 - 6 Public School 11 shall notify the parents of a limited English proficient child no later than 30 days after the beginning of the school year. Parents will be notified of :
 - The reasons for identification of child as limited English proficient.
 - The child's level of English proficiency, how level was assessed, and status of child's academic achievement.
 - The method of instruction used at Public School 11, and methods of instructions used in other programs available elsewhere.
 - How ESL will meet the education strengths and needs of their child.
 - How ESL will help their child learn English, and meets age-appropriate academic standards for promotions.
 - The specific exit requirements for ESL.
- 1 Public School 11 will inform parents of parental rights, including written guidance.

- detailing the option that parents have a right to decline enrollment in ESL and have a right to choose another program where it is available.
- detailing parents have the right to remove their child immediately from program upon request.
- Public School 11 will provide information to parents in home language to the extent possible.

2 Public School 11 will take the following actions to involve parents in the process of school review and improvement under *Section 1116 – Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

- 1 Public School 11 will annually review the progress of our school using the state academic assessments to determine if Public School 11 is making adequate yearly progress. (AYP)

- 2 Public School 11 and Leadership Team will publicize and disseminate the results of our annual review to parents, teachers, and the community so we may continually refine the instructional program in a useful manner, to help all children in Title 1 programs meet state academic standards. (School Progress Report).

3. Public School 11 S.L.T. will review and publicize the effectiveness of the actions and activities we are carrying out in Title 1 Programs with respect to parental involvement professional development, and other activities assisted under Title 1 (Quality review, CEP, Parent-Staff Surveys)

If P.S. 11 is identified as a school for improvement, for corrective action, or for restructuring parents will be notified promptly in a manner consistent with A-8 and A-9 that:

- explains what the identification means and how Public School 11 compares academically to other schools
 - explains the reasons for identification
 - provides information how parents can become involved in addressing the academic issues that caused P.S. 11 to be identified for school improvements, and
 - explains Public School 11's parent's option to transfer his or her child to another public school, with transportation provided by the Department of Education, or to obtain supplemental educational services for their child.
- Public School 11 will provide parents with enough relevant information to help them decide what is best for their child:
- parents will be informed about the academic achievements of students at the school or schools to which their child may transfer.
 - a description of the special academic programs, and facilities, and before or after-school programs available at those schools may be included.
 - the professional qualifications of teachers in the core academic subjects may be included
 - parent involvement opportunities may be identified.

Parents will be notified of the choices for their children well before the first day of the school year.

Parents at Public School 11 will be given information explaining:

- what Public School 11 is doing to address the problem of low achievement,
- who is and what support Public School 11 is getting to help Public School 11 address the problem,

- if applicable, a description of corrective actions or restructuring plans.

1 If the Public School 11 principal or a majority of Public School 11 parents believe the school has been identified in error because of statistical or other substantial reasons, the principal may provide supporting evidence to the District for consideration prior to a final determination. The District must make a final determination of the status of the school with respect to identification no later than 30 days after Public School 11 has been provided an opportunity to review the school-level data.

2 The District must approve the Public School 11, School Improvement Plan which Public School 11 must develop or revise after it has been identified for improvement. The Public School 11 School Improvement Plan will and must be developed in consultation with parents, school staff and the District serving the school and outside experts no later than 3 months after Public School 11 has been identified and it must be a 2 year plan.

3 The District is responsible for providing Public School 11 with technical assistance based on scientifically based research (SBR) during the entire 2-year period, as Public School 11 develops and implements its improvement plan. Technical assistance includes help with analyzing data from assessments, and other student work, identifying and addressing problems in instruction, and problems implementing the parental involvement requirements and professional developments requirements.

4 If Public School 11, as a Title I School, is identified for improvement, corrective action, or restructuring, The District will arrange to provide supplemental Educational Services to eligible students in Public School 11. The child's parents may select from a list of approved providers. The District 31 (LEA) must:

- provide annual notice to parents (in a format and language parents can understand) of: (1) the availability of the supplemental educational services; (2) the identity of the approved providers within the District or services available in neighboring Districts a brief description of services, qualifications and demonstrated effectiveness of each provider;
- if requested, assist parents in choosing a provider from the list; have fair and equitable procedures for selecting students to be served if the number of spaces at providers is not sufficient;
- not disclose to the public the identity of any student who is eligible or receiving supplemental educational services without written consent from the parent.

1 If Public School 11 is identified as a school for restructuring the District 31 LEA will provide both parents and teachers with:

- prompt notice
- an opportunity to comment before any action under the restructuring plan takes place;
- an opportunity to participate in the development of any restructuring plans.

2 Public School 11 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs:

- Universal Pre-Kindergarten
- annual pre-k registration campaign
- Pre-k social worker will maintain contact with all families.
- Pre-k social worker will facilitate monthly parent workshops on various topics.
- staff will invite parents into classroom throughout year, based on curriculum to participate in various activities
- staff will communicate daily with parents through conversations, notices, phone calls, etc.
- staff will inform parents of child's academic and social achievements including child's strengths and weaknesses.

- make available a parent lending library.

3 Public School 11 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. 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.

4 The Public School 11 Parent Coordinator Team will conduct an annual parent involvement policy needs assessment which will include a survey that will ask all parents and staff for their input.

5 The leadership team will assess, modify and revise the parental involvement policy continuously as needed. Once the annual parental involvement needs assessment is complete, the S.L.T. members will review and inform their constituents of the results, this will be done at PTA meetings, parent workshops, staff and faculty meetings, open forum meetings, news letters and notices.

6 All parents at Public School 11 will have an opportunity and a responsibility to participate in the above mentioned activities.

7. P.S. 11 will build the parents' capacity for strong parental involvement, in order to ensure active involvement of parents and to support a partnership among P.S. 11 parents, and the community to improve student academic achievement, through the following activities specifically described below:

1 Public School 11 will provide assistance to parents of children served by P.S. 11, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph-

2 Public School 11 will educate parents on these topics by:

- Parent Coordinator – monthly parent workshops
- Literacy Coach - parent/student workshops
- Annual School Progress Report
- Monthly newsletters
- Informational notices, booklets and pamphlets
- PTA meetings
- SLT meetings
- Family nights
- School Messenger
- School Website

3 Public School 11 will supply any equipment or other materials needed to ensure success of the above mentioned activities when ever possible.

4 Public School 11 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- facilitating monthly parent and parent/student workshops by:
- the parent coordinator
- the literacy coach
- participating community based organizations
- informing parents of district-wide and community based organizations workshops available outside of Public School 11
- sending home notices and newsletters which includes educational information on various topics
- Parent coordinator and other staff will speak at PTA meetings and other family nights
- Make available educational material at school for parents to take home
- Parent lending library

1 Public School 11 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and Public School 11 by:

- staff will attend professional development provided by Public School 11, outside educators, and the district on parental involvement topics
- inviting staff to attend PTA, SLT and other meetings, functions and events
- yearly PTA Harvest Ball - teachers meet with parents and students in a fun and relaxed atmosphere. Have dinner, coffee and cake just to socialize
- bi-yearly parent-teacher conferences
- Open school week
- Family nights

2 P.S. 11 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start in the Berry Homes and our Universal, P.S. 11 Pre-K Program, and other programs, and conduct and or encourage participation in activities, such as parent resource centers, that support parents in more fully participating in the education of their children by:

- inviting children and parents leaving head start, (and zoned to attend PS 11) and Head Start staff to P.S. 11 end of year kindergarten stepping up celebration rehearsal. Staff and children have breakfast, see celebration, and go into kindergarten classrooms (gives parents and students of Head Start chance to see P.S. 11 before actual kindergarten orientation)
- P.S. 11 UPK students and parents are included and encouraged to attend and participate in all meetings, activities, workshops.
- Parents are encouraged to join PTA and SLT
- Lending library available to pre-k parents

3 P.S. 11 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language a parent can understand:

- The ESL teacher will identify any parent who needs translation services.
- The Parent Coordinator is available to answer any questions or to explain any notices or documents as needed.
- Any parent who needs any kind of interpreting, translation, sign language, or special accommodations or services may contact the parent-coordinator who will arrange services (if available).
- All notices, newsletters, etc. are sent out in a clear, simple and understandable format.
- P.S. 11 will use the D.O.E. translation services as needed.
- Contact addresses, and telephone numbers are on all notices and documents sent home to parents.
- When available notices are sent home in languages spoken at home.
- Notices, monthly calendars, etc. which are sent home are also posted throughout school, on bulletin boards, in message boards at exits.
- Notice of events are sent out in a timely manner giving parents ample time to respond.
- All assessments and confidential documents are sent home in a sealed envelope to the attention of the students, parents, or guardians.
- Parents are contacted by telephone or in person when a response is needed and they do not reply.
- Same notices are sent home in different formats, for example: workshop notice sent out individually and in newsletter, and made available at PTA meetings, and other events as well as being posted through-out school.

Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities P.S. includes:

- 1 Informing the SLT in the development of training for teachers, parents and staff.
- 2 P.S. 11 will inform parents of literacy training available to them from the district and other community-based organizations.
- 3 When funds are available P.S. 11 will pay reasonable and necessary expenses associated with parental involvement activities, including transportation. When possible children are invited to attend all training available at P.S. 11 so parents are able to participate in school-related meetings and training sessions.
- 4 S.I.M.H. trains P.S. 11 parents to become reading volunteers.
- 5 In order to maximize parental involvement and participation in their children's education, P.S. 11 arranges school meetings at a variety of times. For parents who are unable to attend conferences, every effort is made to set up a conference at the time most convenient for the parent at a later date.
- 6 P.S. 11 adopts and implements model approaches to improving parental involvement as per approved and made available by the district and the DOE.
- 7 P.S. 11 has partnerships with a variety of community base organizations and is always eager and excited to form new partnerships.
- 8 P.S. 11 has an open door policy. When ever possible, anyone walking in with a question, problem or concern will be seen and helped at that time.

PUBLIC SCHOOL 11
THE GOVERNOR THOMAS DONGAN ELEMENTARY SCHOOL
50 JEFFERSON STREET
STATEN ISLAND , NY 10304
Erica Mattera, Principal

Tel. # (718)979-1030

Fax # (718)979-0259

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the P.S. 11 School Leadership Team.

The policy was adopted by Public School 11 on 10/28/10 and will be in effect for the period of 1 year. The school will inform all parents and have policy available in the office.

(Signature of Principal)

(Date)

* This template of a School Parental Involvement Policy is not an official State Education Department document. It is provided only as an example.

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.

□

PUBLIC SCHOOL 11
The Gov. Thomas Dongan Elementary School
50 Jefferson Street, Staten Island, NY 10304
(718) 979-1030
Erica Mattera, Principal

Teacher-Student Parent Compact

Student Agreement

I _____ promise to do my best in school by:

- Completing all of my schoolwork/homework on time and neatly.
- Following the teacher's directions.
- Coming to school prepared, on time and ready to learn.
- Respecting and following the rules and always making an effort to get along with teachers, other school staff and classmates.
- Agreeing to watch less TV and spend more time on my schoolwork.

Parent Agreement

I _____ promise to improve my child's education by:

- Getting them to school on time and dressed properly
- Making sure that they are well rested, well-fed and prepared with all needed books and supplies.
- Passing on a love for reading.
- Monitoring the amount and content of TV that is watched.

- Talking about what is going on in school.
- Creating a quiet place in the house for studying.
- Reviewing homework and giving help when needed.
- Praising efforts and helping with difficulties.
- Attending workshops and conferences.
- Volunteering with different events.

Teacher Agreement

I _____ promise to help your child by:

- Making school a safe, welcoming and cheerful place to learn.
- Making it a place where everyone is respectful of people's differences.
- Making requirements clear so students know what is expected of them.
- Supporting learning through homework.
- Working toward the state standards.

Principal Agreement

I _____ promise to help your child, teachers and school staff by:

- Setting high standards.
- Providing after-school activities that enhance learning.
- Providing parent workshops.
- Providing professional development for teachers.
- Providing opportunities for parents to get involved.
- Encouraging parents and teachers to share their opinions.
- Suggest ways parents can support learning at home.

*Please sign and return only one copy. The other copy is for you to keep at home.

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.

2. Schoolwide reform strategies that:

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

At Public School 11, the following opportunities are provided for all children to meet and exceed State levels of student academic achievement:

Goal setting for individual and groups of students (long and short term)

Tracking progress with benchmark assessments (including 1:1 conferring)

Implementing Balanced Literacy and Balanced Mathematics

Supplementing Balanced Literacy with the "Good Habits, Great Readers" reading program (K-5), Foundations (K and 1), Words Their Way (K-5),

Supplementing Everyday Mathematics with Kaplan (4-5), Coach (Grade 3), Math Triumphs (Grade 4) and Math Steps (K-5)

Combining state standards with a more creative curriculum such as the Teachers College Reading and Writing Project (TCRWP)

Differentiating instruction using assessment data such as TC ECLAS, Acuity, ARIS and Scantron Performance Series

Providing focused academic intervention and enrichment during Targeted Intervention / Enrichment (TIE) daily mini period, Extended Sessions, and after school programs

Incorporating test sophistication within the Reading, Writing, Math, Science, and Social Studies Workshop Models

Using the school's Data Inquiry Team to raise student achievement Data by developing Best Practices and conducting case studies

Training teachers how to use data wisely to inform and differentiate instruction

Supporting classrooms with funding for materials and special programs

Informing and educating parents on student goals and Best Practices

Providing Related Services such as speech, occupational therapy, physical therapy, counseling, and hearing. Other services include Special Education Teacher Support Services (SETSS), AIS, Parent Reading Volunteers and English as a Second Language (ESL)

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

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

o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All staff at Public School 11 are highly qualified, as evidenced by the yearly BEDS Report

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.

- Onsite training by Network Support Specialists (i.e.: Integrating math and science into other curriculum areas, SMART-board Training, Behavior Management Techniques, Health and Physical Education)
 - Teachers College
 - Parents as Learning Partners
 - Parent Workshops
 - Independent Investigative Method (IIM) Training.
 - Inter – visitations (i.e.: PS 38 for Writing Workshop; PS 50 for “Good Habits, Great Readers”)
 - On-site training by Author Carl Anderson
 - On-site training by Coach for AIS programs
 - Best Practice Fairs
 - Protraxx offerings (i.e.: Infusing art into all curriculum areas, Early Childhood Development, Inquiry Process)
 - Principal’s and Assistant Principal’s Study Group
 - My Galaxy and Procurement Training to help maximize support for all children

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

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The school's principal is extremely proactive in attracting high – quality highly qualified teachers to Public School 11. She ensures that student observers begin their journey by spending quality time with exemplary classroom teachers. Their student teaching experience continues to develop their skills in Balanced Literacy and Balanced Mathematics, as well as in classroom management. As substitute teachers, they receive hands – on training and participate in professional learning opportunities (i.e.: Grade Team Meetings, Faculty Conferences).

The principal, along with other core members of the Instructional Cabinet (i.e.: Coach, AP), follows a rigorous interview process for selecting high- quality highly qualified teachers which includes, but is not limited to:

- a. Reviewing resumes via Open Market and/or through regular mail.
- b. Selecting candidates based on education, experience and knowledge of curriculum.
- c. Conducting Level 1 “Round Robin” and individual Level 2 interviews to further assess academic expectations of children
- d. Scheduling demonstration lessons to assess Best Practices

At Public School 11, high expectations inspire high performance therefore teachers are selected according to their qualifications and high standards for all children.

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

□

Public School 11 encourages parents to be active partners in their children's academic, emotional and social growth. The parent coordinator has developed a home / school connection making PS 11 a comfortable and welcoming environment. The parent coordinator works collaboratively with all administrators, teachers, Student Support Personnel, and staff to engage and educate families in order for them to support their child's academic needs on a daily basis as follows:

- a. Parent Coordinator, PTA, and Principal provide outreach through newsletters, monthly calendars (English and translated), school website, and other literature.
- b. Principal and Parent Coordinator do daily meet and greet at arrival and dismissal.
- c. Parent and Parent / Child Workshops are offered at various times during each month for the curriculum, testing, and other subjects to educate our parents(i.e.: Questioning Reading Workshop, Social Studies and Literature). They coordinate events such as Parents as Learning Partners)
- d. The School Leadership Team is well represented by many of our parents.
- e. Parent Coordinator, Principal, Assistant Principal and other staff members make daily phone calls and personal contacts.
- f. Principal, Parent Coordinator and PTA continuously encourage disengaged families to participate in all activities offered at PS 11.
- g. Annual Parent surveys are done to assess parent needs, interests and what is most convenient to them.
- h. The parent coordinator updates an E-mail distribution list yearly to communicate and distribute information to parents and guardians.
- i. The PTA, parent coordinator, Principal and SLT work collaboratively to address the needs of all family members at PS 11.
- j. PTA and SLT organize events, such as International Night, Craft Night and “Recipe Swaps”

- k. The DOE Translations Office is utilized for documents, literature, notices, personal and phone translations.
- l. PS 11 displays student artwork and projects during and after school for all parents.
- m. Parents and Guardians are invited to many special events throughout the school year (i.e.: school plays, band performances, holiday assemblies)
- n. CBO'S and parents are invited to PS 11 to connect our families with the community.
- o. Parent Coordinator informs parents and guardians of available resources available in the community and based on personal need.

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.



The parent coordinator provides learning workshop opportunities for assisting preschool children in the transition from early childhood programs (i.e.: Head Start) to our school. The workshops include assembly programs, classroom visits and enrichment activities (i.e.: viewing of school plays.) Orientation Meetings are also held yearly at Head Start for all incoming parents in June and then again in September at PS 11 with the assistance of the Pre-K social worker, teacher, and paraprofessional. Monthly parent workshops are offered to parents by the social worker and parent coordinator on various topics to help parents support their children.

Incoming parents receive a school brochure, which highlights all of the parent involvement activities and student course offerings. In addition to the brochure, all parents receive an Opening Day Packet, which includes important information about daily school functioning (i.e.: safety procedures, contact information, commendation systems).

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.



The administration includes teachers in decisions regarding the use of academic assessments by polling at faculty conferences, grade team meetings, lunch and learns, and 1:1 daily conversation. Teacher feedback is used to determine professional development, which furthers teacher's understanding of specific programs that meet the needs of their learners.

Teacher surveys are collected and analyzed by the school's Data Inquiry Team and Instructional Team. The surveys ask teachers what specific intervention programs and strategies they use for individual students and different groupings, what times of the day they are designated for AIS and enrichment. Survey results are used to drill down on instructional best practices that demonstrate high student achievement and progress. This information is shared with all teachers thus creating systemic change throughout the school.

The PS 11 Professional Handbook provides a menu of specific AIS and enrichment activities that teachers can choose from for small group instruction, Targeted Intervention/ Enrichment, (TIE) daily mini – period and Extended Day. Teachers also choose assessments to measure

progress toward student goals such as the WADE assessment, 1:1 conferencing, Scantron Performance Series, Acuity, Monitoring for Results and immediate assessment during the mini – lesson.

Inquiry Teaming is built into the regular school day. The cluster schedule reflects one common meeting time per week for members on the Inquiry Team and Instructional Team. The process includes setting goals for groups of students, employing instructional best practices inside and outside of the classroom, collecting data (i.e.: student writing samples) and evaluating progress. This process generalizes to the entire school community through monthly Faculty Conferences, Grade team meetings, parent workshops, SLT meetings, newsletters and the school website.

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

Students are assessed on a daily basis through teacher observation, 1:1 and small group conferencing, state assessment and discussion. Immediate assessment takes place after mini – lessons, which help teachers formulate small, flexible groups. Soft and hard data helps teachers formulate differentiated activities for all students.

The school follows a specific protocol for referring students for AIS. This plan begins with Tier I Interventions, which are provided within the classroom setting. Tiers II and III Interventions are provided after two failed programs within the classroom (4-6 weeks for each program). Formal evaluation for special education services takes place after all interventions have been exhausted.

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.

Public School 11 coordinates and integrates the following Federal, State, and local services and programs:

- Anti – bullying assemblies (Respect for All, Chancellor's Regulation A 850)

- Child abuse prevention programs (Chancellor's Regulation A 750)

- Nutrition Committee (Chancellor's Regulation A

- Schoolwide Food Services Events and Promotions

- Coordination with Head Start (Federally funded Pre-K program)

- Parent ESL classes (Title III)

- Parent Workshops (i.e.: Internet Safety, Anti-Graffiti, Health and Nutrition)

- Guest Speakers at Monthly PTA Meetings

- Going Green committee (Sustainability Coordinator)

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		

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.
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. Metro cards have been provided to students in the past. The students are also assisted by the District STH Representative. The school and Parent Coordinator also provide assistance to the child and family as needed.

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R011_110110-181824.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 604	District 31	School Number 011	School Name Thomas Dongan
Principal Erica Mattera		Assistant Principal Adam Baskin	
Coach Barbara Neis		Coach Barbara Neis	
Teacher/Subject Area Susan Rosch / SETSS		Guidance Counselor Ryan Dillon	
Teacher/Subject Area Elise Barten / ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Karen Gubnitsky	
Related Service Provider type here		Other type here	
Network Leader Gregory Jaenicke		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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	298	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	8.05%
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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.

1. The parents of the students who enter Pre - K fill out a HLIS form. Upon entering Kindergarten, the parents fill out a different HLIS form in their native language. Before filling out this Kindergarten HLIS, the parents are interviewed by a pedagogue. The student is also interviewed by a pedagogue. If the ESL teacher is not available, the interview will be conducted by the coach, principal or assistant principal. Using the results of the HLIS survey and the interview, the ESL teacher determines who will be administered the LAB-R. The results of the LAB-R determine if a student is entitled to services. All ELLs, including X-coded, are given the NYSESLAT each spring until they test out with a mark of Proficient. The test is administered by the ESL teacher.

2. Within 10 days of a student entering our school, they are given the LAB-R if they have never taken it before. If a student is found to be in need of services, the ESL teacher and/or the parent coordinator invite the parent into school to view the Parent Choice movie and learn about all three program choices.

3. At these orientation meetings, the parents receive and fill out the program selection forms in their native language. Translators and staff members are available if needed. Most Parent Survey and Program Selection letters are returned at this orientation. With follow-up phone calls from the ESL teacher and parent coordinator, all of these letters have been returned. All children tested are sent home with letters in their native language telling the parents if they are or are not entitled to services.

4. Since we have a successful ESL program, our parents choose to place their children in ESL. The parents are notified in their native language. If parents have a question or concern, a staff member may assist with communication or the DOE Translation services may be contacted for immediate translation.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, 15 out of 17 parents have chosen ESL as their first choice.

6. Therefore, the program model offered at P S 11 is aligned with parent requests.

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														0
Push-In	2	2	2	0	1	1								8
Total	2	2	2	0	1	1	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)		18	Special Education	9
SIFE	0	ELLs receiving service 4-6 years		6	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22		7	2		2				24
Total	22	0	7	2	0	2	0	0	0	24

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	0	0	0	0	0	0	0	0	0	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
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:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	4	3	4		3	3								17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1	1								2
Other					1	1								2
TOTAL	6	3	5	0	5	5	0	24						

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.

TIME	1 8:15-9:00	2 9:02-9:45	3 9:49-10:34	TIE 10:36-11:01	4 11:04-11:54	5 11:58-12:48	6 12:52-1:42	7 1:45-2:30	Extended-Day
MON.	SETSS	Readers W.S.	Science	E.S.L.	Speech 11:25-11:55	Writing W.S.	lunch	E.S.L.	Technology, games, Great Leaps, ECCLAS, Skill focused strategies, writing conferencing
TUES..	Band/	Guided Reading	Math W.S.	Social Studies	Math(P.O.D.)	SETSS	Reader's W.S.	lunch	E.S.L.
WED.	Gym	SETSS	Speech	TIE	Math W.S.	Science	lunch	E.S.L.	
Thurs.	Math W.S.	Art and Literature	Reader's Theater	E.S.L.	SETSS	Reader's W.S.	lunch	E.S.L.	
Fri.	Band/Guided Reading	Social Studies	Guided Reading	TIE	SETSS	Math	lunch	Guided Reading	

ADVANCED 4TH GRADE PROGRAM CARD

TIME	1 8:15-9:00	2 9:02-9:45	3 9:49-10:34	TIE 10:36-11:01	4 11:04-11:54	5 11:58-12:48	6 12:52-1:42	7 1:45-2:30	Extended-Day
MON.	SETSS	Readers W.S.	Science E.S.L.	Speech 11:25-11:55	Writing W.S.	lunch	E.S.L.	Technology, games, Great Leaps, ECCLAS, Skill focused strategies, writing conferencing	
TUES..	Band/	Guided Reading	Math W.S.	Social Studies	Math(P.O.D.)	SETSS	Reader's W.S.	lunch	E.S.L.
WED.	Gym	SETSS	Speech TIE	Math W.S.	Science	lunch	E.S.L.		
Thurs.	Math W.S.	Art and Literature	Reader's Theater	E.S.L.	SETSS	Reader's W.S.	lunch	E.S.L.	
Fri.	Band/	Guided Reading	Social Studies	Guided Reading	TIE	SETSS	Math	lunch	Guided Reading

Beginner 4TH GRADE PROGRAM CARD

1a There is one ESL teacher who teaches ESL for 15 periods per week plus TIE time (daily intervention and enrichment period). It is a pull-out program.

b There are three groups that are organized according to grades: Kindergarten, Grades 1 and 2, and Grades 4 and 5. One Grade 4 student is placed with the Kindergarten through Grade 2 group because he is a newcomer and requires extensive language development.

2, The ESL teacher has enough teaching periods to ensure that the mandated number of instructional minutes are provided. The beginning and intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction.

3. Reading, Math, Writing, Science and Social Studies are delivered in the ESL model. Pictures, manipulatives, listening programs (such as Leap Frog), and the "Awards" computer program are all used to give meaning to the content areas. Sets of National Geographic books and monthly magazines bring science and social studies to life. All instruction is in English. Learning takes place individually with partners, small groups and with whole group instruction. ESL strategies and methodologies are employed and the Instructional Bottom Lines are met.

4a. We do not have SIFE students.

b. When a newcomer enters our school, he is placed on grade level and seated next to a classmate who speaks the same language. If this strategy is not possible, we try to locate a staff member or student with knowledge of the newcomer's language who can help with the transition. In ESL class, a newcomer will sometimes be grouped with students on his grade and other times he is grouped with students who have the same needs. Language required to fulfill basic needs is taught. The newcomer is taught skills and strategies to help him understand and develop language and prepare the student for ELA testing.

c. Most ELLs who have received service from 4 to 6 years have developed their listening and speaking skills. They are usually delayed in reading and have difficulty with writing. Reading and writing skills are practiced daily. Vocabulary is stressed during every academic lesson and activity.

d. We do not have long-term ELLs.

e. The providers and classroom teachers coordinate their learning for all students, but it is especially important for students with special needs. Paraprofessionals play an important role of bridging the instruction between the classroom teacher and the providers. The ESL teacher has access to all of her students' IEPs.

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

5. All ELLs attend our Extended Day programs. Newcomers learn basic language skills. Advanced and Proficient ELLs have enrichment activities such as cooking and art/literacy.
6. Our transition plan for students who reach proficiency on the NYSESLAT is to continue to give these students support for the following two years. Classroom teachers are made aware of the students in their class who have reached the proficiency level and are no longer entitled to ESL services. ESL teaching strategies will be reviewed with the classroom teacher during professional development. They will learn that extra language support is needed for former ELLs. Proper testing procedures for these former ELLs, such as extended time or use of a glossary, will be honored on standardized tests. The teachers will also be made aware of the fact that the parents of former ELLs might need translation services.
7. Soar to Success is a fairly new program that is being considered for the coming school year (see AIS section for a brief description of the program). The Common Core State Standards will be implemented over the next several years. This year, the ESL teacher will attend the ELL training and turn-key to the staff during professional development sessions. This training will help improve the overall instructional program for ELL's.
8. There are no plans to discontinue our ESL program.
9. Every program and activity is offered to all of our students, including the ELLs. Translated letters are made available. Translators are provided when necessary. All of our ELLs attend Extended Day sessions and have equal access to working with part-time Academic Interventionists in math and ELA. This year, there is an integration of visual art and literacy, with the support of a part-time art teacher.
10. The newcomers are provided with phonics-based programs such as Explode the Code. Many sets of social studies and science books are used, including National Geographic, on all levels. The National Geographic magazine is used on a monthly basis. National Geographic science kits are provided to integrate literacy and science. The children improve their listening skills with the support of the Leap Frog program. Grade 2 through Grade 5 students enjoy the Awards Reading computer program. Many manipulatives are available to support the ESL math program.
11. Native language is delivered in our ESL program through the use of reading books and various language glossaries. Native language support is also provided by various staff members when needed. For example, ELL's are afforded the opportunity to participate in weekly Enrichment Clusters of their choice. These clusters are facilitated by different teachers across the grades and subject areas.
12. The support services correspond to the ELLs at all ages and in all grades. Teaching is based on the core curriculum and State standards and is coordinated with the classroom teacher.
13. Primary schools do not have activities for newly enrolled ELL students before the beginning of the school year.
14. Language electives are not offered in elementary school.

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.

The ESL teacher is given time to talk at monthly faculty meetings. During the year, the ESL teacher provides staff development, and any support and materials that are needed by the classroom teachers. Classroom teachers work with or come and observe the ESL teacher. The ELL Network Support Specialist visits our school to give our faculty training. The ESL teacher receives ELL professional development several times a year from our Network Support Specialist. Sometimes other classroom teachers join the ESL teacher at these training sessions. All

teachers, including the ESL teacher, are given training on new reading, math and writing programs. Our administration encourages teachers to attend professional development. Our Principal, Assistant Principal, and Parent Coordinator attend faculty meetings and receive ESL training. On Professional Development Days, paraprofessionals and teachers are invited to attend ESL Workshops presented by the ELL Instructional Specialist. Student Support Personnel, including guidance counselors, psychologists, occupational/physical therapists and speech providers, receive ESL training through their programs. Training is provided by the math and literacy coach on an ongoing basis. The Principal and Assistant Principal support the teachers with their instructional program on a daily basis.

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?

At Public School 11 parents are welcomed and encouraged to become active partners in their child’s academic, emotional and social growth. Parental involvement is superb. Karen Gubnitsky, the Parent Coordinator, is available to provide outreach to parents and guardians through newsletters, monthly calendars, the school website, and other literature. The DOE Translations Office is utilized for documents, literature, notices, personal and phone translations. The Parent Coordinator works collaboratively with all administrators, teachers, Student Support Personnel, and staff to engage and educate our families in order for them to support their child’s academic needs on a daily basis. The entire school community has developed a home/school connection, making P.S. 11 a welcoming and comfortable environment. School-wide Enrichment helps to support our English Language Learners, in which parents are encouraged to participate.

Community Based Organizations are invited to P.S. 11 to connect our families with the community. Public School 11 builds community both inside the school and throughout the neighborhood, and enjoys partnerships with several organizations. The Jewish Community Center has offered after school programs for our ELL Parents to provide support for every day issues, to teach them how they can help their children academically, and to help them learn the English language. This year we hope there will be more participation from adults throughout the Dongan Hills community. The Council on Arts and Humanities for Staten Island (COAHSI) and Sundog Theaters partner with the school for an after school Newspaper Club. The Club is in its fourth year and continues to engage children and their families. The Huttner – Pasqualini Post fosters patriotism and helps build school spirit. The school also partners with Commissioner Stephen J. Fiala and Councilman James S. Oddo for Dr. Seuss Family Celebrations and lessons in civics. St. Ann’s supports our families through their annual gift drive. The school also participates in the March of Dimes, Bread of Life, and Common Cents Penny Harvest.

Parent needs are evaluated in many ways. An annual Parent Survey is distributed to all of our students by the Parent Coordinator. This survey polls parents about their individual needs and interests. The Principal and Parent Coordinator greet students and parents upon arrival on a daily basis. Many issues, concerns and needs are addressed at this time. Student Data is continuously used at Public School 11, guiding administration, teachers and staff members to individual student and family needs. The Parent Coordinator has an Open Door Policy. Outreach is provided daily through face to face conferences and telephone contacts.

Public School 11 Parents are continuously encouraged to be active partners in their children’s academic, emotional and social growth. Parent and Parent / Child Workshops are offered at various times during each month for the curriculum, testing, and other subjects to educate and support our parents. Topics are based upon student and parent needs, goals and interests. These workshops educate, support and empower all family members in our school community. The school support team is readily available to our parents for any concerns or needs that may arise. Parents are also connected to Community based Organizations based upon their individual needs. Outreach is provided through newsletters, monthly calendars (English and translated), the school website, School Messenger, PTA newsletters and other literature. Communication and information is also distributed via E-mail distribution lists, Telephone Relay System, PTA and SLT meetings. The PTA supports the school community by providing fun activities for the students and their families.

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)	3	0	4	0	1	0								8

Intermediate(I)	3	3	1	0	1	1								9
Advanced (A)	0	0	0	0	3	4								7
Total	6	3	5	0	5	5	0	0	0	0	0	0	0	24

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					6				6
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	1		1		3				5
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

1. Public School 11 uses ECLAS-2 twice a year to assess early literacy skills. Running records, as prescribed by Teachers College, are also used throughout the school year. This data is used to analyze the students' strengths and weaknesses in reading and to assist the teacher with student groupings. The data shows the skills that each student has learned and what they need to know. The data shows how the ELL's reading levels are compared to English proficient students in their class and on each grade level. This information helps inform our school's instructional planning by showing which subject and skill areas need reinforcement, are progressing satisfactorily, or need enrichment. For example, we have three ELLs in Grade 1. Two of these students have an independent reading level of 3 (on grade level) and one student has an independent reading level of 2 (approaching grade level). They are all progressing satisfactorily at this time, although the student on level 2 will be offered any available intervention such as AIS.

2. Students who pass the LAB-R do well as English Language Learners throughout the grades in all subject areas. If a Kindergarten student is on a beginner level on the LAB-R, it will take at least two years to be on level with his classmates. If a beginner does well on the Spanish LAB-R, he will quickly learn English and might test out in the Spring of First Grade. Many students need to progress through the beginning, intermediate and advanced levels on the NYSESLAT before they reach proficiency. If a student is on the advanced level, he can do as well as English proficient students in math, social studies and science. Once an ELL reaches proficiency, he performs as well as Native English speakers in reading, math, social studies and science. Sometimes he even surpasses the Native English speaker.

3. Patterns across NYSESLAT modalities affect instructional decisions. A newcomer needs to know how to listen and speak before he can master reading and writing. Therefore, although all modalities are taught, listening and speaking skills are emphasized. If instructional supports are available, a beginning ESL student would greatly benefit. As the ELL student reaches the intermediate and advance levels, mastering vocabulary, reading comprehension and writing are the main goals. He greatly benefits from experiential learning and enrichment.

4a. there are patterns across proficiencies and grades. All tests except Spanish LAB-R have been taken in English. Kindergarteners are usually at the beginning or intermediate levels of English proficiency at the start of the school year, as indicated by the LAB-R. Most Kindergarteners score at the Intermediate levels on the NYSESLAT. By the end of First Grade, about one third of the students are Proficient and most are at the Advanced level. Students in self-contained special education classes have the most difficulty reaching proficiency and many become "X-coded." Several of our ELLs test out in every grade level. This past year, nine of our students reached proficiency. This number includes four of our former Grade 5 students. On the NYS Social Studies exam, three ELLs scored a Level 3. Almost all of our present and former ELLs. eight out of nine. earned at least a Level 3 on the NYS Science test with one former ELL scoring a Level 4. The only

c. We do not give the ELL Periodic Assessment.

6. Our ESL program is successful, as evidenced by the data presented. Almost all of our ELLs reach English proficiency. They do as well as their peers on State Tests.

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. 11 Thomas Dongan School					
District:	31	DBN:	31R011	School		353100010011

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	17	18		93.1	94.4	94.4
Kindergarten	53	41	47				
Grade 1	41	48	37	Student Stability - % of Enrollment:			
Grade 2	55	39	54	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	42	52	47		88.6	90.8	88.4
Grade 4	49	41	49				
Grade 5	35	49	43	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		56.4	70.0	70.0
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		6	22	3
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	293	288	295	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	0

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	48	42	41	Principal Suspensions	2	16	8
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	2	3
Number all others	29	26	32				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	34	18	TBD
# ELLs with IEPs	2	15	TBD

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	2	3	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.0	92.3	92.3
				% more than 5 years teaching anywhere	76.0	76.9	88.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	100.0	100.0
American Indian or Alaska Native	0.3	1.0	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	16.7	16.7	15.6				
Hispanic or Latino	33.4	32.3	34.2				
Asian or Native Hawaiian/Other Pacific	4.4	3.5	4.1				
White	45.1	44.8	44.1				
Male	53.9	51.4	52.9				
Female	46.1	48.6	47.1				

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	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	46.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 31R011

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	140,281	8,252	148,533
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,403	83	1,486
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,014	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,028	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

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

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.

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

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

3. Instruction by highly qualified staff.

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.

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

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

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

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

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.

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.

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

Explanation/Background:

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

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

Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			117,836	X	
Title I, Part A (ARRA)	Federal	X			8,169	X	
Title II, Part A	Federal	X			111,255	X	

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.
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Title III, Part A	Federal	X			15,000	X	
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			1,494,760		