



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PURVIS J. BEHAN PUBLIC SCHOOL 11

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **13K011**

PRINCIPAL: **ALONTA WRIGHTON**

EMAIL: AWRIGHT3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MS. BARBARA FREEMAN**

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
Alonta Wrighton	*Principal or Designee	
Kisha Banyan	*UFT Chapter Leader or Designee	
Wanda Whitney	*PA/PTA President or Designated Co-President	
Audrey Nedderman	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Amit Bose	Member/Parent SLT Chairperson	
Suki Hawley	Member/Parent	
Channing Gill	Member/Parent	
Toya Lillard	Member/Parent Secretary	
Ayesha Long	Member/Teacher	
Angela Villegas	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

By June 2013, 75% of students will demonstrate an increase in comprehension of nonfiction/informational text by a minimum of 2 independent Non-fiction reading levels as determined by the Fountas and Pinnell Benchmark Assessment System.

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.

Historically at Public School 11, all K – 5 teachers have been very adept at assessing students’ reading levels in September and placing them on their fiction independent reading level (Just Right Books). This running record assessment is done four times a year, September, December, March and June. Running Record assessment data is collected and analyzed by teacher teams and administration to monitor growth, form discussions around needs/progress, and ensure children are moving up levels at a reasonable pace. We believe Running Record Assessment data is a very accurate measure of progress in reading for all our students. For this reason, end-of-year independent reading level expectations are set for all students which over 80% of our students typically meet or exceed each year. However, in light of the cognitive demands of the Common Core Learning Standards, we believe a more balanced focus on the instruction, comprehension and analysis of both informational/nonfiction and literary/fictional texts would be more beneficial to our students. We believe this shift will propel our students towards meeting and exceeding state standards. By providing more academic rigor and challenge inherent in effective instruction of informational/nonfiction texts, we believe our students can *securely* perform at or above proficiency on future state tests. Also see Comprehensive needs assessment response in Goal #2.

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) key personnel 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.

Research reveals, “...students who meet the (Common Core) Standards develop the skills in reading, writing, speaking and listening that are the foundation for any creative and purposeful expression in language.” The NAEP calls for “an increase in the proportion of informational text as students advance through the grades. The Common Core State Standards (CCSS) are research and evidence based, aligned with college and work expectations, rigorous and intentionally benchmarked representing the best available evidence indicating that its mastery [is] essential for college and career readiness in a twenty-first-century, globally competitive society.” CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

With that said, Public School 11’s literacy program will shift to balance the reading of literature with the reading of informational texts, including texts in social studies and science over the course of the year.

To achieve this goal, the following strategies and activities have and/or will-be implemented including our timeline for all students including those with disabilities to reap academic gains in reading of nonfiction starting December 2011:

A Common Core State Standards Shift Team consisting of classroom teachers and the principal was established to carry out this goal starting with grades 3 – 5.

The team planned with the principal then shared the following plan with grade level colleagues:

The Teaching and Reading of Nonfiction

The literacy block will shift from a heavy reliance on the TCRWP work to a Reading and Writing in-the-Content-Area program. Content Area Reading in Science & Social Studies in Grades 3 – 5 will start in December of 2011 through the Spring of 2012. The teaching of reading and writing will be met using the NY State Science and Social Studies Scope and Sequence, teaching through the lens of the CCSS expectations. Our program will also seek to develop academic and domain vocabulary as a necessary component of nonfiction reading. This program will also require students to read a broad range of high-quality, increasingly challenging informational texts.

Also to meet this goal, students will engage in the following strategies and activities: Close reading of short and long nonfiction shared texts, (reading and analysis of supporting articles, primary and secondary documents, trade books, essays, famous and profound speeches and other nonfiction sources.) Teachers will strategically plan out regular opportunities for students to read and respond to nonfiction complex texts through meaningful discussions and written tasks to meet this goal.

The Teaching and Writing of Nonfiction

Nonfiction/Informational Writing will support the social studies and/or science state scope and sequence curriculum. The nonfiction writing instructional strategies and activities include:

Essays

- Opinion Essays
- Persuasive Essays
- Comparative Essays

Reports

- Research based reports

(All About, topic and theme based reports)

Word Work

- Conventions of Grammar and Mechanics
- Academic /Domain Vocabulary Development

The Teaching of Fiction Reading

Our September through November Literature Based program will continue with an emphasis on narrative study through whole class novels (Grades 3-5); daily Read Aloud discussions (PreK-5); Independent level [Just-Right Books] reading (K-5); and Shared Reading (K-5). This program will shift to also require students to read a broad range of high-quality, increasingly challenging literary texts.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Each year commences with grade level Parent Curriculum Orientations to inform parents of the school's instructional expectations and goals. Monthly Principal Roundtable discussions and general PTA Meetings address instructional expectations, school goals and how parents can support established school goals at home. Selected teachers conduct workshops to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology to access the ARIS Parent Link and other useful resources to track and monitor progress.

Parent workshops are also provided to assist parents in understanding City, State and Federal standards and assessments to meet the school and city goals.

Parent meetings with ELL and special education students are conducted to more closely discuss school goals and the role of parents to achieve our goal.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

To achieve this goal, our school coach is employed to provide professional development support and training services to teachers (FSF Per Session). The assistant principal and principal also provide professional support to teachers (FSF, CF4). Teachers also receive professional development from outside sources (FSF per diem coverage). Our coach also serves as our data specialist and inquiry team chair training teachers to analyze hard and soft data to meet the demands of this goal (ARRA Data Specialist, Instructional Expectations). Resource and instructional nonfiction material (OTPS).

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

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

By June 2013, 100% of students in grades K-5 will demonstrate competency in at least 2 of 3 common core performance tasks in ELA and Math requiring them to think, reason, and/or problem solve.

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.

Public School 11 was able to maintain an overall grade of “B” on the 2010 – 2011 NYC Progress Report. This overall score is comprised of a “B” in School Environment, “C” in Student Performance, and “B” in Student Progress. While these scores reflect a failure to improve upon student performance on the state tests in English and Mathematics, we did perform above the city average. We also exhibited good student progress according to state tests results. The Median Growth Percentile in English was 74.5% for all students and 71.0% for our lowest third population. The Median Growth Percentile in Mathematics was 61.0% for all students and 59.0% for our lowest third population. This contributed to our school receiving a grade of “B” in the area of Student Progress.

From 2005 to the present, our school’s State Accountability status has consistently been *in good standing* in the areas of ELA, Mathematics and Science. However, since the institution of more rigorous standardized tests in the Spring of 2010, our students have not performed at the high levels we expect or desire. Many more of our students performed at a Level 2 on the ELA and Mathematics state tests. Also, many of our students who performed at a Level 3 were at the low end of that level. Our ELA Median Student Proficiency was 3.02 and Mathematics Median Student Proficiency was 3.19. With tougher standardized tests, we strive to ensure all our students can *securely* perform at or above proficiency on future state tests.

The trend of our students performing higher in the area of mathematics than English Language Arts has continued. We historically have more students achieving a Level 4 on the Mathematics test than the ELA test. PS11 strives to have more students achieve a level 4 on the NYS ELA Test. We strive to move all students to level 3 and 4, particularly our special education and lowest third students. Also, we strive to demonstrate improved progress as exhibited by achieving a median growth percentile of at least 75 in ELA and Mathematics.

All the above data propels us to believe the challenge, rigor, and accuracy of performance-based activities and assessment (i.e. performance tasks) encourage better mastery of state standards. With performance tasks, students are forced to demonstrate knowledge and skills, including the process by which they solve problems.

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) key personnel 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.

Research reveals that performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new and/or challenging situation. Performance assessments are also appropriate for determining if students are achieving the higher standards set by states for all students.

To achieve this goal, the following strategies and activities have and/or will-be implemented including our timeline for all students including those with disabilities to reap academic gains starting September 2011:

- Whole group professional development to discuss the purpose and structure of ELA and Math performance tasks, analyze students work, instructional expectations and the implementation of the Common Core Learning Standards.
- Refine our School-wide Instructional Expectations and align them with the 2011-2012 Citywide Instructional Expectations.
- Identify the Summer Institute in August professional development day that will focus on each grade identifying the essential and specific ELA and Math skills required for mastery.
- Classroom Teachers and the Administration will restructure the curriculum scope and sequence to reflect 50% fiction and 50% nonfiction/ informational reading.
- Classroom Teachers and the Administration will reorganize the schedules for grades 1 through 5 to include time spent reading and comprehending high levels texts to two to three times per week.
- Create a Fall Professional Development Plan for the creation and implementation of the three performance tasks. ELA /Math Performance Task #1 will be given in Mid-November, ELA /Math Performance Task #2 will be given in February, and ELA/Math Performance Task #3 will be given in May.
- The Special Education teachers and the Assistant Principal will be working on modifying the ELA and Math performance tasks.
- Classroom teachers will expose students to the elements/language of the rubric that will be used to grade the performance tasks.
- Teacher Inquiry teams will review the data from the performance tasks, analyze student thinking/responses, identify student's needs, and implement instructional strategies that accelerate student achievement on the following performance tasks. In addition, during teacher inquiry teams, teachers will share findings and use the findings from the first performance task to modify the second performance task and the finding from the second to modify the third. The data will be disaggregated according to subgroups. Special attention will be paid to the data involving ELL, Special Education, and Black male students.
- 60% of the students will show proficiency on performance task #1 for ELA and Math. 80% will show proficiency by the last performance tasks for ELA and Math.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Each year commences with grade level Parent Curriculum Orientations to inform parents of the school's instructional expectations and goals. Monthly Principal Roundtable discussions and general PTA Meetings address instructional expectations, school goals and how parents can support established school goals at home. Selected teachers conduct workshops to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology to access the ARIS Parent Link and other useful resources to track and monitor progress.

Parent workshops are also provided to assist parents in understanding City, State and Federal standards and assessments to meet the school and city goals. Parent meetings with ELL and special education students are conducted to more closely discuss school goals and the role of parents to achieve our goal. This year the Principal's Roundtable discussions will focus on the Common Core Learning Standards, performance tasks, the Chancellor's Instructional Expectations and parents' roles in carrying out these academic agenda.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Students that are experiencing difficulty mastering the ELA or Math standards are provided assistance during small group instruction. Students' difficulties are identified early due to initial and on-going assessments given by all classroom teachers. Teacher observations, social histories, educational evaluations, periodic assessments, running record miscue analysis, teacher-made exams, ELA and Math state assessments provide us with sufficient information on which to base effective assistance. During these sessions students are provided with instruction for approximately 45 minutes based on their individual academic needs. Our 37½ minutes extended day program meets every Monday through Thursday from 2:45pm to 3:20pm. This intervention program also provides assistance to students not meeting the standards. Students that attend this program are grouped according to their ability level in order to maximize learning. PS. 11 Saturday Academy program provides test preparation for grade 3-5 students in ELA and Math and also provides opportunities for student to accelerate. As a result of our continued and on-going assessments, academic services, special education services as well as modified promotional standards may be recommended for those students still not meeting standards or making adequate academic progress.

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

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

By June 2013, the school attendance rate will increase by at least one percentage point over the previous year as measured by the school's Annual Attendance Report.

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.

Our school has not met the attendance target of 95 % set by the Chancellor's Regulation. According to the NYC Progress Report, our 2010 - 2011 attendance average was 93.3% and 93.1% for both the 2009 - 2010 and 2008 - 2009 school years. With looking at our attendance data, we have implemented various enrichment programs to increase interest and excitement about school and learning such as *New York Philharmonic*, *CookShop*, and *Friday Fusion*. It is our belief such programs will discourage absenteeism and allow us to reach the Chancellor's attendance target.

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) key personnel 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.

Research notes a correlation between high student attendance and academic performance. It makes sense to affirm that students who come to school regularly and on time should have higher achievement than those who have poor and sporadic attendance.

The following attendance plan is expected to improve student attendance:

- The attendance committee will take on the urgency of improved student attendance [assistant principal, school aide, secretary and guidance counselor]
- Encourage all classroom teachers to share in the responsibility of motivating students to come to school each day and on time.
- Telephone calls to parents after two consecutive absences by an attendance team member. [school aide and teacher]
- Post the daily ATS class attendance notice (ROCR) each morning highlighting and celebrating teachers and classes with 100% attendance.
- Letters sent out to parents in various correspondences regarding the importance of student attendance and punctuality.
- Students with accumulative 100% attendance will be highlighted in the November 2011, February 2012, and May 2012 Parent Newsletter and Parent List Serve.
- Students with monthly 100% attendance will be highlighted in the class monthly newsletter to parents.
- Parent workshops (guidance counselor and parent coordinator)

Benchmarks set:

Attendance average will be assessed each month by the principal and revisions to the plan and/or incentives will be made if/where necessary.

October 2011 through June 2012:

- Monitor weekly Attendance Metrics percentages
- Acknowledge classes with highest 100% attendance rate for week
- Monthly Grade assemblies honoring students and staff with perfect attendance certificates. [second Friday of each month]
- Classes with highest perfect attendance rate will also be eligible for special games, trips and events tickets.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops and meetings [guidance counselor, parent coordinator, classroom teachers]

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

To improve student attendance, various enrichment programs and partnerships have been added to the school program to motivate and interest students. Some of the partnerships and programs include, Cookshop, NY Philharmonic, Mark Morris Dance, NY Historical Society, Student Government, School Band, Hands on FOSS Science Program, Lego Robotics, Playworks, and more.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students receive ELA Academic Intervention Services from their classroom teachers. Students are identified through several literacy assessments such as the Fountas and Pinnell Benchmark Assessment System to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, one-to-one conferences and differentiated small group instructions. Additionally, during the 37 ½ minute extended day program, students receive targeted ELA intervention instruction that focuses on building comprehension strategies.		
Mathematics	Students receive Math Academic Intervention Services from their classroom teachers. Students are identified through several math assessments such as Bi-monthly In-house Benchmarks to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, math games, math journaling, one-to-one conferences and		

	<p>differentiated small group instructions.</p> <p>Additionally, during the 37 ½ minute extended day program, students receive targeted math intervention instruction that focuses on building problem solving strategies.</p>		
Science	<p>Students receive Science Academic Intervention Services from their classroom teachers. Students are identified through science unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated small group instructions, teachers practice building comprehension strategies through content area text.</p> <p>Additionally, during the 37 ½ minute extended day program, students receive targeted content area instruction that focuses on building comprehension strategies.</p>		
Social Studies	<p>Students receive Social Studies Academic Intervention Services from their classroom teachers. Students are identified through social studies unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated small group instructions, teachers practice building comprehension strategies through content area text.</p> <p>Additionally, during the 37 ½ minute extended day program, students receive targeted content area instruction that focuses on building comprehension strategies.</p>		

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk services are provided to students who are not receiving mandated counseling but need some assistance in areas of social, emotional and behavioral issues. The Guidance Counselor provides individual and group counseling. Students explore different skills and techniques like character development, respect, goal setting, the importance of following rules and completing tasks. These skills will help them integrate into the school community and socialize with their peers. The atmosphere provides for the students to talk about different situations that may be affecting their academic and social emotional growth. The Guidance Counselor develops behavior contracts with the student, parent and teacher to monitor the progress or lack of progress of the student. This helps to measure the success of the services being provided. Most students who are at risk receive the counseling anywhere from four to six weeks on a consistent basis and then the services are gradually terminated. The C.A.R.E. team meets monthly to discuss and identify severely at-risk students who have already received intervention through the P.S 11 Guidance Counselor. These students then have individual one-on-one meetings with the school psychologist. These meetings happen during the regular school day. P.S. 11 Social Worker provides family counseling and referral</p>		
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	<p>services for families in crisis who are experiencing social and emotional problems.</p> <p>School Nurse provides:</p> <ol style="list-style-type: none"> 1. Skilled health care services such as medication administration due to an acute illness or chronic condition. 2. Case findings through review of physical examination forms, vision screenings and teacher/nurse observation. <p>Suspected health problems are referred for further assessment by PCP (Primary Care Physician).</p> <ol style="list-style-type: none"> 3. Asthmatic students attend Health Education classes and Open Airway which is a self- management program developed by the American Lung Association. 4. HOPS-(Healthy Options and Physical Activity Programs In Schools). This is collaboration between School Food, Physical Education, School Wellness Council and Office of School Health to assist students with Body Mass Index (BMI'S), 99% of our students reach a healthy weight. 		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

The administration and faculty of P.S. 11 will:

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

- Providing excellent in-class instruction that seeks to utilize techniques of differentiated learning.
- Provide students an opportunity to attend the 37½ minutes afterschool program that will focus on improving standards and providing opportunities for outstanding extra-curricular activities.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice during the year: once in the fall and once in the spring. These conferences will occur at the school and teachers will be available from 1-3 PM and 5-8 PM to meet with parents.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will:

- Provide monthly curriculum newsletters to parents to document areas to be studied.
- Contact parents as needed to inform them of student successes and to discuss areas where improvement is needed.
- Hold workshops for parents to help them better understand the curriculum being taught.

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

- Staff will be available during the school day to meet with parents.
- Staff will also be available by appointment at a time that is mutually acceptable to all parties.
- The parent coordinator will be available throughout the day to facilitate staff/parent interactions.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents can participate in many ways such as in Cookshop, in the Friday enrichment clusters, and as learning partners.
- Parents are encouraged to discuss opportunities with individual teachers to see what volunteering possibilities exist.
- Strengthen Class Parent Program.
- Parent chaperones on school trips and events.

II. Parent/Guardian Responsibilities:

Parents will support their children's learning in the following ways:

- Providing access to a healthy, nutritious breakfast.
- Providing a home environment that maintains good health habits including - a time to play and relax, and at least 8 hours of sleep.
- Providing their child(ren) with the support necessary to be on time for school each and every day.

- Providing their child(ren) with the support necessary to attend school every day.
- Monitoring the completion of homework assignments.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom - (Cookshop, Parents as Learning Partners, Class Parents and chaperoning on school trips).
- Participating in decisions relating to their children's education.
- Promoting an appreciation and respect for the socioeconomic, racial, cultural, ethnic, gender/gender-related, religious diversity of our school community.
- Promoting positive use of their child's extracurricular time.
- Promoting respect for adults and fellow students at PS 11
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
- Participating in the PTA and their activities.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners or other school advisory or policy groups.

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz Margarita Nell	District 13	Borough Brooklyn	School Number 011
School Name Purvis J. Behan			

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

Principal Alonta Wrighton	Assistant Principal Abidemi Hope
Coach	Coach
ESL Teacher Marta Miszczak	Guidance Counselor Diane Nathaniel
Teacher/Subject Area Ms. Camilliti/ Common Branch	Parent
Teacher/Subject Area	Parent Coordinator Clement Rand
Related Service Provider Oksana Savuk/Speech	Other
Network Leader	Other

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	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	635	Total Number of ELLs	13	ELLs as share of total student population (%)	2.05%
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Part II: ELL Identification Process

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

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

1. When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Ms. Miszczak, the ESL teacher, Ms. Rand, the Data Specialist, or Ms. Lamar, a teacher with a Biligual Extension, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. The ESL teacher compares the list of new admits to the collected HLIS to ensure that all students have one filled out. The ESL teacher determines whether new students are eligible for LAB-R testing based on the HLIS. Students who have at least one “other” box checked from the first 4 questions, at least two “other” boxes checked from the second 4 questions and whose informal interviews indicates that they do speak a language other than English in the home, are eligible for LAB-R testing. All other students are not Limited English Proficient (LEP). The ESL teacher then conducts an informal interview with the child. The ESL teacher administers and hand scores the LAB-R within the first ten days of admittance. The LAB-R memo states the cut-off for levels of proficiency. Students who score at the proficient level are not LEP, students who score at the beginning, intermediate or advanced levels are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Lamar, a 3rd grade Common Branch teacher with a Bilingual Extension. This is the entrance process to the ELL programs. The identification of possible ELLs, LAB-R testing as well as notification of parents regarding the entitlement status of their child is completed within ten school days starting from intial enrollment. Each May, the ESL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a proficient score on the NYSESLAT. Scoring at Beginning, Intermediate or Advanced levels entitles the student to continued services.

2. Students who have scored at the beginning, intermediate or advanced level on the LAB-R are entitled to ELL services. Within 2 days of administering and scoring the LAB-R, the ESL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ESL teacher. The ESL teacher calls each parent the day before the orientation to remind them of the meeting and to ensure that parents understand how important it is that they attend. Translators are also present during the orientation. Staff members speak a variety of languages and are asked to attend the orientation when a parent who speaks their language will be present. The ESL teacher explains, and additional staff translates if necessary, the LEP identification process and the three program choices. The parents receive all written material in both English and the native language. They have the opportunity to ask questions and watch the video in their native language. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL, they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL teacher calls the parents to arrange a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.

3. The ESL Teacher creates a list of all students who need an entitlement letter and prepares these letters in the language of choice as indicated by parents on the HLIS. Templates of these letters are kept in the school. The letters addressed to parents/guardians are then handed to each child and the ESL teacher watches as they put the letters into their red folders and backpacks. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted in filling out the Survey and Selection

Form. Copies of the returned forms are kept on file and the original is placed in the student's cumulative record. If the form is not returned, the ESL teacher, along with staff available to translate, call the parents and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parents face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154. However, in the past three school years, all parents of newcomer ELLs at P.S. 11 have filled out the Survey and Selection Form.

4. The parents are informed that studies show that students in bilingual programs perform better on standardized testing. Parents are informed that fluency and literacy in the home language accelerates fluency and literacy in the target language, English. If the child scores very low on both the LAB-R and the Spanish LAB, the parents are strongly encouraged to either pursue a bilingual program or to work with their child at home on home language literacy. Due to the small population of ELLs in the school, there are no TBE or DL programs in place. However, if parents are interested in these options, the ESL teacher works with the Parent Coordinator to locate schools within the district which offer DL programs in English and the target language. In 2009, one parent was interested in a DL program but later opted not to transfer the child to another school. All other parents choose the Freestanding ESL program offered in the school. In 2010 as well as 2011, all parents of newcomer ELLs indicated the Freestanding ESL program at PS11 as their first choice. Translation services are arranged before a parent meeting, if necessary, to ensure that the parent fully understands all the options, his/her rights as a parent, as well as the importance of the decision-making process.

5. In 2008, 3 parents chose Freestanding ESL. In 2009, 5 parents chose Freestanding ESL and 1 chose DL. The parent later opted to leave the child at PS11 and chose the Freestanding ESL program, the second choice. Last school year, 2010, the 3 parents of newcomers all chose ESL. This year, 2011, the parents of all 4 newcomer ELLs chose Freestanding ESL as their first choice. The trend in program choice shows a clear interest in the Freestanding ESL program at PS11.

6. The programs at our school are aligned with parent requests. In the past two school years, all parents had their children placed in their first choice of programs as per the Parent Choice Survey.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In	1	1	1		1									4
Total	1	1	1	0	1	0	4							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	2
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13		2							13
Total	13	0	2	0	0	0	0	0	0	13

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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	1	1	2											4
Chinese	1	1	1											3
Russian														0
Bengali														0
Urdu														0
Arabic	1	2												3
Haitian	1													1
French		1												1
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other					1									1
TOTAL	4	5	3	0	1	0	13							

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 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?

1. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for at-risk students prior to all state assessments, to focus on literacy and academic language.
- Meetings between ESL teacher and classroom teachers in order to discuss the needs of individual students and how the classroom teacher can best support ELLs in the mainstream setting. The ESL teacher has provided each teacher with an informational packet which includes accommodations for ELLs, strategies for teaching ELLs and tips for creating a classroom environment in which ELLs can thrive.

a. ELLs are provided service by the ESL-Certified teacher through a Push-in/Pull-out model.

b. When in a pull-out session, ELLs learn in heterogeneous groups of ELLs determined by grade level. Differentiated small-group instruction is provided based on the beginning-of-the-year assessments as well as ongoing assessments done by the ESL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.

A. Programming and Scheduling Information

2. Beginner and Intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week and 180 minutes of explicit ELA instruction. Native Language support is provided when appropriate and possible. Bilingual books are available to students to read in the ESL classroom.
3. The classroom teacher provides instruction in the content areas using ESL methodologies and native language support. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
 - Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
4. Newcomer ELLs whose home language is Spanish are tested with the Spanish LAB-R in order to evaluate their literacy skills in the native language. Newcomer ELLs in the testing grades, 3-5, are provided with translated versions of the NYS exams such as the NYS Math and Science exams. If there is no translated version available in the student's home language, then an interpreter is scheduled to come in during the testing day in order to orally translate the test to the student in his/her native language. This ensures that students are tested on the content of the exam and not on their knowledge of the English language.
5. How do you differentiate instruction for ELL subgroups?
 - a. SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.
 - Making an individualized student needs assessment
 - Creation of an AIS plan for the student which focuses on the literacy and math components
 - Grade appropriate instructional support materials
 - Differentiation of instruction in all areas
 - Encourage student to participate in after school native language literacy program.
 - b. When a new student is registered in our school, we provide the following resources to facilitate the transition.
 - An informal student orientation
 - Buddy system identifying a similar student in his/her class that will assist during the day
 - An informal assessment is provided to identify possible Academic Intervention programs.
 - Home/ school communication.
 - Encourage student to participate in after school native language literacy program.
 - c. There are currently no ELLs at P.S. 11 who have been receiving services for 4-6 years. However, ELLs receiving service for 4 to 6 years would be targeted with the following interventions:
 - Small group and differentiated instruction in the classroom.
 - Extended day instruction tailored to their needs.
 - Periodic Assessment to monitor progress and drive instruction.
 - Encourage student to participate in after school program, targeting ELA and Math, with an emphasis on reading and writing.
 - Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
 - AIS support, in addition to ESL, prior to NYS exams in order to prepare the students for the exams, as well as to enrich their language and academic skills.
 - d. Long terms ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:
 - An after school program, targeting reading and writing.
 - Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
 - AIS support, in addition to ESL, during the day to enrich their language and academic skills.
6. Teachers of ELLs and SWDs use a variety of instructional strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. These include:
 - Breaking objectives down into smaller steps
 - Simplifying directions to ensure that that the students understand what is to be done.

A. Programming and Scheduling Information

- Presenting materials, directions, and information using multi-modalities: visual, auditory, and tactile or kinesthetic if possible and appropriate.
 - Use of TPR (Total Physical Response) techniques
 - Use of Foundations in lower grades and Wilson Method for at-risk students
 - Use of leveled libraries to present content area material on the reading level appropriate for the student
7. P.S. 11 exercises curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELLs and SWDs within the least restrictive environment. The needs are met through:
- Matching grade appropriate material to the student's reading level to ensure access to grade-level curriculum
 - Teachers will supplement the regular curriculum with extra materials as needed in order to meet the needs of all learners.
 - Related Services providers as well as the ESL teacher will use a combination of the push-in/pull-out models of instruction depending on the needs of the students.
 - Related Services providers and the ESL teacher will collaborate with the classroom teachers in order to align instruction and therefore create a web of support for the students.
- In accordance to flexible scheduling policy, the school will provide all ELLs and SWDs with additional services to meet their diverse needs and help them access the general curriculum within the least restrictive environment.

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

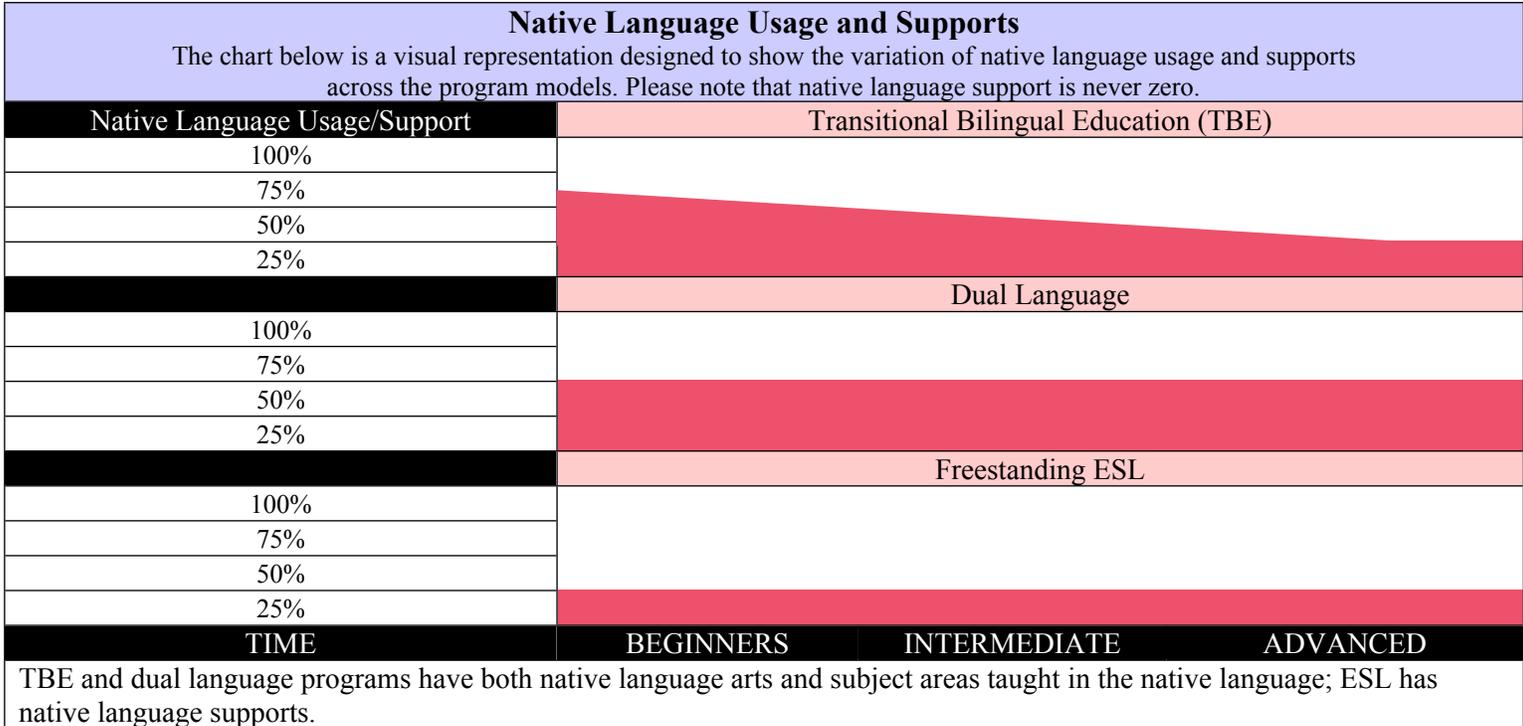
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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
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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. ELLs not achieving the benchmarks in ELA or Math receive AIS during the school day prior to state assessment, as well as additional support during extended day sessions. All Spanish speaking ELLs, especially those who have never attended a Spanish speaking school, are encouraged to attend an after school NLA program. Additionally, ELLs in grades 3-5 are encouraged to participate in after school programs geared to grade appropriate curriculums and standardized exams.

9. ELLs reaching proficiency receive transitional support for 2 years including small group instruction with the ESL teacher in their classrooms when possible, extended day intervention from the classroom teacher and encouragement to participate in after school ELA and content area instruction. These students are also provided with the same testing accommodations as current ELLs. These include separate location and extended time.

10. The AWARD computer program will be utilized this year in order to provide additional support to K-3 ELLs as well as newcomers who require support in decoding. The Wilson Foundations program will also be used for those students who need to work on their decoding skills.

11. We will not discontinue any programs or services.

12. Any programs available to monolingual students in the school are also available to ELLs. P.S. 11 has several partnerships which enrich the lives of our students including New York Philharmonic, NY Historical Society, Cookshop and Adopt-A-Farmbox. Friday Fusion, the Renzulli Enrichment Program, is in place for all students grades 3-5. Boys to Men. I Am My Sister's Keeper, and Sister's Circle are supplemental services offered to students during the school day. In addition, the P.T.A. offers an After-School Enrichment program. ELLs are encouraged to participate in these extracurricular activities. Such activities include: violin, tennis and soccer. The YMCA After School program is also popular with many of our students, including ELLs. Saturday Academy provides additional academic support for students, including ELLs.

Spanish-speaking pedagogues call the parents of ELLs to encourage ELL participation in after school programs.

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Publishing Parties, the Halloween Party, Spirit Week and Black History. At these events, the school and community can come together to recognize student achievements in arts and academics.

Translation and Interpretation Services: These services are offered to increase the involvement of limited English proficiency parents. We have translators available at meetings with parents who speak a language other than English. Additionally, interpretation services are a daily help in communication between school staff and parents.

13. In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL," the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing Workshops. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for

math, science and social studies), and computer based programs allow for differentiated instruction. During extended day, students performing at levels 1 and 2 on the ELA use materials which specifically target the areas in which help is most needed. In ESL, The AWARD computer program is now being used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com and www.britishcouncil.org/kids.

Every Day Math is used for mathematics. Additionally, all students, including ELLs, are required to use Acuity and Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas. Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries. Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. Students in grades 3-5 use the Renzulli Learning Program. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

14. Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native Language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction when language acquisition is the target. For example, when it important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and support with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a classmate who shares the same home language. Other native language supports include a bilingual library in the ESL classroom, bilingual dictionaries, as well as a buddy system in which a newcomer ELL is paired with a student who can translate information into the newcomer's home language.

15. When ELLs are serviced in the ESL classroom, the teacher abides by the ELA and ESL Common Core Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very appropriate to have grade appropriate content for any level reader of every age. We have High-Interest/Low-Level libraries in every classroom.

16. When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present.

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. Workshops taken by teachers who teach ELLs include:

Language Allocation Policy P.D.	October 5, 2011
SEGIS Encounter Attendace P.D.	November 1, 2011
English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement Day 1	November 3, 2011
English Language Learners with Disabilities: Assessment, Placement, and Parentla Involvement day 2	November 4, 2011
BESIS Completion P.D.	December 2, 2011
Monthly ESL Professional Development Meetings	January – June 2012

2. ESL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school.

3. The 7.5 hours (10 for Special Education teachers) of mandated ESL training for all staff will be provided by the ESL teacher/coordinator over a course of two Saturdays in January, 2012. All staff who have not previously received this training will be attending this training in order to meet this mandate. All teachers who attend this PD will receive a certificate. A copy of these certificates will be kept by the ESL teacher while the originals will be filed by the secretary. Teachers who have already attending this training have submitted copies of their certificates to the secretary.

P.S. 11 sends teachers to off-site PDs while also offering many on-site professional development opportunities that all staff including paraprofessionals, secretaries and the parent coordinator are encouraged to attend. These include:

- Digging Deeper into the ELA Common Core State Standards
- Using Depth of Knowledge in the Classroom
- Using Technology to Support Differentiation in the Classroom
- Danielson Framework P.D.
- Standards-Based Math Instruction and Assessment

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 parents and teachers have formed a very active Parent Teacher Association at PS11. The Parent Coordinator facilitates workshops for parents throughout the year such as "Parent Teacher Conferences Prep" and the "Summer Maintenance Workshop." The Principal, Ms. Wrighton, as well as teachers from P.S. 11 offer parent workshops on weekday evening pertaining to standardized exams and the Common Core Standards, amongst other topics. Parents are invited to be active participants in their children's education through monthly classroom publishing parties, the annual Curriculum Showcases and various school assemblies. Parents are welcome to volunteer in the classroom. The Principal, Ms. Wrighton, also has monthly Town Hall meetings to keep parents abreast of school news and addresses any concerns the parents may have. There are also many fun activities for families throughout the year which boost school spirit and create a sense of community with the school. These include Family Ice-Skating Night, the Halloween Party, the Silent Auction as well as a Parent Social.

2. Our school partners with the YMCA as well as Sylvan Learning Center. Both offer workshops for parents, including test prep, curriculum as well as homework help workshops.

3. We evaluate the needs of parents through surveys, parent requests and personal contact between staff and parents. The school asks all parents, including parents of ELLs, to fill out a survey to identify the parents' needs and interests in workshops and services. P.S. 11 has also created surveys in order to receive feedback from parents regarding important school issues such as re-establishing the Gifted and Talented Program or school expansion. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.

4. Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth as well as what they need to support their children as successful learners, including workshops on helping with homework, using technology as educational tools, math, learning styles and exam support.

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)	2													2
Intermediate(I)		1				1								2
Advanced (A)	1	3				1								5
Total	3	4	0	0	0	2	0	0	0	0	0	0	0	9

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5			2				1		3
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									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				
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:
 - 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. P.S. 11 uses Fountas and Pinnell in order to assess the early literacy skills of all students. The data gathered from these assessments allows teachers to match students to their appropriate reading levels. This information also helps inform the school's instructional plan by pinpointing the skills that students have already acquired and those areas that require the most attention. The LAB-R (newly enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping the students. There are 13 ELLs. Of the 13 ELLs, 5 took the LAB-R (Sept. 2011) and 8 took the NYSESLAT (May 2011). Using the LAB-R results, 1 kindergarten student is at the beginning level and 3 kindergarten students, as well as 1 fourth-grade student, are advanced. In accordance to the NYSESLAT for May 2011, 2 first-grade ELLs are at the beginning level; 1 second-grader is at the intermediate level; and 3 first-graders and 2 second-graders are at the advanced level. One first-grade student and 2 fifth-graders scored on the proficient level on the Spring 2011 NYSESLAT.

2. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving forward to the next proficiency level to become language proficient. ELLs who are at the beginner level are all newcomers. During the past two school years, our kindergarten and first-grade populations have been the largest ones.

3. The LAB-R test results indicate that newly enrolled ELLs need most assistance with reading. The NYSESLAT results indicate that the ESL teacher needs to focus on reading and writing at all grade levels. However, there are several newcomer ELLs who have made great progress in reading and writing in the 2010-2011 school year. These students will be given plenty of opportunity for collaborative work and projects which include oral presentations in order to work on their speaking and listening skills.

4. After reviewing the NYSESLAT data, the patterns revealed were:

- In general, students are acquiring aural/oral English skills faster.
- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- Students who enter first grade or above lacking both grade appropriate literacy in the native language and some English fluency have a much more difficult time acquiring English proficiency on the NYSESLAT. Students who enter kindergarten or any other grade with grade appropriate literacy in their native language tend to attain proficiency sooner.

Mathematics Assessments Grades 3-5

Of the 3 5th grade students who took the NY State Math Assessments in 2011, 2 Advanced students scored a 2 and one Advanced student received a score of 4. One of the students who scored a 2 is in a self-contained Special Education Class. One fifth-grader in self-contained special education is under the alternate assessment plan. This data suggests that more attention needs to be paid to developing Math vocabulary and skills with students in the special needs category. In addition, more attention can be paid to Math instruction for Academic Intervention during the day and extended day. Other students can benefit from enrichment as we try to move some students to the 4 level.

Science Assessment Grade 4

There were no fourth-grade ELLs at P.S. 11 during the 2010-2011 school year.

English Language Arts

Three ELLs took the NYS ELA Assessment in 2011. All three who were tested received a 2. One of the students is in our special needs population. The fourth ELL fifth-grader is assessment and therefore did not take the NYS ELA exam. Although this is the area that language learners could be expected to be weakest, we have to devote attention to all aspects of improving literacy skills to boost the students to the levels of 3 and 4. We will continue to incorporate preparation for the ELA assessment in our Extended Day and Saturday Academy program for ELLs. We will continue to use the Teacher's College Readers and Writer Workshop and Balanced Literacy Approach in all grades, but with emphasis on vocabulary development with P.S. 11's Word of the Day initiative and attention to development of basic reading and grammar skills, especially for Beginning and Intermediate students.

Additional Information

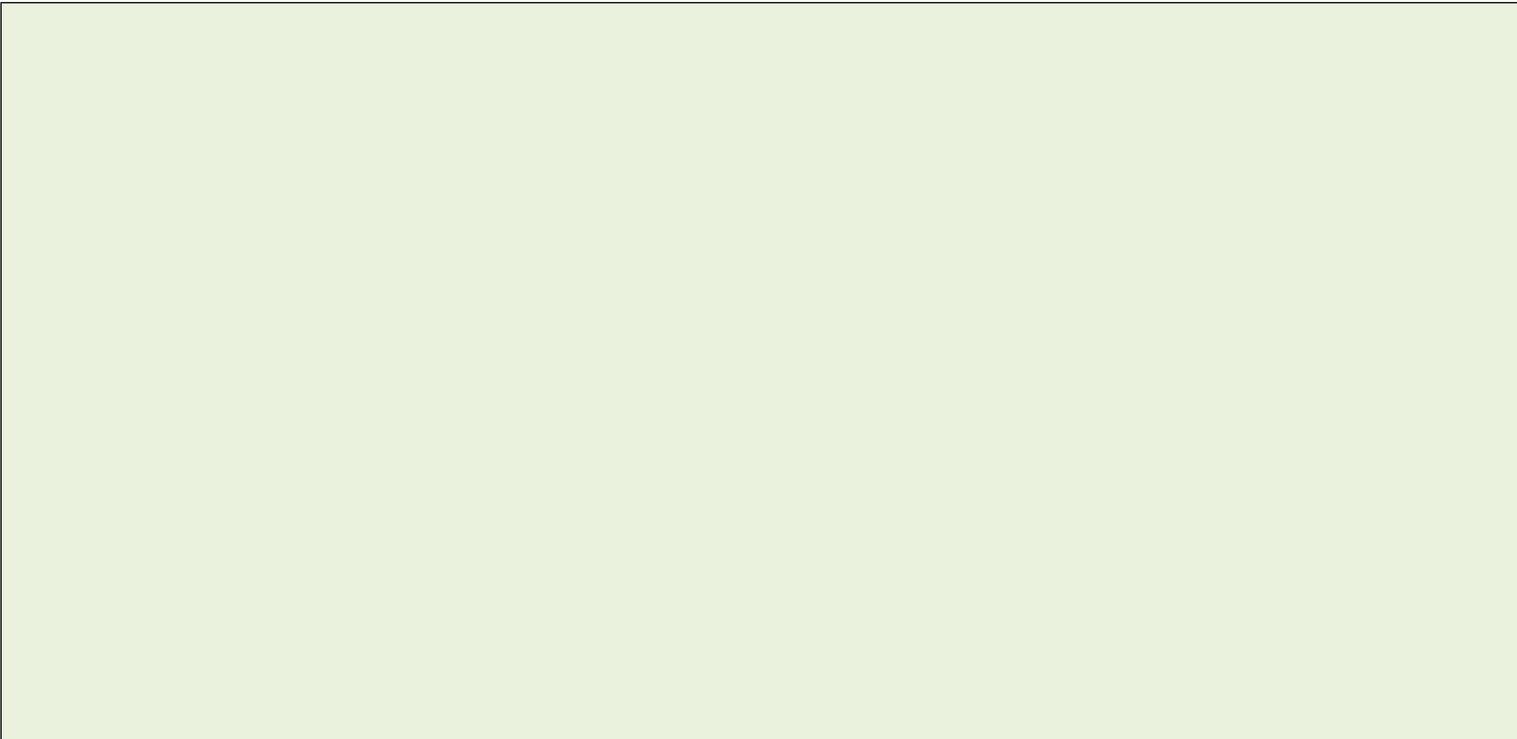
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

6. Evaluation of Success of ELL Programs

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
 - Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
 - During the extended day sessions, struggling students who lack literacy in their native language, will receive instruction in their native language to strengthen their literacy skills if possible and appropriate.
 - Utilization of the Acuity and Renzulli Learning programs to meet students' needs at their level of performance.
 - Small group Academic Intervention classes in ESL to target language modalities according to their needs and to familiarize students on all levels with the format of the NYSESLAT
- Academic Intervention Services for students performing below grade level during the school day as well as during Extended Day.

All activities and additional supports offered to our ELL population are focused on the students' acquisition of English language skills, with the goal of achieving English language proficiency, as well as their academic progress.



Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 13K011 School Name: Purvis J. Behan

Cluster: 94CL06 Network: 94N612

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 parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is routinely translated to parents by staff members who speak the home language. There are currently 20 ELLs at P.S.11. The parents of five Chinese-speaking students, a group which consists of two sets of siblings, have requested oral and written communication in Mandarin/Cantonese. Four Spanish-speaking parents have also requested oral and written communication in their home language. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language.

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.

Approximately ninety-seven percent of the school's population has English as the primary language. The remaining 3 percent speak French, Albanian, Haitian-Creole, Chinese, Arabic and Spanish. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ESL teacher/coordinator. Bilingual staff who speak Spanish or Chinese are readily available in order to translate orally or in writing any information which needs to be conveyed to the parents.

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.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, PS 11 is sure to meet these needs. The school is fortunate to have staff and parent volunteers who are proficient in Spanish, French, Chinese and Haitian-Creole. These staff members are routinely available to translate written communication between the school and the student's home as well as act as interpreters when parents visit the school. The school will also provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation.

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.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, a parent volunteer or outside contractor will be asked to take part in the meeting

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>.

Parents/guardians in the identified population that require translation services will be provided with a letter in their home language describing resources available for parents with limited English proficiency. The school will maintain a file in the office and in the Parent Coordinator's office of the Chancellor's Regulation A-663. The multilingual Welcome poster provided by the Translation and Interpretation Unit, which indicates where parents can turn to for assistance in eight languages, is posted in the lobby of the building. Fliers indicating the availability of interpretation services are posted in the lobby in Arabic, Chinese, and Spanish.

