



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 11

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M011

PRINCIPAL: ROBERT BENDER

EMAIL: RBENDER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Robert Bender	*Principal or Designee	
Doris Kreibich	*UFT Chapter Leader or Designee	
Robin Brosho	*PA/PTA President or Designated Co-President	
Deborah Osborne	CBO Representative, if applicable	
Dara Genesi	Member/parent	
Tori Lyons	Member/parent	
Zoya Simakhodskaya	Member/parent	
Vicki Arbitrio	Member/parent	
Tracy Ortiz	Member/UFT	
Eric Hand	Member/UFT	
Gloria Castillo	Member/UFT	
Jessica Griffith	Member/UFT	
Kristen Sewell	Member/parent	

** 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

90% of students in grades 2-5 will read and analyze appropriate grade level informational passages as measured by performance assessments at least two times per year.

Comprehensive needs assessment

- Based on the Common Core Standards, students are expected to read grade level informational texts. PS 11 has always tracked students reading levels based on their abilities to read grade level fiction. We have not yet begun to track progress of students progress with the specific genre of informational non-fiction. This goal was created in order to begin that process.

Instructional strategies/activities

Working with our staff developers from Teachers College Reading and Writing Project, our teachers will develop and implement several non-fiction reading and writing units of study. The units will be written to align with the CCSS. In the classroom students will be assessed using a performance assessment (created by TCRWP). Students will be given the assessments at least two times per year to track student progress. Individual assessments (conferencing/running records, etc.) will also be used in order to design targeted instruction for students of all levels. These assessments will be ongoing, beginning in September. Non-Fiction units of study will be implemented beginning in November. Beginning in early 2013, a non-fiction note-booking inquiry team will be created in order to study student's written response to non-fiction. Through this inquiry, teachers will create rubrics for non-fiction notebooks.

Students who are performing below grade level benchmarks will be invited to attend extended day small group tutoring.

Strategies to increase parental involvement

- Families will be invited to attend Family Fridays (open classroom) and Literacy Workshops. Families will also receive student academic portfolios four times per year.

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.

 X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- PTA will fund all per-session/per diem activities related to this goal. PTA also funds the partnership between school and TCRWP. All supplies needed will be supported by Tax Levy dollars.

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

90% of students in grades 1-5 will apply understanding of math vocabulary as measured by Problem Solver assessments at least three times per year.

Comprehensive needs assessment

- In 2011 (on NY State exams) 81.9% of our students reached grade level benchmarks. In 2012 80.8% percent of our students met grade level benchmarks. Our student proficiency level, however increased from a 3.57 to 3.61. In grades K-2 we are seeing an increase of student performance level each year. Through careful assessment data, we see that our students are not struggling with the math concepts as much as they are struggling with comprehending what they are being asked to do in mathematical word problems. They simply, are not answering the question. Therefore we need to improve their math vocabulary and comprehension so that they can decide on a problem solving strategy that will help them answer correctly.

Instructional strategies/activities

Teachers will receive professional development in the implementation of the Problem Solver curriculum. Instruction in Problem Solver will begin in September and will remain in place for the entire year. Teachers will collect data from Problem Solver assessments to track student progress. These assessments, along with unit based assessments and teachers' conference notes will be used to form small groups for targeted instruction within the classrooms. Students who are performing below grade level benchmarks will be invited to attend small group tutoring in our extended day program.

Strategies to increase parental involvement

- Families will be invited to attend Family Fridays (open classroom) and Math Workshops. Families will also receive student academic portfolios four times per year.

Budget and resources alignment

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

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

X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- PTA will fund all per-session/per diem activities related to this goal. All supplies needed will be supported by Tax Levy dollars.

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

- 90% of students in grades 3-5 will increase at least one reading response level (in at least two of four categories) as measured by a Reading Notebook Rubric at least three times per year.

Comprehensive needs assessment

- Last year a cross grade Inquiry Team was formed to study the relationship between students' written responses to reading and progress in reading levels as measured by Running Records. The Inquiry team found that many students who were performing at a levels 3 and 4 did not perform at the same levels on the NYS ELA exams. In order to track the comprehension progress of these high level readers the team developed a Reading Notebook Rubric based on reading levels to assess a student's level of response. The team used the research from the book Using the Text, Notebook Connections Strategies for the Readers Notebook by Aimee Buckner This rubric will be used to monitor the progress of students responses in order to more accurately assess a students' reading level and/or progress.

Instructional strategies/activities

- This work began in September. Once initial data was collected, students were be placed in small strategic groups in order to receive targeted instruction. Teachers received professional development in the use of Rubric in grade level meetings. They have also received instruction from our Literacy coach and staff developers from Teachers College Reading and Writing Project.

Strategies to increase parental involvement

- Families will be invited to attend Family Fridays (open classroom) and Literacy Workshops. Families will also receive student academic portfolios four times per year.

Budget and resources alignment

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

- PTA will fund all per-session/per diem activities related to this goal. All supplies needed will be supported by Tax Levy dollars.

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	<ul style="list-style-type: none"> • Phonics (Foundations) • guided reading • guided writing • conferencing • book clubs • reader's theater • note booking 	Small group and one on one	All of these interventions occur during the school day and before school.
Mathematics	<ul style="list-style-type: none"> • Math fluency drills • small targeted groups (based on specific mathematical strands) • partnerships • guided math 	Small group and one on one	All of these interventions occur during the school day and before school.
Science	<ul style="list-style-type: none"> • Book clubs • guided reading and writing • strategy groups • one on one conferences. 	Small group and one on one	All of these interventions occur during the school day and before school.
Social Studies	<ul style="list-style-type: none"> • Book clubs guided reading and writing • strategy groups • one on one 	Small group and one on one	All of these interventions occur during the school day and before school.

	conferences.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Play groups • social groups • one on one counseling. 	Small group and one on one	All of these interventions occur during the school day

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.

The PS 11 hiring committee will only hire Highly Qualified candidates for each available position. Licensing requirements will be closely monitored by school administration and Human Resource liaisons. We have a collaboration with Columbia University's Teachers College and NYU. This collaboration allows undergraduate and graduate students to perform their student teaching in our building. This provides a great resource (as long a hiring freeze is no in place) for us to recruit highly qualified teachers. We have been very successful in attracting Highly Qualified teachers through these partnerships.

100% of our teachers are considered Highly Qualified.

Professional Development is a huge priority for us. We work very closely with Columbia University's Teachers College Reading and Writing Project to provide world-class PD for our students. We also have a full time math and full time literacy coach. Each of these coaches works closely with teachers to develop their best practices.

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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve to this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 JAYNE GODLEWSKI/ADA CORDOVA	District 02	Borough Manhattan	School Number 011
School Name type here			

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

Principal Robert Bender	Assistant Principal Karen Carmichael
Coach Petrina Lester Luna	Coach Serena Mueller
ESL Teacher Holli Simon	Guidance Counselor Christine Leonhardt
Teacher/Subject Area Gloria Castillo/Reading Recov	Parent Kristin Sewell
Teacher/Subject Area Sarah Pinto/IEP teacher	Parent Coordinator Stephen McGill
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	698	Total Number of ELLs	22	ELLs as share of total student population (%)	3.15%
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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. During registration all families are expected to complete a registration packet. Included in this packet is the Home Language Identification Survey (HLIS). If a language other than English is identified as the home language, the pupil personnel secretary notifies the parent coordinator and the ESL teacher. If it is necessary an interpreter is provided, either on site (Spanish and Chinese) or via the Department of Education Oral Translation Unit (using a speaker phone). Families are told about the assessment procedures during the informal oral interview in English or the native language, in order for their children to qualify for ESL services. The licensed and certified ESL teacher is responsible for administering an informal oral interview, interpreting the HLIS, and administering the LAB-R to identify potential ELL students. If necessary, the ESL teacher also administers the Spanish LAB-R to the child. The results of this assessment determine eligibility for the program. The NYSESLAT is administered annually to all ELLs. The ESL teacher attends the testing meeting given each year by the Testing Implementation Director for the district. Guidelines for giving the exam are reviewed. The ESL teacher and the testing coordinator ensure that all state guidelines and policies are followed. Students are tested according to their current grade level.

2. After the administration of the LAB-R, letters are sent home to inform parents of the students' level of English. Attached to the letters of entitlement is the announcement in the parents' preferred language of a parent orientation. An orientation is held in September for parents of newly enrolled ELLs, or within the first 10 days of registration of students who enter school at a point other than the first day of the school year. They are given the opportunity to meet with the teacher discuss the program receive the parent information pamphlets in their native language and view an informational DVD, provided by the Department of Education, which is also in their native language. In the event that the home language is unavailable on the DVD, the DOE Translation services are utilized. The parents are able to ask any questions they may have to be sure they are making an informed decision as to the language program they are about to select. Each family has opted to stay at PS 11, as it is their zoned school, preferring for their children to be immersed in English during the school day and receiving Freestanding English as a Second Language classes. This process is repeated throughout the year, based on enrollment of new students and HLIS information.

3. Entitlement Letters are sent home at the time of the administration of the LAB-R and Program Selection forms are turned in to the ESL teacher at the conclusion of the Parent Orientation. This way, parents are able to ask questions and make an informed decision with the assistance of the ESL teacher and the parent coordinator. Additionally, it ensures that all of the forms are completed and returned.

4. Students are placed in ESL services based on their current grade levels and their scores on the LAB-R. Each student's individual schedule is dependent upon his or her classroom schedule and the number of minutes of ESL he or she is entitled to. Parents are informed of their child's ESL services via the Entitlement Letter and Parent Orientation.

5. Based on parent survey letters, the majority of the parents want their children to remain close to home, in their zoned school, and be enrolled in Freestanding English as a Second Language classes, where the students will be immersed in a student population where

English is the dominant language. Many parents begin the meeting by stating that they want "English Only," because that is how they believe their children will become fluent in English most rapidly. In the past 3 years, there has not been one family that opted to switch schools based on the availability of transitional or bilingual programs offered at other schools.

6. Yes, at PS 11, the only program currently offered is Freestanding English as a Second Language, which is by far the most requested option by parents. Should a parent choose to have his or her child in a Dual Language or Bilingual Program, we would contact the Office of Student Enrollment to located programs that are available in the city.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	6	6	6	6	4	6								34
Push-In	0	2	1	1	0	0								4
Total	6	8	7	7	4	6	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	0	8	1	0	1	0	0	0	21
Total	20	0	8	1	0	1	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-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	3	6	3	2		1								15
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French		1		1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	3	8	4	4	1	1	0	0	0	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. (a) ESL instruction is delivered through both Push-In and Pull-Out services.

(b) The students are in both homogeneous by grade level, and heterogenous by proficiency level, because the ESL teacher pushes into the students' classrooms during the Push-In periods. During the Pull-Out periods, students are grouped by proficiency levels where Kindergarten and 1st grade are grouped together and grades 2-5 are in a separate group. This helps the ESL teacher ensure that students who enter school without any knowledge of English do not lack the foundations they will need to be successful.

2. The instructional staff uses the LAB-R or NYSESLAT proficiency levels to determine the number of instructional minutes mandated per student. All minutes are delivered in using the Freestanding English as a Second Lanuage model, where the ESL teacher pushes into the classroom and pulls students out into her classroom. A schedule is constructed with the input of the ESL teacher, administration, and classroom teachers to ensure that the CR Part 154 instructional minutes are met and are effective.

3. Reading Workshop, Wrting Workshop, Mathematics, and Social Studies are all delivered in English by the ESL teacher, depending upon what the classroom teacher is teaching during the periods when the ESL teacher is pushing into the classroom. In order to ensure understanding and acheivement by the ELLs, the ESL teacher creates scaffolds to facilitate student understanding of content area vocabulary and concepts. All instruction is taught in English, with the aid of bilingual glossaries (when they are necessary).

4. ELLs whom are native speakers of Spanish are administered the LAB-R in Spanish. This offers the chance to evaluate them in their native language based on their reading and oral skills. Unfortunately, the DOE does not offer evaluations in other langauges.

5. a. For SIFE students we provide additional support based on the needs of the student. For example, we have set up after-school homework help, individual tutors and peer-tutors to help with the re-entry of Students with Interrupted Formal Education. This is accomplished with the help of the New York University students who take part in the America Reads program. Additionally, the school employs a full-time guidance counselor and social worker. They are available for SIFE students to receive on-site counseling.

b. ELLs in the US for less than three years receive the same Reading Workshop, Wrting Workshop, and testing preparation as main streamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. Most of the ELL students qualify for and are included in the school's Academic Intervention Program. They receive additional instruction with the academic intervention providers. Classroom

A. Programming and Scheduling Information

teachers, the intervention providers and the ELL teacher meet regularly to discuss their program of instruction. There are also meetings with the school administrators to discuss their progress. Steps are taken accordingly to support individual instruction. A comprehensive assessment of students' class work, statewide mathematics test results, and attendance will determine whether or not ELLs enrolled for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. ELLs in an English language school system for fewer than two years are exempt from the promotion standards.

c. When students are receiving ELL services for 4 to 6 years, extensive academic intervention is provided in vocabulary. Our extended day program also addresses academic intervention for these students for an additional 150 minutes per week. The ESL teacher continues to provide a structured program in vocabulary instruction.

d. Although we have no Long-Term ELLs (in NYC schools for six years or more, in the past, services provided to long-term ELLs fall into a similar category as Services provided for Students with Interrupted Formal. The promotion standards apply to English language learners (ELLs) who have been in an English language school system for three or more years unless they have an approved extension of services for year four or five. We provide additional support based on the needs of the student. For example, we have an extended day program; seek individual tutors and peer-tutors to help with the long-term ELLs. These students are also part of the academic intervention programs for identified at risk students.

6. ELLs with special needs receive their mandated ESL services, as well as any other services per their IEPs.

7. The administration, ESL teacher, service providers, and classroom teachers meet to construct a schedule that works to ensure all ELLs receive their mandated ESL services as well as any other services designated by their IEPs. With everyone's input, an appropriate schedule that meets the diverse needs of the ELL-SWDs is created to keep students within their least restrictive environments.

Courses Taught in Languages Other than English ⓘ

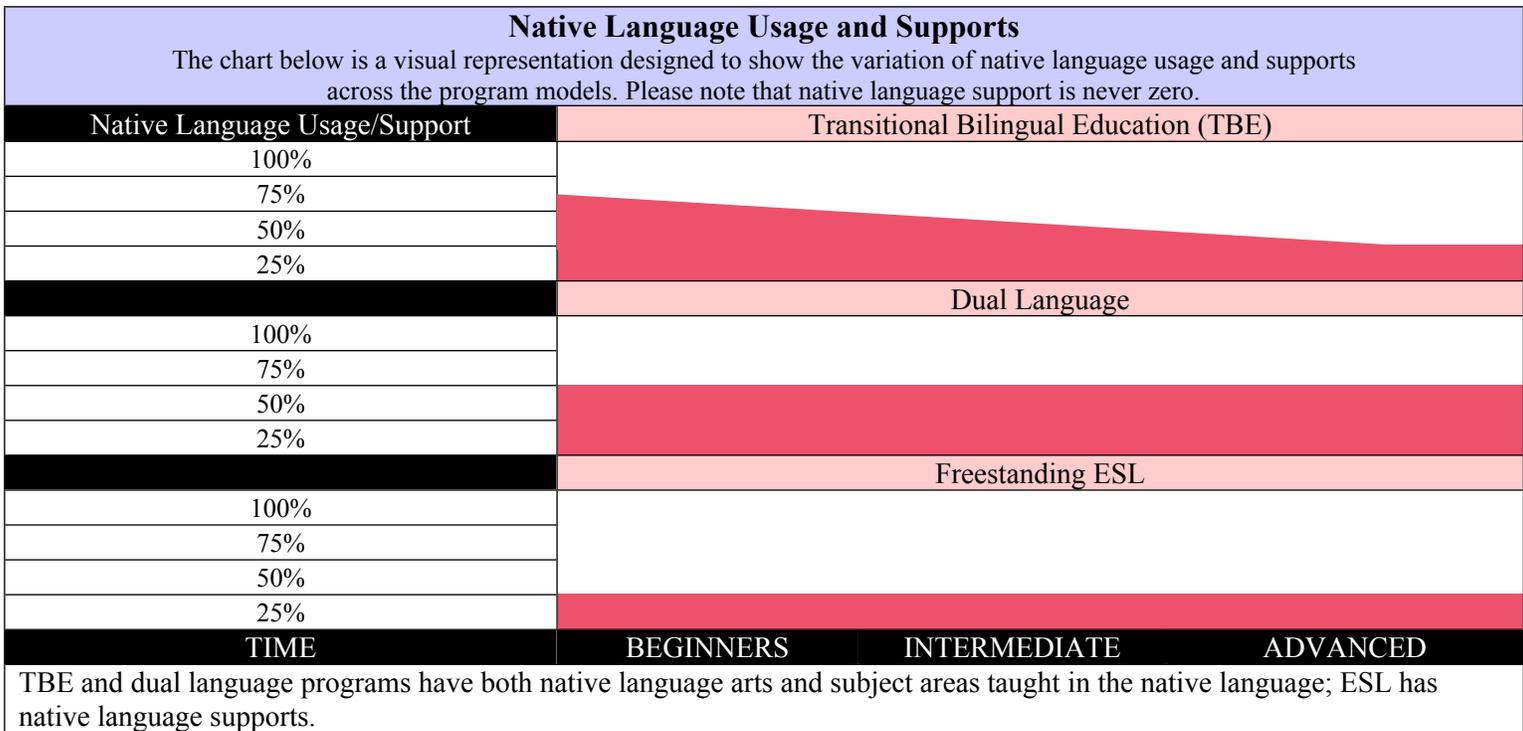
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. The school psychologist and social worker also bilingual in Spanish. When there is a question about the academic delays of an ELL student they work together to determine the best intervention for the child. The ELL teacher is working with the students on building their content area skills in order to help increase their performance in these areas. Non-fiction reading and writing are the cornerstone of the program. ELL students in need of targeted intervention receive differentiated instruction to improve their reading and writing skills during the extended day.

9. ELLs reaching proficiency are closely monitored by the classroom teacher. Conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. All classroom teachers provide ongoing individual conferences for students. The outcomes of these regular conferences are short terms goals for the student in reading, writing, math and content areas. Student goals are monitored. Assessment data is collected as part of the regular instructional program. If this data reveals a student is not making progress they are referred to the AIT and the appropriate academic intervention program is implemented. The school database (ARIS) identifies students as former ELLs once they have reached proficiency on the NYSESLAT. Teachers have immediate access to this data once they receive their class rosters. Upon receiving this data, the classroom teacher meets with the ESL teacher to discuss best practices to continue student progress.

10. Improvements being considered for the coming year include the usage of the Rosetta Stone program once per week with microphone/headpieces so the students can hear themselves practice speaking and work on their oral production of English.

11. We have discontinued the Title III afterschool program due to a lack in funding.

12. ELLs are afforded equal access to all school programs. At PS 11 we are dedicated to providing an education that is rich, rigorous, well rounded and above all equitable. Education has always been the great equalizer. Our students come from vastly diverse racial, cultural and socio-economical backgrounds. PS 11 is dedicated to providing a variety of educational opportunities to its students. ELL students are included in all enrichment activities. Dance residencies are offered in kindergarten through fifth grade. All kindergarten students receive keyboarding through the Music and the Brain Program. Cookshop exposes kindergarten through second grade students to the concepts of food preparation, proper nutrition, and healthy eating. Juliard provides music classes and opportunities for students to attend concerts in a variety of musical genres. All third grade students participate in a play-writing residency provided by Circle in a Square, as well as a Chess program. Students also attend plays, Broadway musicals, dance performances, and other musical concerts. Fourth grade students attend an overnight camping trip, and fifth grade students attend an overnight trip to Washington DC. ELL students are given all supports necessary for them to participate in all activities. These programs enhance vocabulary and language acquisition beyond what is experienced in a regular school day.

PS 11 is a reading and writing process school. Through our work with Teachers College Reading and Writing Project, students learn to see how reading and writing are both process based and are connected. Our curriculum is designed to scaffold the learning of strategies and techniques that are needed in order to become life-long readers and writers.

The community of PS 11 is committed to giving each and every student an opportunity to shine. Whether it is through academics, athletics, chess or the arts, students are introduced to a variety of avenues in which to find success. These successes lead to greater successes. ELL

students have access to all programs offered at the school.

13. The teacher uses a balanced literacy approach, which strengthens oral language skills, as well as reading and writing, according to the appropriate standards per grade. Last June, as in previous years we sent students home for the summer with a summer reading plan and provided books for them to complete these plans. Students have access to Rosetta Stone software to foster beginning language skills. Additionally, students write in dialogue journals with the ESL teacher to strengthen writing skills and to keep a line of open communication between the students and teacher.

14. The ESL instruction parallels the mainstream classroom curriculum, with the appropriate scaffolding, so that students are better prepared to participate in their classes. We have books written in Spanish and Chinese in the ELL classroom as well as in the library. Students who arrive with literacy skills in their own language are older students who are placed in the upper grades. These students can work independently in their classrooms when given appropriate materials in their native language. These students can also meet individually with the ESL teacher for further assistance.

15. Targeted intervention in fluency, phonics, word work, vocabulary and comprehension is provided during the extended. Teachers work very closely with the ESL teacher to monitor student progress. A part time intervention math coach also works with ELLs in need of AIS services for math. Every effort is made to ensure that ELLs meet or exceed grade level benchmarks, which align with the grade level standards for their current age and grade level.

16. PS 11 welcomes all students and their families new to the school by first meeting with the school administrators. If a student has been identified as an ELL, the family is introduced to the ESL teacher. The SLT has also created a website through which all families can access materials and information in their chosen language.

17. PS 11 does not offer any language electives during the school day.

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)?

N/A

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. New teachers receive notification of mandated ESL training.

All teachers serving ELL students are encouraged and supported in participating in district or ISC professional development offerings. (CR154, IV) The ELL teacher at PS 11 meets regularly with cooperating classroom teachers during prep periods to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes.

2. To support the staff in assisting ELLs as they transition from elementary to middle school the guidance counselor carefully monitors the middle school application process and meets with the 5th grade teachers to ensure that they are aware of transition issues and which middle schools will provide the best opportunities for the ELLs that are moving on. This year we have looked at the data and acknowledged the number of students moving into or already in the testing grades. Our goal is also to continue to support students as they move to middle school. This is prompting us to continue to plan end of year workshops for families of ELLs. The workshops will focus on ways to keep students reading and writing over the summer. Children will go home with bags of books on their independent reading level and notebooks to keep journals over the summer.

3. The ELL teacher will work to ensure that the cooperating teachers incorporate second language learning strategies and techniques to their teaching styles. (CR154, IV, pt.4) Teachers review student data to highlight areas where ELL students are underperforming as a subgroup and explore structural strategies for achievement, particularly in the area of vocabulary acquisition. The staff received professional development on amplifying rather than simplifying vocabulary.

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. P.S. 11 has an active parent association and school leadership team. Parent involvement is high among all families in the community. There are after school performances and family involvement evenings. Once a month on Family Friday, families are invited into their children's classrooms to see the curriculum at work. Parents of ELL students receive invitations to these events in their home language. The handbook is published in all languages utilizing the services of the DOE translation unit.

2. The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. However, PS 11 has a community based organization that runs an after school program at the school. ELL parents are invited to attend performances in a variety of art forms, including dance, circus arts, and Capoeira (African/Brazilian Martial Arts). Additionally, there is a parent group that meets in Spanish, Café con Leche, for Spanish speaking parents. This group meets monthly to discuss issues within the school, it keeps parents informed, and serves as a way for the Spanish speaking families to be more connected to the PS 11 community.

3. PS 11 reviews and evaluates the needs of parents using the DOE Learning Environment Survey. The SLT also evaluates parents' needs with an additional survey. which addresses needs particular to the school community. These additional surveys are published in all home languages as per the HLIS.

4. Parent Involvement activities needs are addressed using the results of both the DOE Learning Environment Survey and the HLIS.

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)		6				1								7
Intermediate(I)		2	3	2										7
Advanced (A)	3		1	2	1									7
Total	3	8	4	4	1	1	0	0	0	0	0	0	0	21

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)									

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
Chinese Reading Test								

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

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

1. PS 11 uses TCRWP assessment tool. Data reveals that beginning students require assistance in letter-sound identification. The data also reveals that students have basic literary understand, as they can identify concepts of print. It shows that ELLs will require additional support in phonics and phonemic awareness. The schools instructional plan will meet these needs by providing intervention using Wilson Foundations, along with support in the classroom provided by the ESL teacher. In kindergarten, quantitative data does not show a significant discrepancy in letter sounds between ELLs and non-ELLs. However, first grade data indicates newcomer ELL students fall below benchmarks for their grade level.

2. On the LAB-R, 3 out of 4 incoming students scored at the advanced level, and the remaining student scored at the advanced level. Of the 19 students that took the NYSESLAT last year, 3 achieved proficiency. Of the remaining students, all gained at least one proficiency level, except for first graders because it was their first year taking the NYSESLAT exam.

3. Data shows that we are closing the gap between the reading/writing and listening/speaking modalities. ELLs are frequently administered running records, in order to track their progress in reading. The ESL teacher uses dialogue journals to constantly work on writing with ELLs. The ELL teacher pushes in to classrooms in order to provide support in a mainstream environment. We have found push in instructional support to be more beneficial to our students. Because of this, the reading and writing modalities are gaining strength.

4. A. The patterns suggest that students continue to show quicker progress in the Listening and Speaking portion of the NYSESLAT as opposed to the Reading and Writing portion in all grades. None of the ELLs took tests in their native languages last year, however all were provided a copy of the state exam in their native language if it is available and in the past we have hired interpreters for students who required one.

B. P. S. 11 does not use the ELL Periodic Assessments.

C. Our school does not use the ELL Periodic Assessments or the Native Language Assessments.

6. We evaluate the success of our programs by results of NYSESLAT, the state exams, and the same assessments we use for all general education students (TCRWP, ITAs, etc). Additionally, we measure student success by informal assessments, observing students in their classrooms, and in the usage of their social language. We have the same high expectations of our ELLs as the rest of our student population. We use data gathered from assessments to measure the growth of our students and then use that data to drive our instruction.

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.

The ELL Program reflects 38 periods. This is because some of the students received both push in and pull out services and the pull out service are multi-grade groups based on proficiency levels. There are actually 15 periods of instruction. The overlap makes it appear as if there are more.

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)
Robert Bender	Principal		11/1/11
Karen Carmichael	Assistant Principal		11/1/11
Stephen McGill	Parent Coordinator		11/1/11
Holli Simon	ESL Teacher		11/1/11
Kristin Sewell	Parent		11/1/11
Gloria Castillo/Reading	Teacher/Subject Area		11/1/11
Sarah Pinto/IEP teacher	Teacher/Subject Area		11/1/11
Petrina Lester Luna	Coach		1/1/01
Serena Mueller	Coach		1/1/01
Christine Leonhardt	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		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
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **02M011** School Name: **PS 11**

Cluster: **2** Network: **CFN206**

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.

Home language surveys are collected upon registration. Surveys are reviewed to determine translation needs.

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.

Spanish and mandarin are the languages that will be need for translation services. School Leadership Team was made aware of these language needs.

Part B: Strategies and Activities

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

All materials that are sent home will include a translated phrase that will read. "Translation services available upon request." All written materials will also appear on our school's website. The website contains a translator tab that will translate all materials. All translation/interpretation mandated signs and notices will be displayed in school lobby. Translators will be available at all parent-teacher conferences. DOE translation services will provide written translation services. Any service that that office will not provide will be provided by an outside vendor.

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.

Oral interpretation services will be provided by school based staff. If no staff member is able to translate a given language, the DOE telephone translation service will be used.

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>.

All documents that are sent home in English will have translation request information in all languages. All materials on website will be translated through an on line translation tab.