



P.S. 011 HIGHBRIDGE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 011 HIGHBRIDGE
ADDRESS: 1257 OGDEN AVENUE
TELEPHONE: 718-681-7553
FAX: 718-681-7711

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010011 **SCHOOL NAME:** P.S. 011 Highbridge

SCHOOL ADDRESS: 1257 OGDEN AVENUE, BRONX, NY, 10452

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

SCHOOL CONTACT PERSON: ELIZABETH HACHAR **EMAIL ADDRESS** EHachar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angela Reyes/ Melanie Bierlein

PRINCIPAL: ELIZABETH HACHAR

UFT CHAPTER LEADER: Kelly Cheek Powell

PARENTS' ASSOCIATION PRESIDENT: Llunorkys Veras/ Tawana Avery

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** CFN534

NETWORK LEADER: Ben Waxman

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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/ronlyres/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
Elizabeth Hachar	Principal	
Stephanie Serre	Admin/CSA	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 11 The Highbridge School, is a K-5 elementary school located in the Highbridge section of the Bronx. Our school serves a culturally diverse population of 734 children to include; Hispanics, African Americans, Africans, Asians, and Whites. We are housed in two buildings, an Annex located two city blocks North of our Main Building, accommodates 235 Kindergarten and First Grade children, in twelve classrooms. The Main Building accommodates 499 children in grades one through five in twenty-four classrooms. The school staff is composed of seventy-one educators and twenty-three support staff.

This is our third year with the Teachers College Reading and Writing Project. Teachers attend Professional Development workshops throughout the school year at Teachers College (TC). Additionally, TC Staff Developers conduct lab sites and professional learning opportunities throughout the school year.

We use the workshop model as the vehicle to teach literacy. Our 120 minute literacy block promotes demonstration or guided practice in a mini lesson format. Children are afforded the opportunity to practice together and independently using identified strategies to increase their skill level. The development of Units of Studies based on data, NYS Standards, grade specific Curriculum Maps and the new Common Core State Standards (CCSS) drives teacher conversations in weekly Collaboratives and TC planning sessions where teachers plan lessons and share best practices.

Everyday Math is the curriculum, which drives our work in mathematics. Math is taught in the following math blocks: K-2 for 60 minutes daily and grades 3-5 for 90 minutes daily. Student assessments are used in developing mini lessons to deliver instruction. Math Reflection Journals and strategy packets developed by teachers address strategies and skills to strengthen and reinforce critical thinking problem solving processes and mathematical concepts.

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

Our goal is to educate our children with special needs in the Least Restrictive Environments possible. The learning in all special education classes is consistent with the work across the grade and school, and is informed by a student's IEP. Our Special Education Teacher Support Services (SETSS) meets the mandates of identified children through small group instruction in settings focused on literacy and math. The Instructional Support Team meets weekly to discuss individual children in depth and plan out programming and support to best meet their needs. This year we are a Phase One school, which

allows us to work flexibly with our zoned population allowing for programming based on individualized academic and behavioral needs.

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

As we continue to build relationships with parents, our Parent Coordinator is instrumental in connecting our mission through communication and education between the school and home. Monthly parent workshops are an example of how we engage parents in the education of their children. Parents have the opportunity to take part in our school organization through our ongoing relationship with Learning Leaders. Students Taking Academic Responsibility (STAR) homework binder offers parents a vehicle for communication between home and school. Our School Leadership Team, comprised of 50% parents, gives parents a voice in the direction of our school.

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 011 Highbridge								
District:	9	DBN #:	09X011	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input 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*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.4	89.8	TBD		
Kindergarten	136	114	135						
Grade 1	149	183	150	Student Stability - % of Enrollment:					
Grade 2	145	136	189	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	145	121	127		89.1	90.88	TBD		
Grade 4	133	136	106						
Grade 5	0	1	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		89.1	89.1	85.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		14	71	TBD		
Grade 12	0	0	0						
Ungraded	1	0	2	Recent Immigrants - Total Number:					
Total	709	691	709	(As of October 31)	2007-08	2008-09	2009-10		
					8	4	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	33	36	35	Principal Suspensions	2	11	TBD		
# in Collaborative Team Teaching (CTT) Classes	18	22	36	Superintendent Suspensions	1	6	TBD		
Number all others	38	25	21						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	91	103	130				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	131	95	118	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	4	30	Number of Teachers	55	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	15	TBD
				Number of Educational Paraprofessionals	1	2	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	98.1	TBD
				% more than 2 years teaching in this school	70.9	68.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	54.5	57.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	74	TBD
American Indian or Alaska Native	0.7	0.9	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	98.7	TBD
Black or African American	35.3	38.4	37.7				
Hispanic or Latino	62.6	59	60.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.3	0.1				
White	1	1.3	1.1				
Multi-racial							
Male	50.8	51.1	51.8				
Female	49.2	48.9	48.2				
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							
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	71.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	3.6	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	16.2	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	49.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	√

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 11 uses various data streams to inform instruction and drive our planning throughout the year. NYS Exams, NYC Periodic Assessment/ Instructionally Targeted Assessments, Teachers College Reading and Writing Project Assessment, EDM Unit Tests, teacher developed formative assessments, and walkthrough noticing's or observations gathered by the Administration. Teachers confer with children individually to identify their strengths and next steps to solidify their understanding and set goals using inquiry to drive small group instruction.

Our PS 11 Progress Report of "B" shows that small group instruction has impacted student outcomes in positive ways. Although the NYS Exam instrument changed, 76% of our children in ELA and 69% in Math are showing progress. In ELA, our lowest one third showed 81% progress as compared to the peer horizon group while 71% in Mathematics showed growth. Our NYS Report Card shows that PS 11 was deemed to be In Good Standing in ELA, Math, and Science due to children in all sub groups meeting the criteria.

Other performance trends in literacy show our kindergarten and first grade students have well developed phonemic awareness, phonics, and high frequency word identification skills. Using these skills in their just right books, they search for information using meaning, structure and visual clues. Our challenge is to be strategic in how we plan and implement lessons using components of the balanced literacy model. In addition, we continue to learn how to make connections using data across the year in each Unit of Study.

Students in K-2 are accurate decoders but do not demonstrate proficiency in making meaning while reading. We are focused on creating frameworks for student thinking while reading a text. Two main strategies we are learning in second grade include monitoring for meaning and following a character throughout a book. As the complexity and requirements of the bands of book levels change, so do the demands of the reader.

We have taken this knowledge into working with our third through fifth grade. The data for our third, fourth and fifth grade students' shows that they need to increase their stamina and volume in both reading and writing. Overarching goals and a thread to tie our Units of Study and genres throughout the year are synthesizing and envisioning. Students are expected to actively engage with the text by thinking about what is happening and monitoring throughout the reading. They are successfully

learning to use post it's to hold them accountable to the text by stopping and reflecting on what they read. This work allows us deeper insight into thinking and learning.

In mathematics, we find that our children in kindergarten through grade 2 excel in measurement, number sense and problem solving. As we move into the year, time will allow for learning geometry, problem solving, statistics, probability, reasoning and proof. Our third through fifth grade students need a stronger understanding of number sense and operation due to a need of skills based instruction. To meet these needs teachers develop strategy packets to address problem solving strategies using a method of examining the problem, choosing the strategy, solving the problem and checking the accuracy of the answer. As these packets are developed by the Math Coach and the teachers, real time data is used to drive the focus of instruction. Teachers make decisions through formative assessments where the expectation for children is to master eighty percent of the content and skills.

A great accomplishment of PS 11 is that our community is participating in learning and working toward the goal of differentiated instruction. It is evident in the vehicle of the mini lesson, the assessment of the student work, and how teachers plan to meet the needs of individuals and groups of students. Lab sites, Collaboratives, Standards Based planning and conversations supported by administrative feedback deepen our understanding of practice and how children learn best.

As a community we have identified barriers to our students' growth. Our attendance data shows that students are not in the classroom receiving instruction as much as we would want. We currently have a very active attendance committee that is working on raising the awareness around the importance of being in school daily on time. They have also developed incentives to encourage student attendance.

Grade 3 ELA:

2008

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

2009

Level 1 14.%
Level 2 33.3%
Level 3 50.5%
Level 4 1.8%

2010

Level 1 31.4%
Level 2 50.0%
Level 3 17.7%
Level 4 0.8%

Analysis:

From 2008-2009 our Level 1 performance increased 8.1% and increased again from 2009-2010 by 17%.

From 2008-2009 our Level 2 performance decreased 10.4% but from 2009-2010 it increased 16.7%

From 2008-2009 our Level 3 performance increased 4% but from 2009-2010 it decreased 32.8%.

From 2008-2009 our Level 4 performance increased decreased 1.7% and again in 2009-2010 by 1%.

From 2008 to 2009 our Level 3 and 4 performance increased 2.3% but from 2009-2010 it decreased by 33.8%

Grade 4 ELA:

2008

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

2009

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

2010

Level 1 6.0%
Level 2 55.2%
Level 3 38.8%
Level 4 0.0%

Analysis:

From 2008 to 2009 our Level 1 performance decreased 9.4% but increased in 2009-2010 by 1.7%.

From 2008 to 2009 our Level 2 performance decreased 0.3% but increased in 2009-2010 by 21.4%.

From 2008 to 2009 our Level 3 performance increased 10.5% but decreased in 2009-2010 by 22.6%.

From 2008 to 2009 our Level 4 performance decreased 0.8% and decreased again in 2009-2010 by .7%.

From 2008 to 2009 our Level 3 and 4 performance increased 9.7% but decreased in 2009-2010 by 23.3%.

Grade 3 Math

2008

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

2009

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

2010

Level 1 23.8%
Level 2 51.5%
Level 3 21.5%
Level 4 3.0%

Analysis:

MARCH 2011

From 2008 to 2009 our Level 1 performance decreased 5.1% but increased in 2009-2010 by 25.5%.
From 2008 to 2009 our Level 2 performance decreased 10.2% but increased in 2009-2010 by 36.7%.
From 2008 to 2009 our Level 3 performance increased 12.1% but decreased in 2009-2010 by 56.8%.
From 2008 to 2009 our Level 4 performance increased by 3.2% but decreased in 2009-2010 by 2.2%.
From 2008 to 2009 our Level 3 and 4 performance increased 15.3% but decreased in 2009-2010 by 59%.

Grade 4 Math:

2008

Level 1 11.2%
Level 2 21.6%
Level 3 54.5%
Level 4 12.7%

2009

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

2010

Level 1 8.4%
Level 2 49.0%
Level 3 34.9%
Level 4 7.5%

Analysis:

From 2008 to 2009 our Level 1 performance decreased 3.8% but increased in 2009-2010 by 1%.
From 2008 to 2009 our Level 2 performance decreased 1.8% but increased in 2009-2010 by 29.2%.
From 2008 to 2009 our Level 3 performance increased by 8% but decreased in 2009-2010 by 27.6%.
From 2008 to 2009 our Level 4 performance increased decreased 2.4% and decreased again in 2009-2010 by 2.8%
From 2007 to 2008 our Level 3 and 4 performance increased 5.6% but decreased in 2009-2010 by 30.4%.

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
<p><input type="checkbox"/></p> <p>Goal #1- Literacy</p> <p>By June 2011, the number of students in kindergarten through grade 2 performing at grade level benchmark level 3 and above will increase by 5% from the aggregate 68.61% to 73.61%, as measured by the Teachers College Reading and Writing Assessment Pro.</p> <p>By June 2011, the number of students in grade 3 performing at or above level 3 and above will increase by 5% from 19% to 24%, as measured by the New York State ELA.</p> <p>By June 2011, the number of students in grade 4 performing at or above level 3 and above will increase by 5% from 38% to 43%, as measured by the New York State ELA.</p> <p>By June 2011, the number of students in grade 5 performing at or above level 3 and above will increase by 5% from District 9’s 2010 average of 27% to 32%, as measured by the New York State ELA.</p> <p>By June 2011, the number of students with disabilities in grades 3 and 4 performing at or above Level 2</p>	<p><input type="checkbox"/> To increase student achievement in literacy by continuing to improve teachers’ ability in collecting, analyzing and utilizing data. Student independence will result from strategic use of environments, structures, conferences, and running records/miscue analysis. Formative and summative assessments will ground teachers and students and hold them accountable to learning.</p>

<p>will increase by 5% from 48% (13 out of 27 children) to 53%(26 out of 49 children), as measured by the New York State ELA.</p> <p>By June 2011, the number of students classified as Limited English Proficient in grades 3 and 4 performing at level 2 will increase by 5% from 74% (53 out of 72 children) to 79% (68 out of 87 children), as measured by the New York State ELA.</p>	
<p><input type="checkbox"/> Goal #2- Mathematics</p> <p><input type="checkbox"/></p> <p>By June 2011, the number of students in kindergarten- grade 2 approaching, meeting and/or exceeding grade level benchmarks will cumulatively average 70% as evident by EDM End of Year Assessment.</p> <p>By June 2011, the number of students in grade 3 performing at or above level 3 and above will increase by 5% from 32% to 37% as measured by New York State Mathematics Exam.</p> <p>By June 2011, the number of students in grade 4 performing at or above level 3 and above will increase by 5% from 35% to 40% as measured by New York State Mathematics exam.</p> <p>By June 2011, the number of students in grade 5 performing at or above level 3 and above will increase from 5 % from District 9's 2010 average of 42% to 47% as measured by the New York State Mathematics exam.</p> <p>By June 2011, the number of students with disabilities in grades 3 and 4 performing at or above level 2 will increase by 5% from 59% (16</p>	<p><input type="checkbox"/> To increase student achievement in math by continuing to improve teachers' ability in collecting, analyzing and utilizing data. Student independence will result from strategic use of environments, structures, EDM supplements, formative and summative unit assessments. Formative and summative assessments will ground teachers and students and hold them accountable to learning.</p>

<p>children out of 27) to 64% (31 children out of 49) as measured by the New York State Mathematics exam.</p> <p>By June 2011, the number of students identified as Limited English Proficient performing at or above level 2 will increase by 5% from 77% (65 out of 84 children) to 82% (78 of out of 95 children) as measured by the New York State mathematics exam.</p>	
<p><input type="checkbox"/></p> <p>Goal #3- Professional Development</p> <p>By June 2011, 100% of teachers will participate in professional learning opportunities from various Citywide, Network and/or PS 11 in Data/Assessment, Literacy, Mathematics, English Language Learners, Special Needs, Science, Social Studies, Music, Arts, etc.</p> <p>By June 2011, 100% of CT will participate in regularly scheduled grade specific Collaboratives, Inquiry Teams and departmental meetings to continue to develop as a learning community, improve student outcomes and independence.</p> <p>By June 2011, 100% of CT will engage in professional learning through on site Lab Sites supported by Teachers College Consultants.</p> <p>By June 2011, 100% of New Teachers will demonstrate competence in planning and differentiating lessons.</p> <p>Network Support Specialist that facilitate the understanding of best practices focused on literacy, mathematics, conferring, differentiation within the mini lesson and reading behaviors to support strategy groups.</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> To continue to strengthen teacher practice and the implementation of instructional strategies through differentiated professional development opportunities and the sharing of best practices. Staff members will be held accountable through note taking, turn keying, and implementation of learning. Learning Walks and Focused Walkthroughs will inform further support and professional learning opportunities.</p>

Action Plan

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



Administration will meet with teachers at the beginning of the school year for goal setting sessions and conduct performance review during the year to evaluate, strategize, and set goals to increase student outcomes. An end of year conference will be held with each teacher to assess the attainment of goals.

Administration will schedule and coordinate Professional Development from our Teachers College consultants to facilitate differentiated lab sites, workshops and support teachers using student data.

Principal, Assistant Principals and Literacy Coach will attend professional learning days at Teachers College to take their learning deeper and better support the teachers.

Teachers will participate in Study and Leadership Groups at Teachers College to better understand the reading and writing process for our entire population to include ELLs and Special Education.

Assistant Principals will make daily visits to the classrooms and provide feedback to two teachers a day to offer support in instruction.

Literacy Coach and Data Specialist will work with teachers on using data to plan and implement differentiated literacy lessons using the workshop model.

Administration and Literacy Coach will support teachers in creating differentiated libraries that meet the needs of their children in all content areas so the children can read books appropriate to their level.

Teachers in grades K-5 will administer the Teachers College Reading and Writing Project (TCRWP) Assessments to track students' learning using Assessment Pro. Data collected in October, January, and May will be used to drive and plan differentiated lessons.

Teachers in grades 3-5 will administer ELA simulations in November and February to inform student progress and growth.

Formative assessments, such as teacher observation, conferring notes and In Book Assessments will be collected on a continuous basis. This data will be used to identify the

	<p>students' needs and drive instruction.</p> <p>Teachers will use data collected from the students' On Demand writing sample collected at the beginning of the year and at the end of each unit to plan differentiated lessons to help the children grow as writers.</p> <p>An Academic Intervention Specialist and Administrative Team Members will attend monthly grade level planning sessions and collaborate with assigned classroom teacher to align instruction and to use data collected to plan differentiated instruction for their students.</p> <p>Teachers will support and guide students in developing individual learning goals and a plan to reach these goals. Students will collect their goal setting sheets in a PS11 Student Data Binder. Students will review their goals throughout the year and adjust to meet their learning targets.</p> <p>Teachers will support and guide students in developing individual learning goals and a plan to reach these goals. Students will be provided with feedback throughout the year on their progress in meeting their goals.</p> <p>Teachers will use data to create thirty-seven and ½ minutes strategy sessions to provide differentiated instruction for identified students in grades first and third through fifth.</p> <p>Students will participate in the goal setting process. They will create their own goals that align with grade level standards.</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"/>The funding sources used to support our literacy goals are Contract for Excellence, Title I ARRA SWP, IDEA, Title III LEP, TL 09 C4E CTT, TL IEP Para, TL IEP Teacher, TL Children's First Network Support, TL Fair Student Funding, and TL Fair Student Funding Incremental.</p>

<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, the number of students in kindergarten- grade 2 approaching, meeting and/or exceeding grade level benchmarks will cumulatively average 70% as evident by EDM End of Year Assessment.</p> <p>By June 2011, the number of students in grade 3 performing at or above level 3 and above will increase by 5% from 32% to 37% as measured by New York State Mathematics Exam.</p> <p>By June 2011, the number of students in grade 4 performing at or above level 3 and above will increase by 5% from 35% to 40% as measured by New York State Mathematics exam.</p> <p>By June 2011, the number of students in grade 5 performing at or above level 3 and above will increase from 5 % from District 9's 2010 average of 42% to 47% as measured by the New York State Mathematics exam.</p> <p>By June 2011, the number of students with disabilities in grades 3 and 4 performing at or above level 2 will increase by 5% from 59% (16 children out of 27) to 64% (31 children out of 49) as measured by the New York State Mathematics exam.</p> <p>By June 2011, the number of students identified as Limited English Proficient performing at or above level 2 will increase by 5% from 77% (65 out of 84 children) to 82% (78 of out of 95 children) as measured by 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"/></p> <p>Administration will meet with teachers at the beginning of the school year for goal setting sessions and conduct performance review during the year. An end of year conference will be held with each teacher to evaluate the attainment of goals.</p> <p>Administration will schedule and maintain Professional Development to create and periodically refine the PS11 Math Units of study based on the New York State Standards, Common Core State Standards and facilitate lab sites across all grade levels (K-5).</p> <p>First and Fourth grade teachers will design end of unit exams that resemble test format (day</p>

1, day 2, and day 3).

Administration will facilitate teacher learning for increased understanding of Math Workshop Model, Math Reflections and conferring, and classroom environments to support student independence.

Assistant Principals will make daily visits to the classrooms and provide feedback to two teachers a day to offer support in instruction.

Administration will encourage and facilitate the attendance of teachers at Professional Development workshops outside of school.

Math Coach will attend professional learning days at Teachers College and other NYC DOE opportunities and Marilyn Burns to take learning deeper and better support the teachers.

Math Coach and Data Specialist will work with teachers on using data to plan and implement differentiated lessons.

The school will utilize Everyday Math as the school-wide curriculum program.

The school will utilize Math Literature to support the math workshop and math curriculum.

All teachers will scaffold math lessons focusing on teaching one instructional objective/ content and two process strands in their daily lesson planning.

Teachers will share exemplary lessons and strategies to use in the classroom, during collaborative meetings.

Teachers will administer math simulations three times a year, in December, February and April.

Teachers will administer Formative assessments, such as teacher observation, conferring notes and Math Projects on a continuous basis. This data will be used to identify the students' needs and drive instruction.

Teachers will strategically use various streams of data such as Unit Tests, ARIS, Math Simulations, and Math Predictives to identify the individualized learning needs of each

	<p>student.</p> <p>Teachers will use data to plan for Everyday Mathematics Units of Study during grade level Collaboratives.</p> <p>Teachers will support and guide students in developing individual learning goals and a plan to reach these goals. Students will be provided with feedback throughout the year on their progress in meeting their goals.</p> <p>Teachers will use data to create thirty-seven and ½ minutes strategy sessions to provide differentiated instruction for identified students in grades first and third through fifth.</p> <p>Students will participate in the goal setting process. They will create their own goals that align with grade level standards.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>The funding sources used to support our math goal are Contract for Excellence, Title I ARRA SWP, IDEA, Title III LEP, TL 09 C4E CTT, TL IEP Para, TL IEP Teacher, TL Children's First Network Support, TL Fair Student Funding, and TL Fair Student Funding Incremental.</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> <ul style="list-style-type: none"> • Attendance, Agendas and copies of materials used during Professional Development opportunities • DataWise, Small Group Instruction and Confering Binders • Goal setting conferences with teachers • Teacher Reflection Sheets • Classroom environments that are supportive to meeting the individual needs of students and celebrate student achievement • Units of Study requiring academic rigor • Data driven lesson plans utilizing the workshop model and that reflect the current Unit of Study • Small group/ strategy group lesson plans

	<ul style="list-style-type: none"> • Differentiated instruction • Weekly interim assessments to measure progress • Teachers goal setting with students at the end of every unit • Use of formative and summative assessments which include student self assessment, peer assessment and teacher assessment of student work • Increased conversations as teachers look at student work • Individual student portfolio with samples of their own work, reflections and learning goals • Learning Walk feedback that records evidence of effective teaching strategies in classrooms during the teaching of Mathematics and recommended next steps • Evidence of improvement on periodic assessments such as End of the Unit assessments, Midyear assessments, NYC Periodic assessments and Math Simulations
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**Subject Area
(where relevant) :**

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal #3- Professional Development</p> <p>By June 2011, 100% of teachers will participate in professional learning opportunities from various Citywide, Network and/or PS 11 in Data/Assessment, Literacy, Mathematics, English Language Learners, Special Needs, Science, Social Studies, Music, Arts, etc.</p> <p>By June 2011, 100% of CT will participate in regularly scheduled grade specific Collaboratives, Inquiry Teams and departmental meetings to continue to develop as a learning community, improve student outcomes and independence.</p> <p>By June 2011, 100% of CT will engage in professional learning through on site Lab Sites supported by Teachers College Consultants.</p> <p>By June 2011, 100% of New Teachers will demonstrate competence in planning and differentiating lessons.</p> <p>Network Support Specialist that facilitate the understanding of best practices focused on literacy, mathematics, conferring, differentiation within the mini lesson and reading behaviors to support strategy groups.</p>
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	<input type="checkbox"/>
<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>	<input type="checkbox"/> <p>Administration will schedule and coordinate Professional Development from our Teachers College consultants to facilitate differentiated lab sites, workshops and support teachers in the areas they have indicated on a needs assessment.</p> <p>Administration will facilitate Saturday planning sessions for our Teachers College consultants and teachers to create monthly Units of Studies that require academic rigor in working toward meeting the New York State Standards. Data will be used to differentiate the planning to meet the students' needs.</p> <p>Administration will schedule and maintain Professional Development to create and periodically refine the PS11 Math Units of study based on the New York State Standards and facilitate lab sites across all grade levels (K-5).</p> <p>Administration will encourage and facilitate the attendance of teachers at Professional Development workshops outside of school.</p> <p>Administration will facilitate summer professional development opportunities, curriculum development sessions, and math workshops to address the New York State Standards and incoming 5th grade demands.</p> <p>A menu featuring various learning opportunities for teachers at Citywide, Learning Support Network and school will be provided in order to further enhance their learning through inquiry work.</p> <p>New Teachers meet on a weekly basis to support their growth.</p> <p>Title I funds have been set aside to fund a Literacy Coach and a Math Coach and an affiliation with Teachers College (TC), that provides two TC Consultants and participation in TC calendar days .</p> <p>Funding has been set aside for registration of staff at various P.D. offerings and opportunities, coverage's, and curriculum development.</p>

	<p>Scheduling is created to enable teams of teachers to participate in various professional learning opportunities, Lab Sites and Teachers College Calendar Days.</p> <p>Teachers turnkey their professional learning during Collaboratives, Inquiry Team and grade meetings before, during and after school.</p> <p>Literacy Coach facilitates Literacy Team Meetings on a monthly basis using professional literature to deepen our understanding.</p> <p>Math Coach facilitates Math Team meetings before school on a semi monthly basis with various grades to deepen our understanding on the Common Core State Standards around the EDM Curriculum.</p> <p>Literacy and Math Coaches facilitate grade level collaboratives on a semi monthly basis using NYS and Common Core State Standards to plan and enrich our curriculum.</p> <p>Data is used to drive instruction.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>The funding sources to support our Professional Development goal are TL Fair Students Funding, TL Fair Student Funding Incremental, TL IEP Para, and Title I</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> <ul style="list-style-type: none"> · A running log of all learning opportunities that is kept current · Agendas and sign in sheets of turnkey opportunities are organized and stored · OP 201 along with agendas or attendance certificates are on file <p>Teacher observations and walkthroughs to document improved practice Units of Study by TC reflect a higher quality of planning and development Turn-key opportunities to share best practices and new learning Evidence of improved student outcomes as a result of implementation of improved and exemplary teacher practice<input type="checkbox"/></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	83	83	N/A	N/A	2		3	2
1	83	83	N/A	N/A	5		6	3
2	85	85	N/A	N/A	8		10	2
3	72	72	N/A	N/A	6		10	7
4	101	101	33	33	2		3	3
5	61	61			3		5	
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>The Administration identifies students who are at risk by examining previous years performance. Students who do not meet their benchmarks or were held over are placed into there.</p> <p>Our school community provides AIS to students on a daily basis. Classroom teachers, our AIS provider, Coaches, ESL Providers, and Administration work with our students to provide support in ELA.</p> <p>Another measure for our Kindergarten and First Grade students are identified in need of AIS by data collected by classroom teachers to include DIBELS assessments. Once identified, their classroom teacher provides Double Dose services during the day. Double Dose reinforces instruction taught using our Foundations program, specifically targeting phonemic awareness development.</p> <p>Teachers in all grades continually look at our student's data to identify those students that need AIS. Once identified, these students receive small group instruction through strategy session or guided reading instruction. When available, additional AIS providers push in. To prepare our students for the New York State ELA exam, our Administrative Team, Literacy Coach, and AIS provider will be providing AIS to our third, fourth, and fifth grade. They will push in to the classrooms during small group instruction. Additional interventions include Afterschool, Saturday, and Holiday Academies.</p> <p><input type="checkbox"/></p>
Mathematics:	<p><input type="checkbox"/></p> <p>Teachers in all grades continually look at our student's data to identify those students that need AIS. Once identified, these students receive small group instruction through strategy session or guided math instruction. Instruction is tailored to allow for students to work on differentiated tasks.</p> <p>During 37 ½ minutes third, fourth, and fifth grade students receive Mathematic AIS. Using data collected by the classroom teacher and formal math assessments, students are grouped based</p>

	<p>on their need. The classroom teacher and an additional teacher provide strategic small group instruction using a variety of materials to best meet the needs of their students.</p> <p>Math Strategy Packets are created using the student's data. They provide additional content specific support based on the student's needs. <input type="checkbox"/></p>
Science:	<p><input type="checkbox"/></p> <p>If a review of data indicates a student is not likely to meet the New York State Standards, the following is provided:</p> <ul style="list-style-type: none"> • Extra time for focused instruction • Differentiated instruction that supplements the curriculum • Student support services needed to address barriers to improved academic performance • Progress monitoring <input type="checkbox"/>
Social Studies:	<p><input type="checkbox"/></p> <p>If a review of data indicates a student is not likely to meet the New York State Standards, the following is provided:</p> <ul style="list-style-type: none"> • Extra time for focused instruction • Differentiated instruction that supplements the curriculum • Student support services needed to address barriers to improved academic performance • Progress monitoring <input type="checkbox"/>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> The Guidance Counselor provides interventions for children housed in the local domestic violence shelters, shelters and those with a supervised history with ACS and other community based agencies. Services are also provided for students with identified special needs. Meetings are regularly scheduled with parents and guardians to address and avoid future at risk behaviors. These services are provided.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/></p> <p>The School Psychologist currently provides services on a part time basis. The following is done to support the evaluation process:</p> <ul style="list-style-type: none"> • Identification of parents and community agencies as potential resources • The likelihood of students with disabilities remaining in the least restrictive environment • More support provided by general education classroom teachers • Use of teams employing collaborative, problem-solving strategies • Emphasis on intervention <input type="checkbox"/>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> The Social Worker develops small group counseling sessions to provide a supportive environment, build self-awareness, behavior modification and understanding of own and other's feelings. Role playing and modeling is used to teach appropriate behaviors as well as</p>

	<p>work out a variety of acceptable solutions to real life problems. Use of art also aids in creative expression of feelings and to provide a sensory experience to lessen anxiety and stress. These services are provided during the school day.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>Our health service providers utilize a comprehensive health promotion approach to influence the development and implementation of healthy policies, and the creation or enhancement of supportive environments to address a variety of topics such as asthma, healthy eating, healthy weights, physical activity, hand washing. These efforts include:</p> <ul style="list-style-type: none"> • Collaborating with and engaging community partners • Mobilizing and promoting access to community resources to improve health and awareness of our community • Sharing best practices with community • Monitor and give medications to students with Diabetes and Asthma

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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 269

Non-LEP 0

Number of Teachers 13

Other Staff (Specify) 0

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.

P.S. 11 currently has 269 ELL students, or approximately 38% of our school population. Our ELL students are serviced through a Spanish Transitional Bilingual Program or an ESL Program. The goal for our programs is to develop English language proficiency to enable the transition of our ELLs into mainstream classes. To support the development of English language proficiency, Title III funds will be used to establish 2 Extended Day Programs: an Afterschool Program and a Saturday Academy.

The Afterschool Program will include 75 ELLs in grades 1-5 who will be served by 5 qualified teachers. The program will take place from October to May for 25 weeks, 3 days a week for 2 hours each day. The Saturday program will meet for 15 weeks from January to May, for 15 sessions, 3.5 hours.

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

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

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

The selection criteria for students are as follows:

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

The selection criteria for students who will participate in the Saturday Academy are as follows:

- Students performing at Intermediate and Advance levels of the NYSESLAT
- ELLs with extended service
- Prior Holdovers

Students are expected to maintain an average of at least 92% attendance. Interventions and incentives will be put in place to encourage high student participation.

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

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

The Saturday Academy will address the needs of ELL Advanced Level students in grades 3, 4, and 5 and it will run from January till May. The program will support 45 students who will be served by 3 teachers, and supported by a Supervisor. The focus of the instruction will be to address the 4 modalities of the NYSESLAT. Participating students will engage in a Test Sophistication Unit of Study.

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

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

Professional development opportunities will be based on the programs' areas of focus, key instructional strategies and materials available within the school. These training sessions will allow teachers to be informed and "on the same page," and thus most effectively plan together. Other Professional Development opportunities will focus on the following areas:

- a. Evaluation and implementation of available resources
- b. Balanced Literacy and Mathematics Workshop Model
- c. The NYSESLAT

NLA Instruction

Alignment of Bilingual literacy instruction with the **Teachers College Reading and Writing Project curriculum**, including creating corresponding mentor text libraries and curriculum mapping.

- f. Differentiated Instruction in Bilingual and ESL Classrooms
- g. Investigative Inquiry Scientific Approach (IISA)
- h. Language acquisition and development Strategies via (IISA)
- i. Language Functions
- j. The use of ESL Strategies in the Content Areas
- k. Utilizing Data/Data Driven Instruction
- l. Planning Rigorous Curriculum
- m. Scaffolding Strategies
- n. Adult Learning

1. INSTRUCTIONAL MODELS AND PROGRAM DELIVERY

At PS 11 we use three organizational models to support our ELL population: Self-Contained/ Freestanding ESL classes, Push-In (Co-Teaching) and Spanish Transitional Bilingual classes. Grades K-3 and Grade 5 each have one Self-Contained class of heterogeneously grouped students and one Transitional Bilingual class of heterogeneously grouped students. In addition, our school has opened a 3rd Grade Bilingual 12:1:1 to address the changing needs of our ELL population. Our Push-In teacher pushes in to support those students that are in a monolingual classroom and have a proficiency level of advance on the NYSESELAT.

English as a Second Language

The goals of the ESL Program are the following:

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

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

Freestanding ESL Model

Our Free-Standing ESL Program in grades K, 1, 2, 3, and 5 serves approximately 20-25 students per class. The classroom teacher is licensed in ESL instruction. The teacher provides instruction to a heterogeneous group of students using content-based thematic ESL instruction focusing on both content and language objectives. The purpose is to ensure that in lieu of learning language in isolation, the students learn language and its use in context. This can only occur through experiential use of language in authentic settings and through Social Studies, Science, Mathematics and Literacy. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped by focusing on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, realia, questioning techniques and Accountable Talk.

(Mention libraries in the primary language)

Push-In Model

In grades K-5, we also provide ESL services in the form of a push-in model. In order to ensure academic success for our students, the ESL teacher participates in grade and curriculum planning meetings. To ensure that the students are still participating in the classroom instruction while their specific needs are met, the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques into the lesson. All students in the classroom benefit from having two teachers in the classroom and providing individualized support and attention. High expectations are set for students at all levels of language development and clear criteria are met. ESL instructional units are taught as mandated by CR Part 154. That is, the students' proficiency levels are first identified and the proper amount of contact time is scheduled for ELL support. The push-in teacher submits a tentative schedule for review to the Assistant Principal in charge of the ELL program. The schedule is then reviewed/approved after all students are scheduled to receive the correct amount of instructional units. As per Part 154, all ELLs at the Beginning and Intermediate Levels receive a total of 360 minutes of ESL support. Students at the Advanced Level receive a total of 180 minutes of ESL support.

Spanish Transitional Bilingual Education Model

The goal of Transitional Bilingual Education is to use the native language as a base for the development and acquisition of the English language. The overall objective of the program is for student to make a full transition from the native language to English. Students will initially be instructed in the native language and progressively begin transferring those skills to the targeted language (English). Students will develop English language proficiency and oral language skills through explicit instruction in English as a Second Language and English Language Arts, while simultaneously receiving instruction in their Primary language. This learning involves:

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

Use of Native Language for Instructional Purpose

Much like in ELA, our school uses the Literacy Workshop Model as the vehicle for NLA instruction to support the development of reading and writing skills. During this time, students are supported through Read Aloud, Shared Reading, Independent Reading, Guided Reading, and Word Study in the Spanish language. Students also work on their writing development through the Writing Workshop and the Writing Process. Teachers utilize a variety of NLA strategies such as scaffolded learning, visual supports, and the use of listening centers, print rich environment, and technology to support Spanish Language development. This work is supported and aligned with the work the school is doing with Teachers College in areas such as Professional Development and Curriculum calendars. The school also provides a rich opportunity for students to develop their native language in the various content areas. Science and Social Studies are also supported in the native language and are often integrated within the Spanish Literacy workshops. Language is used and developed through activities that target different schemas and language functions. For instance, Spanish instructions involve Project-based activities aimed at developing the 4 language modalities of Speaking, Listening, Reading, and Writing in a variety of ways. Students are often engaged in activities where they have to have conversations to analyze, conceptualize, assess, and present their work. Mathematics instruction is delivered mainly in Spanish in grades K-2 using the Math Workshop Model approach. Students have an opportunity to work individually and in small groups to develop their math skills in their native language. This presents teachers with a great opportunity to confer with children and assess content learning and language development. In grades 2-5 we see a gradual shift in subjects taught in Spanish. By grade 4 students have made a full transition to the English language. However, the school continues to support the Spanish language development by continuing the Literacy Workshop in Spanish. Bilingual teachers follow the same curriculum produced with Teachers College consultants. The Spanish language continues to be used as a support tool for newcomers and students in small groups during Mathematics, Social Studies, and Science by the bilingual teachers. Spanish Word Walls and support charts in Spanish are evident in all our Bilingual classrooms. Spanish Listening Centers continue to be one of the main components of all Bilingual classrooms.

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

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

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

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

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

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

II. IDENTIFICATION AND PLACEMENT

Initial Identification of ELLs:

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

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

Informed Parents

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

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

Entitlement Letters and Program Choice

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

Criteria for Student Placement

Parent choice forms are then reviewed by the ESL Coordinator and the ELL Supervisor. Students are immediately placed in the program the parent chooses. At PS 11 we have the following programs available: Free-Standing, Self-contained ESL and Transitional Bilingual Education, in K, 1st, 2nd, 3rd, 4th, and 5th grade. If a parent doesn't return the form, students eligible to a Spanish/English bilingual program are placed in a bilingual program [default program].

Analysis of the Trends

In looking at our 2009-2010 program selection forms we noticed that 40% of parents selected the ESL Program while 60% chose the Bilingual Transitional Program. Past data shows that parents tend to keep their children in their first program of choice. In fact, as students advance

through the grades, we've observed that they are not opted out of transitional bilingual classes when they reach the testing grades. These are trends that remain very consistent at PS 11. Our school continues to offer the programs that are aligned with parent choices and analysis of information provided by Home Language Surveys. The school is also committed to providing the number of Bilingual/ESL classes offered at each grade level based on student eligibility, participation, and progression through the grades. For instance, the school added a 3rd grade Bilingual Special Education 12-1-1 class to accommodate the changing needs of our ELL population. This year, we have also implemented a system whereby the ELL students eligible for ESL services at each grade, are clustered in one class, as much as possible to facilitate delivering the mandated ESL periods, in a push-in model.

Alignment of Programs Offered

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

2010-2011
 Program Development and Instructional Implications
 School's Organization to ensure time mandates

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

Classes per Grade

Grade	ESL Classes	Spanish TBE Classes	Special Education TBE
K	1	1	0
1 st Grade	1	1	0
2 nd Grade	1	1	0

3 rd Grade	1	1	1
4 th Grade	0	1	0
5 th Grade	1	1	0
Totals	5	6	1

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

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

Students in Self contained ESL classes at the beginning and intermediate levels are mandated to receive 360 minutes of ESL instruction per week as per CR Part 154 while advanced students are mandated to receive 180 minutes of ESL instruction and 180 of ELA instructions per week. Our school ensures these mandates are met and exceeded by incorporating ESL strategies throughout the day in all subject areas and by mandating a 45 minute reading workshop and 45 minute writer’s workshop in grades K-5. An additional 45 minute period is allotted daily to Small Group/Guided Reading groups in grades K-2 and Small Group/Strategy Group in grades 2-5.

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

- Kindergarten = There is no push-in needed, all ESL students are in an ESL class.
- Grade 1 = Two periods four times a week
- Grade 2 = 2 periods in the ANNEX and 2 periods in the Main Building 4 days a week
- Grade 3 = Support during 37 and 1/2 minutes four times a week and 2 additional periods on Thursday and Friday
- Grade 4 = 1 daily 45 minute coverage for each of the 2 classes with ESL students and 1 additional 45 minute period four times a week of push-in services to each of these classes

Grade 5 = There is no push-in needed, all ESL students are in an ESL class.

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

ELL Student Program Placement and Services

Grade	TBE	Free-Standing ESL	Mainstream ESL	Totals
K	23	15	7	45
1	28	27	6	61
2	27	25	12	64
2 SE	12	N/A	0	12
3	17	25	6	48
4	120	19	0	39
5				
Totals	127	111	31	269

Transitional Bilingual Educational Program
Instructional Time Language Allocations

Based on the 2009-2010 NYSESLAT Scores the appropriate number and organization for Transitional Bilingual classes was created. Based on this data and our knowledge of individual student needs, the language allocation ratios for the program were determined. The composition of the class was further informed by the placement of students in their respective level. Those classes will follow the appropriate Flow of the Day for their grade. Classes are encouraged and expected to gradually increase the amount of instructional time in English language instruction.

TBE Language Allocation Ratios

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

Self-Contained ESL Classes

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

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

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

3. Content Area Instruction

How are content areas delivered in each program?

Social Studies

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

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

Science

hand-on activities – Kinesthetic (TPR) learning events – will provide an excellent learning environment for English language learners.

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

Math

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

Art/Music

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

4. Organizational Support

Instructional Support for the Various ELL Sub-Groups

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

SIFE Students

Traditionally there have been very few, if any, SIFE students registering at PS 11. For those few students who do arrive, they go through the same placement and identification process (HLIS, individual interview, LAB-R testing) and then are age appropriately placed in a grade in either the ESL or TBE program, contingent upon parent option. After reviewing the data of our students, we have identified a total of 7 SIFE students in our school. 3 of the SIFE students are in the 4th grade and 4 of our SIFE students are in the 5th grade. In order to ensure the success of SIFE students and enable them an opportunity to “catch-up” with their grade cohort we will provide the following:

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

Newcomers/New Arrivals: (Instructional Plan)

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

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

Extension of Services

ELL Students Receiving 4 to 6 years of Services

In order to ensure that our long-term ELLs are properly serviced and develop to their full potential, we will provide them with supplemental services as needed. We carefully monitor the academic growth of these particular students through systematic data analysis and when appropriate file for an Extension of Services.

The school will continue to address students' needs by providing a more targeted approach. This approach will be aimed at helping students overcome the language barrier. The school will extend AIS services to these children on an individual basis and based on each individual student's proficiency level. These students will participate in all Title III funded activities in the school. Specific focus will be placed on this subpopulation during ELL meetings. Teachers will share their experiences with each individual student.

To supplement the mandated ESL or TBE program, the following supports are in place to meet the specific needs of this sub-group:

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

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

ELL with Special Needs

In order to support the growth of the ELL students who are in the Special Education Program, P.S. 11 will review and monitor the services mandated by the students' IEPs. The Special Education teachers and the ESL provider will meet on a regular basis to ensure that ESL goals are set for each student and to the goals are achieved. Professional Development will focus on understanding learning disabilities versus language acquisition delays. The students will receive Tier 3 interventions which will be timely and strategic. Wilson-trained teachers will offer

individual help. Readers Theatre and Foundations are resources to be utilized for this subgroup of children. In addition, AIS in Spanish will also be delivered to the Bilingual students.

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

5. Targeted Interventions

6. Continuing Transitional Support for ELLs Reaching Proficiency

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

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

7. We are continuing our work with our ELL Network Support Specialist. She is supporting us as we continue learning and growing. Our understanding of data and it's implications have been improved. This has also taken our teaching deeper and providing our students with more appropriate scaffolded instruction.

Our ELL teachers had a book study, Balancing Reading and Language Learning, to further understand their work and provide support in improving our teaching, which leads to higher student outcomes.

In order to provide more learning experiences, all of our ELL students are participating in field trips around New York City. These experiences allow the student to acquire language through authentic activities.

We have an after school program that consists of one Bilingual and one ESL class, one each in grades 3, 4 and 5. This provides the students with more opportunities to learn and reach their grade level standards.

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

8. N/A.

9. Equal Access for ELL Students

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

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

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

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

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

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

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.

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

Staff Development and Training

both Bilingual and ESL teachers have bi-weekly/monthly meetings scheduled for the purpose of planning, Professional Development, and vertical communication as cohorts of teachers of grades K-5. Time will be regularly scheduled for the development of teachers during these meetings. PD is based on teachers' and school's needs. Thus, teachers' training has been designed around informing our Bilingual/ESL staff of pertinent ELL policy, as well as key instructional strategies and materials available within the school. These training sessions will allow teachers to be informed and "on the same page," and thus most effectively plan together. Another example is that the ELL Committee will provide professional learning opportunities around all ATS reports and other data pertaining to ELL students. ESL and Bilingual teachers will be trained on how to manage and utilize different data sources. Classroom teachers, will be able to participate in professional development activities with the ESL and Bilingual teachers during their common planning time [*collaboratives*] on a weekly basis. During these times, the topics will range from data analysis to discussions of effective ESL strategies. Support staff, such as paraprofessionals, aides and psychologists will also be afforded opportunities to participate in school-wide ESL training during the Staff Development days. In addition, the Pupil Accounting secretary will be fully trained in the identification and registration process of incoming ELLs. Furthermore, all related service providers who support our Special Education ELLs will also be required to attend bi-weekly study group sessions which focus on practices that help our neediest children succeed. All teachers will become knowledgeable around the new Common Core ESL Standards. The Network ELL Specialist will continue to conduct training at our school in order for our teachers to comply with the Jose P. mandate, which requires them to attend 7.5 hours of training.

Professional Development opportunities will focus on the following areas:

- a. Differentiated Instruction in Bilingual and ESL Classrooms
- b. Language Development Strategies
- c. Language Functions
- d. The NYSESLAT
- e. The use of ESL Strategies in the Content Areas

NLA Instruction

Focus on LAP Principles

Alignment of Bilingual literacy instruction with the **Teachers College Reading and Writing Project curriculum**, including creating corresponding mentor text libraries and curriculum mapping.

This training will also involve a study group on "**Strategies and Skills for the Improvement of Student Academic Progress and Linguistic Proficiency**" using the enrichment materials/activities for the **NYSESLAT** and Assessment Tools from "**Avenues**".

- j. Utilizing Data/Data Driven Instruction
- k. Best Practices
- l. Strategic Use of Resources
- m. Planning Rigorous Curriculum
- n. ESL Standards
- o. Other Scaffolding Strategies

In addition, members of our ESL/Bilingual Team regularly attend outside professional development. Professional development activities include: Quality Teachers of English Learners (QTEL); compliance and instruction workshops offered through the Bilingual Education

Technical Assistance Center (BETAC) in the Bronx; and additional content-based workshops offered through the New York City Department of Education and partnerships with universities including Fordham University, Lehman College, and Hostos Community College.

Transition Support

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

Parental Involvement

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

Parents will be active participants in the creation/formulation of their children's Individualized Education Plan of Instruction in conjunction with the ELL Sub-committee. Parents will also participate in the formal periodic review of children's progress, which will take place twice times a year. Parents will be given the opportunity to work hand in hand with school staff to look at the child's data, be able to provide input, and to offer suggestions.

In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications.

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

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

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

Section III. Title III Budget

School: PS11- The Highbridge School
 BEDS Code: 320900010011

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	\$55,752	<input type="checkbox"/> 936 hours of per session for ESL and General Ed teachers to support ELL students: 936 hours X \$49.89 = \$46,772 Saturday Academy 180 hours of per session for ESL teachers to support ELL Students 180 X 49.89 = \$8,980
Purchased services - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$16,726	<input type="checkbox"/> Reader's Theater Listening Centers and materials Books on tape, Wireless headphones, book Bins, leveled Libraries/books Comprehension Strategies Kit A Fiction and Nonfiction Comprehension Strategies Kit B Fiction and Nonfiction Grade Buckle Down* Read, Write, Edit and Listen* Math in Minutes

		Breakaway Math* Math First Math in Minutes Just Right Reading*
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> N/A
Travel	\$0	<input type="checkbox"/> N/A
Other	\$5,800	<input type="checkbox"/> Parent communication, Spanish/ESL Libraries, Parent Workshops,
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

The Highbridge School's diverse population includes 86% Hispanics, 13% African Americans, 1% Asian and other races. Recent immigrants to our community originate from the Dominican Republic, Mexico, Gambia, and Nigeria. As a result, 36% of our students are English Language Learners, with Spanish being the dominant language. There are thirteen different languages spoken at home within the P.S. 11 community. These languages are Bambara, English, French, Fulani, Malinke, Mandarin, Mandinka (AKA Mandingo), Niger-Congo, Nyanja (AKA Chinyanja), Soninke, Spanish, Twi, Wolof, and Yoruba.

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

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

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

Part B: Strategies and Activities

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

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

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

School Staff and Parent Volunteers provide oral translation during PA Meetings, P/T Conferences, IEP Meetings, and other school events.

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

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

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

Parent Bill of Rights posted in the Main Entrance and Executive Team Office

Signs indicating the availability of interpretation services posted in the Main Entrance and Executive Team Office

Ensuring that parents are always able to reach a Spanish speaking staff member

Ensuring that parents have access to our Parent Coordinator so their needs are met

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$855,922	\$199,806	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,554		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,796	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$85,592	*	

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.

The Parent Involvement Policy was reviewed with the parents.

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

School-Parent Involvement Policy

PS 11, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS 11’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate in our School Leadership Team and sub-committees, Parents Association/ Title 1. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.

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

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

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

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

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

- Holding Parent Curriculum Conferences
 - Maintaining parent participation in School Leadership Team and sub-committees
 - Encouraging parents to become trained volunteers through Learning Leaders
 - Having written Progress Reports that are aligned to the curriculum map and are periodically given to keep parents abreast of their children's progress
 - Provide parents with a clear understanding of Chancellor's Regulations as needed and requested
- Flyers
Workshops
School Events

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.

PS 11 SCHOOL PARENT COMPACT

PHILOSOPHY

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

POLICY

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

SCHOOL RESPONSIBILITIES

The School Agrees:

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

To offer a flexible number of meetings at various times.

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

To provide parents with timely information about all programs.

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

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

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

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

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

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

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

- Volunteering through Learning Leaders
- Monthly class performances
- Assembly programs
- Curriculum Nights
- Parent Workshops
- PA/ Title 1 meetings
- School Leadership Team Meetings
- Volunteer Parents Recognition Night
- Sub Committees

PARENT RESPONSIBILITIES

The Parent/Guardian Agrees

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

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

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

- Read to/with them for 15 to 30 minutes per day
- Assuring my child is on time and prepared for school everyday
- Monitoring attendance
- Talking to my child about his/her activities
- Scheduling daily homework time
- Providing an environment that supports homework
- Monitoring the amount and content of television watched
- Monitoring computer usage
- Limiting time spent on gaming equipment

To share in the responsibility for improved student achievement.

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

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

STUDENT RESPONSIBILITIES

Student Agrees

To come to school everyday, except when sick

To come to school on time

To wear the school uniform

To treat others as you want to be treated

To follow the 3 R's –

- Rules for safety
- Respect for myself and others and
- Responsibility to learning

To do homework everyday

To participate in class discussions

To be honest

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

At PS 11, we are constantly looking at the needs of our students. We have several formal assessments that take place on a regular basis.

- Teachers College Assessment- Two years ago we began a partnership with Teachers College. This relationship provides us support with our Reading and Writing curriculum. Part of this support is a comprehensive Reading Assessment that is research based. This assessment provides data for all the children in our school, kindergarten through fifth grade.
- There are five different components to this assessment:
 - o Concepts About Print
 - o Letter and Sound Identification
 - o High Frequency Words
 - o Spelling Inventory
 - o Formal Running Record

- Our Kindergarten and First Grade students are also assessed with DIBELS. This timed exam looks closely at the students' phonemic awareness.
- All students are assessed at the end of each Math Unit. This assessment provides data on the information that has been taught and the information that will be presented in the next unit.
- Our third, fourth, and fifth graders take the New York State English Language Assessment and the New York State Math Exam. In preparation for these assessments, PS 11 utilizes Acuity to administer predictives and ITAs. We also administer simulations of the exams. These also provide information to the teachers on how to best prepare the students.
- Students that did not pass the LAB-R, take the NYSESLAT. This assessment measures the proficiency levels of English proficiency in four modalities: reading, writing, listening, and speaking.
- All teachers use a variety of informal assessments on a daily basis.
 - Student Observations
 - Conferring with Students
 - In Book Assessments
 - On Demand Writing

2. Schoolwide reform strategies that:

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

All children have the opportunity to meet New York State's student achievement.

- Small Group Instruction
- 37 ½ Minutes
- AIS Support

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.

- - We have qualified teachers that teach our children every day.
 - We have reduced class size.
 - We have a very qualified group of teachers that provide Academic Intervention Services. They meet with at risk children on every grade level.
 - In grades 1-5 we have created an accelerated class to meet the needs of children that are at or above grade level standards. This class provides the opportunity for the children to move at a quicker pace and take their learning deeper.
 - There are five self-contained ESL classes. One class in kindergarten, first, second, third and fifth grade. There were not enough students in grade 4 to for a class. These classes afford students the opportunity to receive instruction with needed scaffolding.
 - We have Extended Day instruction Monday through Wednesday. The teacher student ratio is 1:10, which provides the opportunity for Small Group Instruction.
 - o All English Language Learners in grades one, three, four, and five are invited to stay at this time
 - o All third, fourth, and fifth grade students are invited to stay for 37.5 minutes
 - We have an After School Academy. This Academy provides small class sizes, the ratio between students and teacher is 15:1. This program allows the students to receive more individualized instruction.
 - o Our first invitations are given to those students that Students. There are self-contained bilingual and ESL classes.

We have a Saturday Academy for ELL Language Acquisition. This Academy provides small class sizes, the ratio between students and teacher is 15:1. This program allows the students to receive more individualized instruction.

 - o We also invite children that have been identified as “at risk” furthest from their grade standards.- During the summer, we provide Summer School. The child New York State ELA and Math Exam are serviced at this time. They receive small class instruction with a student teacher ratio of 15:1. This provides t that they may meet the grade level standards.

- - o Help provide an enriched and accelerated curriculum.

- - In grades 1-5 we have created an accelerated class to meet the needs of children that are at or above grade level standards. This class provides the opportunity for the children to move at a quicker pace and take their learning deeper.
 - o Meet the educational needs of historically underserved populations.

- - We have a very qualified group of teachers that provide Academic Intervention Services. They meet with at risk children on every grade level.
 - We have reduced class size.

- We have Extended Day instruction Monday through Thursday. The teacher student ratio is 1:10, which provides the opportunity for Small Group Instruction.

All English Language Learners in grades one, three, four, and five are invited to stay at this time

- o All third, fourth, and fifth grade students are invited to stay for 37.5 minutes

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- During the summer, we provide Summer School. The child New York State ELA and Math Exam are serviced at this time. They receive small class instruction with a student teacher ratio of 15:1. This provides t that they may meet the grade level standards.

- 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.

- For children that might need support that is not academic, able to provide assistance for the child and family. Many of the children she is currently working with are also our academically at risk students.

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

- Academics during vacation breaks round out the support for closing the gap.

3. Instruction by highly qualified staff.

At PS 11, 100% of our staff is considered to be highly qualified.

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

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

- Our relationship with Teachers College allows our administration and teachers to receive Professional Development at Teachers College.
- We have two Teachers College consultants that come to PS 11. They provide numerous Professional Development opportunities.
 - o Lab Sites
 - o Curriculum Planning
 - o How to Look at Data
 - o How to Look at Student's Work
 - o How to Look at and Use Last Year's Assessments
 - o Study Groups
- As part of the RTI grant, we receive weekly support for 60 teachers. A trainer from Wilson provides Professional Development opportunities to further the understanding of Foundations.
 - o Training in the program
 - o Demonstration Lessons
 - o Teacher Observation and Feedback
- Our Integrated Service Center (ISC) provides Professional Development in all operational areas.
 - o The Data Specialist receives Professional Development and support.
 - o Our Operational Support team, benefits from the Professional Development offered.
- As part of the Learning Support Organization, Integrated Curriculum and Instruction, we receive Professional Development.
 - o ELL teachers receive Professional Development from our ELL Network Support Specialist.
 - o Special Education teachers receive Professional Development from our Special Education Network Support Specialist.
- All staff members benefit from the Professional Development opportunities offered by the New York City Department of Education.
- Our Assistant Principal provides support with understanding the Mathematic Item Analysis.
- Teachers participate in Mathematic Lab Sites.
- The Principal and Assistant Principals receive Professional Development from a mentor on a weekly basis.
- The Music teacher is currently participating in Professional Development to enhance his keyboard and guitar skills.
- Our Music teacher receives Professional Development to better understand and implement the Blueprint for Teaching and Learning Arts.
- Our Art teachers are provided with Professional Development opportunities to better understand and implement the Blueprint for Teaching and Learning Arts.
- Our Art teachers receive Professional Development from New York City museums.
- The PS 11 Science program is actively involved in Professional Development around the Scope and Sequence.
- The Gym teachers receive Professional Development to further their understanding of the Fitness Gram.
- As participants in the Mighty Milers, our Gym teachers receive Professional Development on implementing this program.
- Our librarian has been given the opportunity and takes advantage of Professional Development to enhance our library for all students.
- Our Inquiry Team shares best practices and teaching methods with the school.
- Teachers visit other schools to observe best practices.
- Teachers visit each other's classrooms to observe best practice and support each other.
- Weekly collaborative opportunities are in place to provide teacher support and Professional Development.

- New teachers have a support meeting every Friday. They meet with the Principal, Assistant Principal and Literacy Coach. Professional Development is tailored to meet the needs of new teachers.
- New teachers have been given a 'Buddy Teacher'. T teaches the same grade. This relationship allows new teachers to have a resource for questions that arise.
- Mentors have been assigned to all first and second y with the new teachers at least twice a week. During one meet time the mentor can model a lesson or observe the new teacher in order to give during the new teacher's preparation period. At this time the mentor is able to offer support to the new teacher.
- The Literacy Coach has "Lunch-n-Learn" sessions. At this time different activities take place. A professional video might be watched, materials distributed and explained, or just answering questions about new initiatives.
- There is a coaching cycle in place. At this time an Assistant Principal and Literacy Coach provide support during the Reading Workshop minilesson.

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



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

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

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



PS 11 recognizes the importance of parental involvement.

- Curriculum nights will support our parents understanding of literacy in reading, writing and math
- PS 11 has a Community Based Organization- Alianza/MOSAIC housed in our building that support our parents to include night classes in GED and ESL
 - Our Social Worker provides parent workshops on topics related to the social and emotional aspects of child development.

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

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

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

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

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

- Data is analyzed during Professional Development and grade Collaborative opportunities
 - Teachers make decisions about informal assessments throughout the year
 - Executive Team, Literacy Coach, and Data Specialist regularly attend grade level Collaboratives to help teachers analyze assessments and to plan for instruction
 - Our Inquiry Team studies various instructional strategies successful in addressing the needs of different segments of the student population
 - Our Teachers College consultants look at data with teachers and assist in planning using this data
 - Data is used to group our students and differentiate instruction.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



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

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

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



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

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$855,922	True	Section V: Annual School Goals, Section VI: Action Plan

Title I, Part A (ARRA)	Federal	Yes			\$199,806	True	Section V: Annual School Goals, Section VI: Action Plan
Title II	Federal	Yes			\$236,984	True	Appendix 4: Part C
IDEA	Federal	Yes			\$360,799	True	Section V: Annual School Goals, Section VI: Action Plan
Tax Levy	Local	Yes			\$4,561,817	True	Section V: Annual School Goals, Section VI: Action Plan

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A
4. Coordinate with and support the regular educational program;
 N/A
5. Provide instruction by highly qualified teachers;
 N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

17

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

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

PS11 has reviewed the needs and costs involved in serving homeless students. Currently our Pupil Personnel Secretary organizes a list of students in temporary housing. Working with the parent coordinator and classroom teacher, individual students needs are identified and met.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 011 Highbridge					
District:	9	DBN:	09X011	School		320900010011

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.4	89.8	90.2
Kindergarten	114	135	100				
Grade 1	183	150	131	Student Stability - % of Enrollment:			
Grade 2	136	189	139	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	121	127	163		89.1	90.9	89.3
Grade 4	136	106	108				
Grade 5	1	0	91	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		89.1	85.1	91.5
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		14	71	98
Grade 12	0	0	0				
Ungraded	0	2	5	Recent Immigrants - Total Number:			
Total	691	709	737	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	4	1

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	36	35	33	Principal Suspensions	2	11	14
# in Collaborative Team Teaching (CTT) Classes	22	36	47	Superintendent Suspensions	1	6	11
Number all others	25	21	33				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	103	130	TBD	Number of Teachers	55	54	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	15	9
# receiving ESL services only	95	118	TBD				
# ELLs with IEPs	4	30	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	2	11

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	98.1	98.1
				% more than 2 years teaching in this school	70.9	68.5	85.2
				% more than 5 years teaching anywhere	54.5	57.4	70.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	80.0	74.0	81.5
American Indian or Alaska Native	0.9	0.3	0.4		93.3	98.7	90.9
Black or African American	38.4	37.7	33.4				
Hispanic or Latino	59.0	60.6	65.0				
Asian or Native Hawaiian/Other Pacific	0.3	0.1	0.1				
White	1.3	1.1	1.1				
Male	51.1	51.8	51.7				
Female	48.9	48.2	48.3				

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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v					
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:	46.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

**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 534	District 09	School Number 011	School Name Highbridge
Principal Elizabeth Hachar		Assistant Principal Keisha Thomas-Ellis	
Coach Teresa Ranieri (Literacy)		Coach Sara Grumet (Math)	
Teacher/Subject Area Angela Reyes/ESL		Guidance Counselor	
Teacher/Subject Area Melanie Bierlein/ESL		Parent Llunorkys Veras	
Teacher/Subject Area		Parent Coordinator Nelida Sousa	
Related Service Provider type here		Other type here	
Network Leader Ben Waxman		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	7	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	736	Total Number of ELLs	245	ELLs as Share of Total Student Population (%)	33.29%
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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. At P.S. 11 The Highbridge School, identification of ELL students begins at registration time and continues throughout the school year for new arrivals. The Home Language Identification Survey [HLIS] is administered by the ELL Team if parents or guardians indicate that the child understands and/or speaks a language other than English and/or a language other than English is spoken at home. Eligible students are then administered the LAB/R, an assessment in English to determine ELL program eligibility and if applicable, the LAB/R Spanish assessment in Spanish to determine language dominance and program eligibility. In addition to an informal assessment given to the student, scores are reviewed by the ELL Coordinator and ELL Supervisor to determine program entitlement and parental option for ELL students. Scores and other pertinent assessment and data are shared with appropriate classroom teachers to help them inform the grouping of students, academic interventions, scaffolding and individualized lesson planning. Also, additional data, such as the NYSESLAT is used to place the students in the different after school and Saturday programs.

2. It is part of our school mission to provide parents with adequate information to make informed decisions. During registration, parents watch a Program Option Video, provided in their native language, if available. It is our experience at P.S.11 that if a parent speaks another language other than English or Spanish, they are accompanied by a friend or relative to act as a translator during the registration process, these parents will watch the video in English. After the video, a member of the ELL team will have a one on one orientation meeting to discuss and explain the different instructional models our school has to offer. Parents are also invited to visit classrooms to observe instructional models and speak to parents on the Parent Association.

3. Parent Survey and Program Selection forms are filled out and signed at the time of registration after the one on one orientation meeting with the ELL team. Then, the forms are given to the Pupil Personnel Secretary to be included in the student's registration papers, which will be placed in the student's cumulative record folder. Entitlement letters which are in the student's native language and in English are given to the students to bring home and a copy is also mailed home. Copies of the letter are stored in a compliance binder and also in the student's cumulative record folder.

4. The initial step in placing our ELL students in bilingual or ESL instructional programs, is using the LAB-R, and when applicable, the LAB-R/Spanish hand score to determine students' proficiency levels. The next step is to have one on one conversions with parent(s) after viewing the Program Option video to further explain our school's instructional models. Then, parents have opportunities to observe instructional models and speak to other parents of students in ELL programs. Once parents are properly informed, parent(s) choose their desired program. Finally, the child is immediately placed and accompanied to the classroom.

5. After reviewing this year's (2010-2011) Parent Survey and Program Selection forms we noticed that 60% of parents selected the ESL Program while 40% chose the Bilingual Transitional Program. This is a change from the past few years, in which 60% chose our Bilingual Transitional Program and only 40% chose our ESL program. We found this year's trend to be more prevalent in the lower grades, (K and 1). The possible reason for this being many children at these grade levels tend to have a stronger foundation in their native language and the parents desire for the children to learn English quickly.

6. The program models offered in our school are Bilingual Transitional and ESL. These models are aligned with parents' requests. According to our parent option program survey for the 2010- 2011 school year, zero parents requested a Dual Language program.

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%)	1	1	1	1	1	1								6
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	1	1	1	1	0	1								5
Push-In	2	2	2	2	2	0								10
Total	4	4	4	4	3	2	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	245	Newcomers (ELLs receiving service 0-3 years)	207	Special Education	23
SIFE	8	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	103	7	9	14	0	1	0	0	0	117
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	104	1	13	24	0	1	0	0	0	128
Total	207	8	22	38	0	2	0	0	0	245

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	23	22	27	14	18	0	0	0	0	0	0	0	117
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	13	23	22	27	14	18	0	117						

**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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	12	30	25	17	10								100
Chinese	0	0	0	1	0	0								1
Russian	0	0	0	0	0	0								0
Bengali														0
Urdu														0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	1	2	0	1	0	1								5
Korean	0	0	0	0	0	0								0
Punjabi														0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	5	5	2	8	2	0								22
TOTAL	12	19	32	35	19	11	0	128						

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.

1a. At P.S. 11 we use three organizational models: Self-Contained Free Standing ESL classes, Push-In ESL classes (Co-Teaching) and Spanish Transitional Bilingual classes.

1b. Our Free Standing ESL Program provides instruction to a heterogeneous group of students using content-based thematic ESL instruction focusing on both content and language objectives. With our Push-In Model the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques. In this model, Beginner, Intermediate, and Advanced students are serviced according to the instructional mandated hours. In the Transitional Bilingual model, students will initially be instructed in the native language (Spanish) and progressively begin transferring those skills to the targeted language (English). The class is also heterogeneous in makeup.

2. In order to ensure that our ELL students receive the mandated numbers of instructional minutes according to their proficiency levels, our school identifies the number of classes per program model on each grade level. Once the school determines the classes that are needed on each grade level, the appropriate licensed teachers are assigned to each of these (ESL/TBE) classes. The school also enables our ELLs with

an advanced level of English language proficiency to participate in general education classrooms, when possible, and receive Push-In ESL mandated services.

2a. Following the CR-PART 154 mandates for language instruction, our Transitional Bilingual Education Program ensures that students receive the appropriate amount of native language and ESL in the target language of instruction. As students' Proficiency levels of English increase, so does the ratio of instruction in the second language, until they're ready to make a full transition into an English mainstream program. The school offers the following models of TBE:

Beginning Level (80%-20%) 80% of instruction in Spanish, 20% of instruction in English

Intermediate Level (60%-40%) 60% of instruction in Spanish, 40% of instruction in English

Advanced Level (20%-80%) 20% of instruction in Spanish, 80% of instruction in English

Students participating in the ESL Program at the beginning and intermediate levels are mandated to receive 360 minutes of ESL instruction per week as per CR Part 154 while advanced students, are mandated to receive 180 minutes of ESL instruction. Our school ensures that all these mandates are met and exceeded by incorporating ESL strategies throughout the day in all content areas.

In order to ensure that the ELL students in general education classes receive the mandated number of instructional minutes based on proficiency levels, we have two certified ESL teachers provide Push-In services to these classes.

3. Social Studies: At P.S. 11 content areas are infused throughout the entire school day. During the literacy block in the ESL classes the language of instruction is English where as in the bilingual classes instruction is delivered according to English proficiency levels. Teachers use visual representation, modeling and other scaffolding strategies to make content comprehensible and enrich language development. Our classroom libraries include diverse levels based on theme, interest, and genre. The bilingual classroom libraries also contain content area books in the students' native language (Spanish).

Our Social Studies curriculum adheres to the New York State Standards and the instruction incorporates strategies to reach the various levels of the ELLs. Students work in groups and assignments are projected based which tap into the four modalities (Reading, writing, speaking, listening). Jigsaw learning and the use of graphic organizers are specific teaching strategies employed during social studies.

Science: PS 11 uses an inquiry based approach to teaching Science. Teachers use the FOSS kits to ensure that New York State Standards are infused in every lesson. Teachers are skilled in delivering hands-on lessons, where students have an opportunity to observe, hypothesize, record, and predict information. Students work in collaborative groups that will facilitate accountable talk. ELLs are supported by scaffolded lessons that allow them to demonstrate their learning through real-life applications such as planting, and taking care of animals. Teachers use hand-on activities and kinesthetic learning techniques to provide an optimal learning environment for English Language Learners.

Also, the classrooms are equipped with charts, visual aids, tools and technology that create an interactive environment. The language of science instruction depends on the students' levels of English proficiency.

Math: Our school Math curriculum is at the beginning milestone of the new New York State Common Core Standards. Bilingual classrooms currently have both the English and Spanish editions of Every Day Math. Instruction in bilingual classrooms is differentiated according to the English Proficiency levels in the classroom. Manipulatives and other realia are used to help students better understand the mathematical concepts by connecting them to real life situations. Content specific word walls are created to reinforce mathematical terms, along with symbolic representations. Students often work in collaborative groups or in pairs. Teachers scaffold instruction by presenting mathematical concepts in different ways such as modeling, partner work, mental math, visual, and math games.

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

4a. Once SIFE students are placed in the appropriate program, we provide the following:

- Precise scaffolding strategies according to their language proficient levels
- After school and Saturday Academy which provides additional support and opportunity to use the English language
- Supplemental native language instruction to assist with language development skills through small group instruction, when the native language is available
- Counseling services to assist with transitioning to school and the community
- Classroom libraries which includes non fiction, high interest, low level, multicultural literature

4b. Many of the same services are provided to our SIFE students are also available to our newcomers. These include more opportunities to learn on Saturday and after school as well as a strong language program. In addition to these services teachers are incorporating multicultural literature, to foster a deeper understanding of the newcomer home country.

4c. In order to ensure that our long-term ELLs are making adequate yearly progress we will provide them with supplemental services as needed. The following supports are in place to meet the specific needs of this sub-group:

- Small class size
- Inquiry based analysis of NYSESLAT data
- Individualized planning based on language needs
- Materials and instructional technology designed to support the different modalities, such as listening centers
- Academic Intervention Services
- Professional development for teachers which focuses on ESL strategies, scaffolding, and language acquisition methodologies.
- Interim Assessments to assess growth and language development

4d. N/A

4e. In order to support the growth of the ELL students who are in the Special Education Program, P.S. 11 will review and monitor the services mandated by the students' IEPs. The Special Education teachers and the ESL provider will meet on a regular basis to ensure that ESL goals are set for each student and that the goals are achieved. Professional Development will focus on understanding learning disabilities as well as language acquisition delays. The students will receive Tier 3 interventions which will be timely and strategic. Wilson-trained teachers will offer individual help. Readers Theatre and Foundations are resources to be utilized for this subgroup of children. In Mathematics, special education teachers will use many strategies designed for ELLs mentioned in the previous section. These include visual representation, project based assignment, hands on and kinesthetic learning.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. ESL self- contained and bilingual classrooms at our school use the Santillana Language program which incorporates reading comprehension and vocabulary development. We also use Raz-kids that helps to develop reading comprehension and vocabulary building. Both of these language program are offered in English. Our intervention services range from Push in, AIS, after school, and Saturday academy. All of these services are designed to further develop their language acquisitions in a small group setting.

6. The students who become proficient continue to be supported by teachers who use ESL strategies and various scaffolds to ensure continued

growth. Testing modifications will remain in place for former ELL students for up to two years. If parents choose, pending space availability, the children are allowed to stay in the ESL self-contained or Bilingual settings. These students will be given priority when developing after school programs and Saturday Academies.

7. Our ELL team was organized to create a forum for conversions around our TBE and ESL programs . This ELL team has begun work with our new ELL Support Network Specialist. Alongside our Network Specialist, we are strengthening our understanding of our data and the implications for our ELLs.

Our ELL team is focusing on conferring with language objectives. Our school has made ELLs a priority by including professional development for all teachers on proven ESL and language development strategies. After reviewing NYSESLAT data our ELL team has prioritized academic language during the read aloud and content area instruction.

8. N/A

9. Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All of our ELL students participate in every enrichment program that our school offers (e.g. music, art, computer , etc). Additionally, classrooms that hold the ELLs have Smart Boards, listening centers, and bilingual libraries. One after school program has been specifically designed for our ELL population. We also offer a Saturday Learning Academy that is specially for our ELLs.

10. The instructional materials that are used to support ELLs are Smart Board, internet, software (Science, Math, and Language games), listening centers, Words Their Way, Santillana reading and activity books, and NYSESLAT resource materials.

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

12. PS 11 has the benefit of self-contained ESL classes in grades K, 1, 2, 3, and 5 and one Transitional Bilingual classroom at each grade level. Children are placed in their appropriate grade level and with their peers. Our Push-In support also goes into the classroom and works with the child's grade level teacher. Therefore, the children are receiving grade appropriate instruction. When ordering materials we look at the child's age, grade and interests to ensure the students will benefit from these materials.

13. At the current time all activities in our school for newly enrolled students are incorporated in the school year. The Executive Team, and the ELL team are working on a plan of activities for these students and their families.

14. N/A

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.

1. Our professional development plan for all ELL personnel at the school focuses on planning for differentiation and using data for instruction, grouping, and portfolios. Both Bilingual and ESL self-contained teachers involved in the ELL team, have monthly meetings scheduled for the purpose of planning, professional development, and vertical communication as cohorts of teachers of grades K-5. PD is based on teachers' and school's needs. Thus, teachers' training has been designed around informing our Bilingual/ESL staff of pertinent ELL policy, as well as key instructional strategies, best practices, and materials available within the school. Teachers will be provided professional learning opportunities around all ATS reports and other data pertaining to ELL students. ESL and Bilingual teachers will be trained on how to manage and utilize different data sources. General classroom teachers, will be able to participate in professional development activities with the ESL and Bilingual teachers during their common planning time on a weekly basis. Support staff, such as paraprofessionals, aides and psychologists will also be afforded opportunities to participate in school-wide ESL training during the Staff Development days. In addition, the Pupil Accounting Secretary will be fully trained in the identification and registration process of incoming ELLs. Also all related-educational service providers who support our Special Education ELLs, will have the opportunity for PD. The ELL Team alongside the Network ELL Specialist will continue to conduct training at our school in order for our teachers to comply with the Jose P. mandate, which requires them to attend 7.5 hours of training.

2. Staff will be provided with professional development to support students as they transition from elementary to middle school by informing them and having them become familiar with the different requirements of each NYSESLAT grade band, the rubrics, and the proficiency levels for each, as well as the ELA assessments. Our Guidance Counselor and Social Worker will also be available to provide professional development for the teachers who need to be more informed of the social and mental aspect of this age group.

3. Professional Development for our teachers to comply with the Jose P. mandate will focus on

- Differentiated Instruction in Bilingual and ESL self- contained classrooms
- Language Development Strategies
- The NYSESLAT
- Alignment of Bilingual literacy instruction with the Teachers College Reading and Writing Project
- Utilizing Data/Data Driven Instruction
- NLA Instruction
- Introducing Common Core Standards and the role of language in academic development of ELL

E. Parental Involvement

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

1. The school has created venues to engage the parents in order to give them a more active and participatory role in the academic development of our children. This involvement begins as early as registration when parents participate in an interview process in which the child's and family's background is discussed. Parents will be active participants in the decision making process for their child's academic program choice. Parents will also participate in the formal periodic review of children's progress, which will take place twice a year. In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications. Parents are also supported through academic workshops where both content and best teaching practices will be shared.

2. The school partners with our CBO, Alianza Dominicana, in order to provide workshops for parents in areas such as English as a Second Language, Immigration, and multicultural awareness.

3. Parent representatives are members of the School Leadership Team and bring any concerns from the Parent Association to the monthly meetings. The needs of the parents are also evaluated through an open forum roundtable discussion throughout the year. This gives the parents an opportunity to come together with school administration and express their concerns.

4. The different types of parental involvement activities are created as a result of the needs of the parents. They have an opportunity to be

more involved with their children's education by becoming a Learning Leader, where they can be of assistance in the educational community. The Parents Association has activities that complement the school's activity, for example, health workshops and other trainings.

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)	12	29	15	22	7	8								93
Intermediate(I)	0	10	23	27	7	8								75
Advanced (A)	13	3	16	13	20	12								77
Total	25	42	54	62	34	28	0	0	0	0	0	0	0	245

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		4	6	5	2	2							
	I		13	6	9	1	2							
	A		13	26	23	12	7							
	P		9	15	31	23	24							
READING/ WRITING	B		26	10	18	5	4							
	I		10	22	28	6	9							
	A		3	12	16	20	14							
	P		1	9	6	7	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	21	5	0	42
4	2	17	11	0	30
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	1	28	2	6		1		50
4	7	5	19	1	10		2		44
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	4	8	2	8				25
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

1. The primary assessments are the LAB-R, English and Spanish, the NYSESLAT, Teacher's College Reading and Writing Workshop formal running records, and conferring notes. After reviewing these various sources of data, our ELLs struggle with informational texts. They answered 50 % or more incorrect on the following items:

- Identify main ideas and supporting details
- Read unfamiliar texts to collect data, facts, and ideas
- Evaluate the content by identifying important vs. unimportant details

This information helps us in planning AIS, curriculum decisions, and after school and Saturday Academy.

grade ESL students are at a 19% performance level and the fourth grade ESL students are at 38 %. In particular, our ESL team is focusing on last year's self-contained 3rd grade ESL classroom and looking at the item analysis for deeper instructional focus.

4b. The ELL team is currently administering the ELL Periodic Assessment. These results should further focus our instructional practices.

5. N/A

6. The success of our program is evaluated through formal and informal assessments and observation of students' work, academic progress on the NYSESLAT, ELA, NYS Mathematics Exam, and teacher input.

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		