



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _ PUBLIC SCHOOL 11
THE THOMAS DONGAN ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): __31R011

PRINCIPAL: __ ERICA MATTERA _____ EMAIL:
EMATTER@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: __ ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Erica Mattera	*Principal or Designee	
Carolyn Bivona	*UFT Chapter Leader or Designee	
Maribel Taverner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Barbara Neis	Member/Assistant Principal	
Karen Marino	Member/GE Teacher – Lower Grades	
Shannon Rinelli	Member/SE Teacher – Upper Grades	
Magna Crowell	Member/Parent – Upper Grade	
Maria Neri	Member/Parent – Lower Grade	
Imoinda Nurse	Member/Parent – Special Education	
Michelle Revella	Member/Parent – General Education	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To improve teacher effectiveness by developing a shared understanding of instructional excellence.

By June 2011, all teachers will improve their effectiveness in a selected teaching domain to “Effective” or “Highly Effective” as measured by Danielson’s rubric.

Comprehensive needs assessment

As part of Chancellor Walcott’s three Citywide Expectations, the school chose this goal to improve teacher quality and effectiveness. The 2010/2011 Quality Review recommended that the school build capacity for Teacher Leadership. The Learning Environment Survey reflects the need for teachers to have clearer academic expectations.

Instructional strategies/activities

- *Teachers will self-assess on selected components of the Danielson rubric.*
- *Teachers will develop Professional Goals aligned to the Danielson framework.*
- *Teachers will lead professional development and inquiry teams.*
- *School leaders will visit classrooms daily and provide immediate feedback.*
- *Timeline is September 2011 through June 2012*
- *Network Instructional Support Specialists will offer professional development around the Danielson model and the Understanding By Design (UbD) curriculum mapping.*

Strategies to increase parental involvement

During monthly Parents As Learning Partners, from September 2011 to June 2012, parents and guardians will engage in interactive classroom lessons with their children. These lessons will demonstrate for parents the level of rigor that is driving the instructional program. Parents will be notified, during Parent/Teacher Conferences in November and March, of their child’s progress as measured by Teacher Inquiry Teams. The School Leadership Team (SLT) will be an integral part of understanding instructional excellence.

Strategies for attracting Highly Qualified Teachers (HQT)

The school has 100% Highly Qualified Teachers. The school will support Highly Qualified Teachers by providing time for teachers to participate in monthly Grade Team meetings, Inquiry Team meetings, Faculty Conferences and by offering Professional Development according to teacher’s Professional Goals.

Service and program coordination

N/A

Budget and resources alignment

- *Title I and Tax Levy for teacher salaries*
- *Title I Professional Development*
- *Tax Levy General Supplies for professional resources and material*

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To strengthen student work products by developing a curriculum that is aligned to the Common Core State Standard (CCSS).

- *By April 2012, all students will engage in one rigorous math task aligned to the Common Core State Standards.*
- *By February 2012, all students will engage in one rigorous ELA task aligned to the Common Core State Standards.*

Comprehensive needs assessment

As part of Chancellor Walcott's three Citywide Expectations, the school chose this goal to strengthen student work. The 2010/2011 Quality Review recommended that the school adjust curriculum maps in light of student outcomes.

Instructional strategies/activities

- *Teacher Teams will further develop their UbD units of study.*
- *Teacher Teams will develop rigorous tasks with the support of the Common Core Library.*
- *Network Support Specialists (NSS's) will work with the Instructional Team to align curriculum maps to the CCSS.*
- *Teachers will utilize professional development sessions to develop a rigorous curriculum (Election Day November 2011, Central DOE "Performance Tasks" PD November 29, 2011, January 17, 2012).*
- *Grade Team Meetings in November 2011 will be devoted to reviewing the ELA rigorous task on the Common Core Library.*
- *Inquiry Teams will use Performance Tasks within the new rigorous curriculum to gauge student progress and achievement. The SLT and Parent Teacher Association (PTA) voted to designate January 17, 2012 as a Staff Development Day. On this day, teachers will develop a rigorous math task from the Common Core Library. The SLT will be an integral part of understanding how to strengthen student work.*
- *Curriculum Maps will be adjusted according to student trends noticed by teachers during Inquiry.*
- *Network Instructional Support Specialists will offer professional development around the rigorous tasks and the Understanding By Design (UbD) curriculum mapping. The Network Support Coach will plan Central DOE professional development in November 2011 around Performance Tasks. During this PD, teachers will look closely at task descriptions, rubrics and student work that are aligned to the Common Core.*

Strategies to increase parental involvement

During monthly Parents As Learning Partners, from September 2011 to June 2012, parents and guardians will engage in interactive classroom lessons with their children. These lessons will demonstrate for parents the level of rigor that is expected for all students. Parents will be notified, during Parent/Teacher Conferences in March, of their child's progress as measured by the Common Core aligned performance tasks. During Spring 2012 Parent As Learning Partners, parents and Guardians will engage in interactive lessons within the new rigorous curriculum. Parent Workshops will be scheduled to introduce and explore these rigorous tasks.

Strategies for attracting Highly Qualified Teachers (HQT)

The school has 100% Highly Qualified Teachers. The school will support Highly Qualified Teachers by providing time for teachers to participate in monthly Grade Team meetings, Inquiry Team meetings, Faculty Conferences and by offering Professional Development according to student outcomes and teacher needs.

Service and program coordination

- *Councilmanic funds to support students conducting research*
- *Federal Pre-K funds to support the Common Core aligned performance task*

Budget and resources alignment

- *Title I Professional Development*
- *General School Fund for student books that support the rigorous tasks*
- *Councilmanic Funds for technology (i.e.: laptops for UbD research)*
- *NYSTL Library Funds for student books*
- *TL General Supplies*
- *PTA Scholastic Dollars for student books*
- *ARRA RTTT Citywide Instructional Expectation funds for Common Core work*

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To improve student outcomes for special needs, as evidenced by the New York State ELA Exam.

There will be a 10% increase in Level 2 special education students (2 out of 20) moving to Level 3 on the New York State ELA Exam.

Comprehensive needs assessment

The school did not make Annual Yearly Progress (AYP) for IEP students.

Instructional strategies/activities

- *Principal will hire a highly qualified Humanities teacher for Grade 5 and strategically staff Grades 4 and 5 with teachers who are successful with addressing the learning needs of students with disabilities;*
- *Departmentalize fifth grade classes so that all students benefit from Humanities courses and gain a deeper understanding of important literacy concepts;*
- *Schedule five common preps per week for Teacher Teams to collaboratively plan lessons according to student needs;*
- *Schedule Councilmanic funding to hire a part-time Academic Intervention Services (AIS) teacher;*
- *Program AIS (Text Talk) two times a week for Grades 4 and 5 students.*
- *Teachers will Utilize the school's daily TIE Time (30-minute Targeted Intervention and Enrichment) and Extended Day sessions for other AIS such as Wilson, Great Leaps and Book Clubs;*
- *Implement UbD units of study with a focus on improving student outcomes for special needs;*
- *Track student progress for special needs through the monthly Pupil Personnel Team (PPT) meetings and Inquiry Team meetings.*
- *Principal and Assistant Principal will meet three to five times a year with Network Support Specialists (NSS's) and weekly with Special Education Consultant. The purpose will be to review IEP's and to help teachers develop quality IEP's (Educational Benefit).*
- *Special Education students will be mainstreamed with the General Education population.*
- *Teachers will differentiate instruction on a daily basis, with a concerted effort on IEP students.*
- *The Attendance Team will offer incentives to improve attendance for special education students.*
- *Network Support Specialists and Special Education Consultant (SESIS) will provide professional development throughout the year around writing quality IEP's and improving student outcomes for special needs students.*
- *Curriculum Maps will be adjusted according to student trends noticed by teachers during Inquiry.*

Strategies to increase parental involvement

Parent Coordinator will write the Parents As Arts Partners (PAAP) Grant to increase Special Education Parent Involvement. After School or Saturday sessions will be scheduled for family/child art sessions. SLT and PTA meetings will focus on the improvement of special needs students by giving parents tips for helping their children at home. During monthly Parents As Learning Partners, from September 2011 to June 2012, parents and guardians will engage in interactive classroom lessons with their children. These lessons will demonstrate for parents the level of rigor that is expected for all students, with modifications and adaptations

according to IEP goals. Parents will be notified, during Parent/Teacher Conferences, of their child's progress as measured by performance tasks and Acuity. Parents will receive training on how to use Acuity and ARIS to track their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

The school has 100% Highly Qualified Teachers. The school will support Highly Qualified Teachers by providing time for teachers to participate in monthly Grade Team meetings, Inquiry Team meetings, Faculty Conferences and by offering Professional Development on Educational Benefit and the CCSS. The school will provide teachers with professional support in curriculum mapping.

Service and program coordination

- *State funded SESIS for the development of quality IEP's and for Educational Benefit*
- *Funding pending for after school SES programs*

Budget and resources alignment

- *Title I and Tax Levy for Special Education Teacher salaries*
- *Councilmanic Funds (Member Items) for AIS teachers*
- *PAAP Grant (funding pending) for parent involvement*
- *Title I Parent Involvement*

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Students will show progress in using evidence to support arguments.

- *70% of students, Pre-K through Grade 5, will effectively use evidence to support arguments in their writing as measured by a rubric.*
- *All students will be provided with opportunities to orally defend their arguments across grades and subjects.*

Comprehensive needs assessment

As part of Chancellor Walcott's three Citywide Expectations, the school chose this goal to strengthen student work. In addition, inquiry teams from last year noticed a negative trend in the way students defended their arguments in writing.

Instructional strategies/activities

- *Classroom teachers will engage students in two informational and/or persuasive writing units of study.*
- *Teacher Teams will develop a rubric, based on the criteria for writing an effective informational piece. They will implement the rubric to assess student progress in using evidence to support arguments.*
- *Principal will provide teachers with a data sheet in order to track student progress in "using evidence to support arguments."*
- *All teachers will develop collaborative lessons that incorporate oral skills needed for providing evidence to support arguments.*
- *Curriculum Maps will be adjusted according to student trends noticed by teachers during Inquiry.*

Strategies to increase parental involvement

Parents will participate in family workshops on how to engage students in supporting judgments. Monthly Parents As Learning Partners will demonstrate for parents and guardians how students are supporting their claims and topics by citing specific evidence from text. The SLT will focus on the school-wide goal of having students write informational and persuasive pieces, with a concerted focus on supporting judgments. Parents will be notified, during Parent/Teacher Conferences, of their child's progress as measured by performance tasks and rubrics. Parents will see the rubric for this type of writing so they know what the expectations are. Kindergarten teachers will develop and distribute Progress Reports in January. The reports will include a section on how well students respond to literature (students say which part of a book they like the best and why).

Strategies for attracting Highly Qualified Teachers (HQT)

The school has 100% Highly Qualified Teachers. The school will support Highly Qualified Teachers by providing time for teachers to participate in monthly Grade Team meetings, Inquiry Team meetings, Faculty Conferences and by offering Professional Development on Performance Tasks, the CCSS, and teacher needs.

Service and program coordination

The After School Newspaper Club, in collaboration with Sundog Theater and the Staten Island Advance, will service students in Grades 3 through 5. The program will teach students how to effectively cite evidence that supports their topics, ideas and opinions. The school will partner with the American Legion for an essay contest on "What America Means to Me." Other contests include the Abery contest on A famous African American person and the Ezra Jack Keats Bookmaking competition.

Budget and resources alignment

- *Councilmanic funds for the After School Newspaper Club*
- *Title I and Tax Levy for teacher salaries*
- *Title I Parent Involvement*
- *ARRA RTTT Citywide Instructional Expectation funds for Common Core work*

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	15	15	N/A	N/A	2	0	0	0
1	22	22	N/A	N/A	2	0	1	0
2	20	20	N/A	N/A	2	0	0	0
3	57	57	N/A	N/A	2	0	1	0
4	49	49	49	0	4	0	2	0
5	47	47	47	0	6	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA: *Text Talk *Leveled Literacy Instruction (LLI) *Extended Day *SES Services *Great Leaps * Response to Intervention (RTI) *Parent Reading Volunteer (SIMH)	*Vocabulary and Academic Language Development (small group) during the day. *Intensive Reading Remediation (small group) during the school day. *After School Tutoring *After School Tutoring *Fluency and Accuracy-Building Activity (1:1) during the school day. *Oral Language Development (small group) during the school day. *1:1 Tutoring in Reading
Mathematics: *Go Math! *Extended Day *SES Services	*Test Preparation and Skills-Building (small group) during the school day. *After School Tutoring *After School Tutoring
Science: *FOSS	*Test Preparation and Skills-Building (small group) during the school day.
Social Studies: N/A	
At-risk Services provided by the Guidance Counselor	*1:1 through 1:5 Skills-Building on school-based issues.
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	*1:1 Skills-Building on school-based issues.
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R011 **School Name:** Public School 11 Thomas Dongan School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For the 2010-2011 school year, it was found that the Special Education population in Grades Three, Four and Five did not meet the benchmark on the New York State English Language Arts exam. As a result, the school did not make Annual Yearly Progress (AYP) for Students with Disabilities in English Language Arts.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The following interventions will be implemented to support improved achievement for Students with Disabilities in Grades Three, Four and Five in English Language Arts:

- *A SESIS has been assigned to the school with the purpose of designing and implementing a Quality Improvement Process (QIP). The QIP is designed to assist classroom teachers with analyzing student data for the purposes of planning and differentiating instruction. The teachers will differentiate lessons based on specific student need.*
- *The SESIS will aid teachers to design and implement a variety of formal and informal measures to evaluate student progress.*
- *Additional Academic Intervention Services (AIS) are provided to the Special Education population throughout the day with a focus on English Language Arts (Text Talk, Leveled Literacy Instruction).*
- *Teachers and the School Assessment Team (SAT) are re-evaluating student Individualized Education Plans (IEPs) for the purpose of providing counseling for students who demonstrate a need for this service.*
- *Public School 11 is applying for the "Title I School Improvement Grant 1003(a)" in order to fund a Weekend/ Holiday Test Preparation program targeted for students in Grades Three, Four and Five.*

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funding is being used for English Language Arts professional development. English Language Arts Professional Developments for the year includes:

- *Implementing Common Core aligned bundles*
- *Creating rigorous tasks for quality instruction*
- *Revising curriculum maps to reflect Common Core State Standards*

A request for a professional development day has been submitted for the Spring of 2012. On that day teachers will evaluate student progress using the Common Core Standards for the purposes of planning a new rigorous unit of study aligned to the CCSS.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Public School 11 will implement the following programs as part of the school's strategies for providing high-quality professional development:

- *Intervisitation by teachers within the school and to other sites to observe best practices*
- *Common preparation periods throughout the week for the purpose of collaborative planning both with the grade and with cluster teachers*
- *Monthly grade meetings with administration for professional development around teacher Professional Goals*
- *Weekly inquiry periods to allow teachers to analyze student data for the purpose of planning instruction*
- *Informal observations for immediate teacher feedback through the lens of the Danielson Framework*
- *A SESIS to help teachers write quality IEPs and to help teachers differentiate instruction according to data.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents about the school's identification for school improvement through a formatted letter which was provided by the New York City Department of Education. The letter is available in multiple languages.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 011
School Name Thomas Dongan Elementary			

B. Language Allocation Policy Team Composition [i](#)

Principal Erica Mattera	Assistant Principal Barbara Neis
Coach	Coach
ESL Teacher Elise Barten	Guidance Counselor Howard Weissman
Teacher/Subject Area Susan Rosch/SETSS	Parent type here
Teacher/Subject Area	Parent Coordinator Karen Gubnitsky
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	301	Total Number of ELLs	20	ELLs as share of total student population (%)	6.64%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The parents of the students who enter Pre-k fill out a HLIS form. Upon entering Kindergarten, the parents fill out a different HLIS form in their native language. Before filling out this Kindergarten HLIS, the parents are interviewed by a pedagouge. The student is also interviewed by a pedagouge. If the ESL teacher is not available, the interview will be conducted by the principal or assistant principal. Using the results of the HLIS survey and the interview, the ESL teacher determines who will be administered the LAB-R. The results of the LAB-R determine if a student is entitled to services. All ELLs, including x-coded, are given the NYSESLAT each spring until they test out with a mark of proficient. The test is administered by the ESL teacher. The Spanish LAB is administered by the ESL teacher with the assistance of a Spanish speaking paraprofessional. The HLIS is administered by Ms. Barten, the ESL teacher when possible. Otherwise, Ms. Rosch the SETSS teacher, or Mrs. Neis, the assistant principal or Ms. Mattera, the principal will administer the HLIS.

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

3. At these orientation meetings, the parents receive and fill out the program selections forms in their native language. Translators and staff members are available if needed. Most Parent Survey and Program Selection letters are returned at this orientation. With follow-up phone calls from the ESL teacher and parent coordinator, all of these letters have been returned. All children tested are sent home with letters in their native language telling the parents if they are or are not entitled to services. Ms. Barten, the ESL teacher is responsible for the distribution, collection and storage of entitlement letters and Parent Survey and Program Selection forms. Within the first 10 days of the school year, Ms. Barten sends entitlement letters based on the spring NYSESLAT scores or LAB-R scores. The entitlement letters must be signed by the parents and returned to Ms. Barten. The letters are kept in the ESL room in abinder provided by the district. The Parent Survey and Program Selection forms are distributed to the parents at orientation by Ms. Barten, the ESL teacher and Mrs. Gubnitsky, the Parent Coordinator. Most forms are returned during this orientation meeting. A few are returned to Ms. Barten within the next few days. These Parent Survey and Program Selection forms are stored by Ms. Barten in the ESL room in the same binder provided by the district. This same procedure is applied to any student who enters the school during the school year.

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, 17 out of 19 parents have chosen ESL as their first choice.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	0	0	7		4				20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	13	0	0	7	0	4	0	0	0	20
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	1	4		2								14
Chinese														0
Russian		1												1
Bengali														0
Urdu														0
Arabic		2		1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2								2
TOTAL	2	8	1	5	0	4	0	0	0	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Time 1 8:15-9:00 2 9:02-9:45 3 9:49-10:34 TIE 10:36-11:01 4 11:04-11:54 5 11:58-12:48 6 12:52-1:42 7 1:45-2:30 Extended Day
Mon. SETSS Reader's Workshop Science E.S.L. Speech 11:25-11:55 Writing Workshop Lunch E.S.L. Technology, Games, Great
Leaps, ECLAS, Skill Focused Strategies, Writing Conferencing
Tues. Band/Guided Reading Math Workshop Social Studies Math (POD) SETSS Reader's Workshop Lunch E.S.L.
Wed. Gym SETSS Speech TIE Math Workshop Science Lunch E.S.L.
Thurs. Math Workshop Art & Literature Reader's Theater E.S.L. SETSS Reader's Workshop Lunch E.S.L.
Fri. Band/Guided Reading Social Studies Guided Reading TIE SETSS Math Lunch Guided Reading
BEGINNER FOURTH GRADE PROGRAM CARD

- 1a. There is one ESL teacher who teaches ESL for 18 periods per week plus TIE time (daily intervention and enrichment period). It is a pull-out, push-in program.
- b. There are three groups that are organized according to grades: Kindergarten, Grade 1 and 2, and Grades 3 and 5. One Grade 5 student pushes into a grade 3 class and this is successful. The ELL students are grouped by grade except for two exceptions. My only second grade student is placed with the first grade students. One third grade intermediate student must be placed with the fifth graders because she requires more time.
2. The ESL teacher has enough teaching periods to ensure that the mandated number of instructional minutes are provided. The beginning and intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction.
3. Reading, Math, Writing, Science and Social Studies are delivered in the ESL MODEL. Pictures, manipulatives, listening programs (such as Leap Frog), and the "Awards" Computer Program are all used to give meaning to the content areas. Sets of National Geographic books and monthly magazines bring science and social studies to life. All instruction is in English. Learning takes place individually with partners, small groups and with whole group instruction. ESL strategies and methodologies are employed and the Instructional Bottom Lines are met.
4. Our school ensures that ELLs are evaluated in their native language. Each parent receives the HLIS Survey in the appropriate language. If there is a need, a staff member of the Translation & Interpretation Unit is contacted for assistance.
- 5a. We do not have SIFE students.
- b. When a newcomer enters our school, he is placed on grade level and seated next to a classmate who speaks the same language. If this strategy is not possible, we try to locate a staff member or student with knowledge of the newcomer's language who can help with the transition. In ESL class, a newcomer will sometimes be grouped with students on his grade and other times he is grouped with students who have the same needs. Language required to fulfill basic needs is taught. The newcomer is taught skills and strategies to help him understand and develop language and prepare the student for ELA testing.

A. Programming and Scheduling Information

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

d. We do not have long term ELLs.

6. The students work individually, in pairs, in small groups and in whole groups when it is educationally beneficial. Discussion is always encouraged and often directed. Books on each child's reading level are employed. This includes many non-fiction books that teach our students social studies and science. Weekly Reader and National Geographic books and magazines are used to expose our students to social studies and science. Math is taught using manipulatives and self-correcting materials such as versitiles. Scaffolding and ESL methodologies are always employed. Our I.E.P. teacher, Ms. Rosch, reads every I.E.P. in P.S. 11 and makes sure that every child receives all of the services that he is entitled to. All classroom teachers and all service providers read the I.E.P.'s of their children. The ESL teacher reads the I.E.P.'s of her students so she can provide appropriate instruction. None of our students are mandated to receive bilingual instruction.

7. Our curricular and instructional flexibility helps us meet the needs of our ELL's. Although it is based on the Common Core Standards, we remediate and enrich to meet our students' needs. Background knowledge is discussed at the beginning of all lessons to make connections with the student. Grouping of students is flexible according to many factors including proficiency levels and grade levels. All students in P.S. 11 are placed in the least restrictive environment. ELL's in self-contained special education classes are mainstreamed for reading and/or math and/or writing whenever possible. They have gym with mainstreamed students. They attend special events and classes that take place during and after the school day with the general population. ESL students are placed by grade regardless of their disability.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

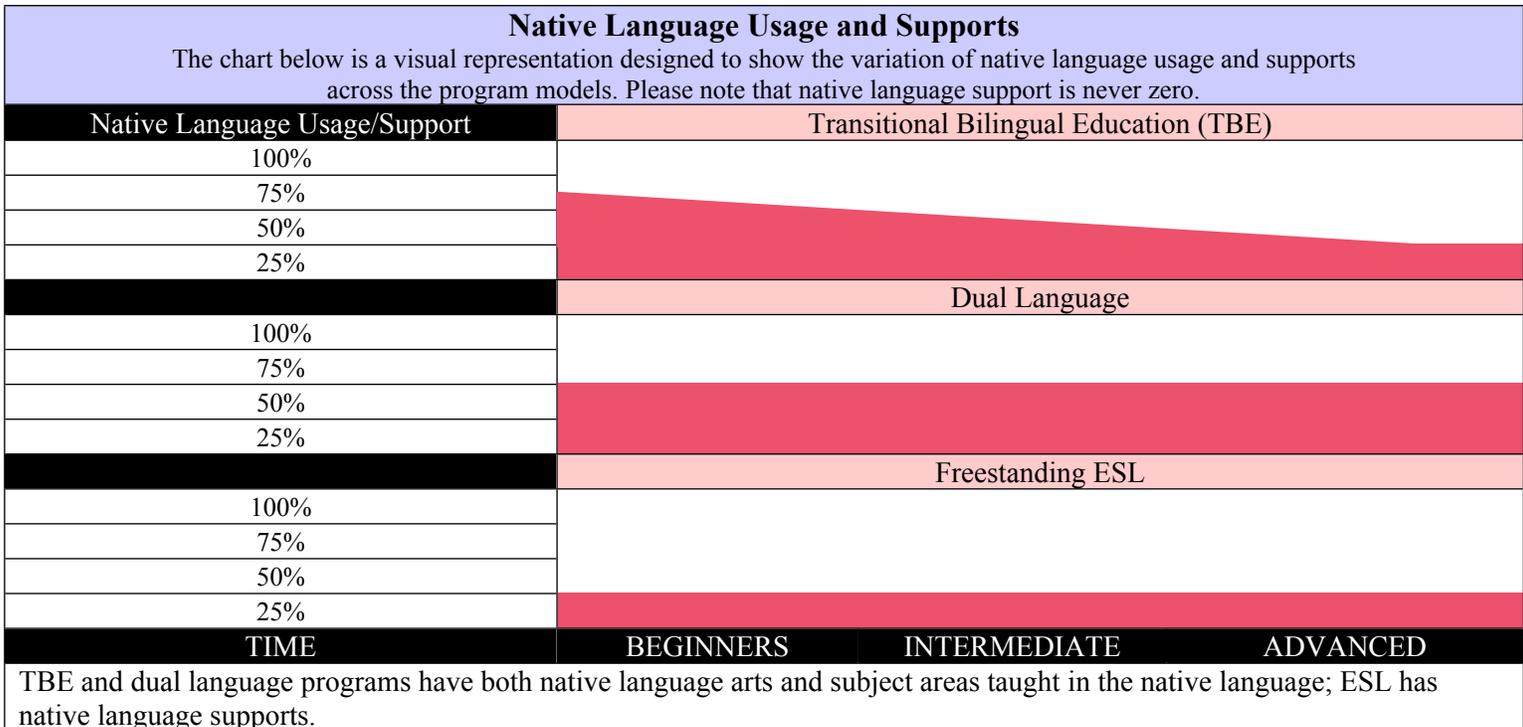
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All ELLs attend our extended Day programs. Newcomers learn basic language skills. Advanced and proficient ELLs have enrichment activities such as cooking and art/literacy.

9. Our transition plan for students who reach proficiency on the NYSESLAT is to continue to give these students support for the following two years. Classroom teachers are made aware of the students in their class who have reached the proficiency level and are no longer entitled to ESL services. ESL teaching strategies will be reviewed with the classroom teacher during professional Development. They will

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

C. Schools with Dual Language Programs

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

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. The ESL teacher is given time to talk at monthly faculty meetings. During the year, the ESL teacher provides staff development, and any support and materials that are needed by the classroom teachers. Classroom teachers work or come and observe the ESL teacher. The ELL Network Support Specialist visits our school to give our faculty training. The ESL teacher receives ELL professional development several times a year from our Network Support Specialist. Sometimes other classroom teachers join the ESL teacher at these training sessions. All teachers, including the ESL teacher, are given training on new reading, math and writing programs. Our administration encourages teachers to attend professional development. Our Principal, Assistant Principal, and Parent Coordinator attend faculty meetings and receive ESL training. On Professional Development Days, paraprofessionals and teachers are invited to attend ESL Workshops presented by the ELL Instructional Specialist. Student Support Personnel, including guidance counselors, psychologists, occupational/ physical therapists and speech providers, receive ESL training through their programs. The Principal and Assistant Principal support the teachers with their instructional program on a daily basis. All school personnel who work with ELL's receive on-going information and training concerning ELL's. This is done at our monthly faculty meetings and when needed, on professional development days. District- wide professional development (as announced) is made available to teachers and staff.

Faculty Conferences (ESL Professional Development):

9-14-2011 10-19-2011 11-23-2011 12-21-2011 1-25-2012 2-15-2012 3-21-2012 4-25-2012 5-30-2012

2. Administration provides the following support to staff, as they support ELL's in transitioning to junior high school:

1. Middle School Guide (translations provided D.O.E. website)
2. Open House flyers
3. Scheduling of I.S. 2 VISITS TO p.s. 11 and P.S. 11 students to I.S. 2
4. Translation Services during Parent/Teacher Conferences
5. School Messenger, reminding parents of open Houses
6. Faculty Conferences

Our new guidance counselor, Howard weissman, has been invited by the ESL teacher, Ms. Barten to come and discuss the ESL students and the issues that they face including difficulties during transition from one school level to another.

3. Our teachers received their 7 1/2 hours of mandated training several years ago. Our two new teachers have received training in their previous schools. They have observed ESL strategies such as Think, Ink, Pair, Share and Deconstructing/Reconstructing sentences during professional development days and when the ESL teacher pushes into classrooms. The ESL teacher maintains records of these meetings. On January 25, 2012, a full day professional development day, the ESL teacher will demonstrate strategies and methodologies to improve the ESL teaching skills of our staff.

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

2. Community Based Organizations are invited to P.S. 11. to connect our families with the community. Public School 11 builds community both inside the school and throughout the neighborhood, and enjoys partnerships with several organizations. The Council on Arts and Humanities for Staten Island (COAHSI) and Sundog Theaters partner with the school for an after school Newspaper Club. The Club is in its fifth year and continues to engage children and their families. The Huttner-Pasqualini Post fosters patriotism and helps build school spirit. The school also partners with Commissioner Stephen J. Fiele and Councilman James S. Odde for Dr. Seuss Family Celebrations and

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

School-wide enrichment helps to support our English Language Learners, in which parents are encouraged to participate.

2. Community Based Organizations are invited to P.S. 11. to connect our families with the community. Public School 11 builds community both inside the school and throughout the neighborhood, and enjoys partnerships with several organizations. The Council on Arts and Humanities for Staten Island (COAHSI) and Sundog Theaters partner with the school for an after school Newspaper Club. The Club is in it fifth year and continues to engage children and their families. The Huttner-Pasqualini Post fosters patriotism and helps build school spirit. The school also partners with Commissioner Stephen J. Fiala and Councilman James S. Oddo for Dr. Suess Family Celebrations and lessons in civics. St. Ann's supports our families through their annual gift drive. The school also participates in the March of Dimes, Bread of Life, Lend a Helping Hand, and Common Cents Penny Harvest.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	2	2	1	4	0	3								12
Total	2	8	1	5	0	4	0	0	0	0	0	0	0	20

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		5		2		1		9
5	0		6		1		0		7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3		1		6
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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:

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

School Name: Thomas Dongan Elementary		School DBN: <u>31R011</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Mattera	Principal		
Barbara Neis	Assistant Principal		
Karen Gubnitsky	Parent Coordinator		
Elise Barten	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Howard Weissman	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R011 **School Name:** Thomas Dongan Elementary

Cluster: 6 **Network:** CFN604

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

Part A: Needs Assessment Findings

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

All translated school-wide notices are assessed by staff members (i.e: Spanish-speaking paraprofessionals) before distribution. The Department of Education Translation Services are utilized for all communications between home and school (i.e: Family Workshops and important notices)
Contracted Services are used for Parent/Teacher Conferences and Student Support Services (i.e: testing accommodations).

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

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

Part B: Strategies and Activities

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

P.S. 11 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand.

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

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

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

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

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