



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 11 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q011

PRINCIPAL: ANNA EFKARPIDES

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SUPERINTENDENT: **DR. PHILIP COMPOSTO**

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
Anna Efkarpidis	*Principal or Designee	
Katie Kurjakovic	*UFT Chapter Leader or Designee	
Kimberly Donat	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Jacobson	Member/Parent	
Marie Siegel	Member/Staff	
Pariana Lombardi	Member/Staff	
Stephanie Storey	Member/ Staff	
Isolina Simmons	Member/Parent	
	Member/	
	Member/	

** 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

Annual Goal #1

We will continue to focus on our reading program and student performance in ELA, so that 80% of our students, which is 1030 students, will go up at least two levels as assessed by Fountas and Pinnell Benchmark Assessment System by June 2013.

Comprehensive needs assessment

According to diagnostic and State assessments we need to increase the number of students making progress in ELA. Diagnostic testing from Fountas and Pinnell served a means of mediating learning and making assessment continuous. Through diagnostic testing, teachers determined student proficiency and will address their deficiency.

There is an increased number of ELLs that will need to be supported by the ESL teachers. A new program has been introduced which focuses on vocabulary and oral language.

• Instructional strategies/activities

- Provide staff development for paraprofessionals re: intervention strategies for working one on one and with small groups monthly.
- Teacher Center Specialist and Staff Developer will demonstrate lessons with new reading program.
- Provide workshops during common preps and after-school in literacy.
- Provide intensive instruction (AIS Services) through the use of the Title I SWP Reading teachers to lowest performing students in all grades daily.
- Provide intensive instruction in reading to former ELL students who will be taking the standardized reading test for the first time.
- Integrate Project Arts activities with English Language Arts in Grades K-6
- Continue to provide test sophistication strategies for Grades 2 - 6 daily.
- Provide interclass visitations to observe other teachers using literacy program, i.e. small group instruction, Book Clubs, independent reading, read alouds.
- Implement an intervention program for students at risk.
- Provide small group instruction to ELL students through self-contained, as well as push-in ESL programs as needed.
- Provide assistance and support to ESL staff through the use of the ESL Assistant Principal.
- Utilize ESL student teachers from St. John's University, Adelphi University, Queens College and Hunter College to target ESL classrooms.
- Continue to provide support to the Foreign Language Heritage Program for grades K-6.
- Provide support services to students who have tested out of ESL programs through Academic Intervention Services with a focus on academic language and critical thinking questions.
- Continue use of Educational Assistants and Early Class Reduction teachers to provide small group instruction.
- Provide additional instructional time in literacy for identified students through an after school ESL program.
- Provide the Imagine Learning online program to ELLs and special education students which will focus on reading strategies.
- Provide additional instructional time in literacy through an after-school program (Woodside on the Move).
- Will provide an enrichment program for level 3 and 4 students in order to ensure progress.
- Will implement an enrichment program for all students through educational games, literacy centers, and cooperative activities.
- ITA's and Fountas and Pinnell benchmarks will be used to monitor student progress monthly. Reports will be shared with parents.
- Provide small group instruction to ELLs through self-contained, as well as pull-out/push-in ESL programs.

- Provide assistance and support to ESL staff through the use of the ESL Assistant Principal.
- Share best practices with the entire staff.
- Utilize ESL student teachers from St. John's University, Queens College, and Hunter College to target ESL classrooms.
- Continue to provide support to Heritage Foreign Language Program for grades K-6.
- Provide support services to students who have tested out of ESL Program through Academic Intervention Services.
- Continued use of Educational Assistants to provide small group instruction.
- Provide additional instructional time for identified students through an After School ESL Program.
- All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills.
- Foundations and Wilson will be used to enhance the student's phonemic awareness and decoding skills.
- We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills.
- Through buddy work, peer work, and small group work the more advanced students will work with students at the beginning level using language to explain the concepts taught and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction.
- Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.
- Modified Instructional Strategies (scaffolding).
- Implementation of computer based programs on line: Brain-Pop, Reading A-Z, Raz Kids, Imagine Learning English in order to differentiate instruction and assess student progress.
- Exposure to rigorous academic curriculum.
- Extracurricular integration.
- Extra time to implement the skills and strategies needed in each unit/theme.
- Syntactic characteristics pertaining to the Unit or Theme.
- Focus on reading behaviors to observe for and support by levels for ELLs.
- Integrate Content and Language Goals for each lesson as needed.
- Provide support for vocabulary and syntax so students can reach next level.
- Incorporate language teaching in between mini-lessons.
- Implement a new program, On our Way to English which has a focus on oral language and grammar.
- Active engagement will be more extensive for the ELL student.
- Extend conferences in order to provide more time for conversation for the ELL.
- Substitute mini-lessons with language mini-lessons as needed to stress vocabulary and syntax for ELLs.
- Vocabulary and language instruction prior to content area instruction.
- Pull-out/Push-in teachers will provide guided reading instruction, read alouds, shared reading and vocabulary instruction in small groups.
- Imagine learning for our ELL's and special education students teaches English and develops literacy.
- Teachers will adjust instruction as they teach in order to lead students to more efficient learning. In turn, students will use what they already know to solve more rigorous tasks.
- Technology in the classroom to differentiate instruction through Brain Pop and Reading A-Z.
- A subscription program PS 11 subscribes to is Raz-Kids. Teachers create a roster of their students and enter their reading levels. Each student is given their own account where they can log in and read books on their individual reading levels. Students are encouraged to read more as they earn stars for each task completed. Their accounts are accessible at school and/or at home, and parents are encouraged to read with their children at home using this program.

- Brain Pop is an animated educational site for children offering topics across the curriculum. It engages the students in animated curriculum based content as they watch video tutorials on just about any topic they have a question about. They can take comprehension quizzes after each video to access their understanding of the content. Students can use this program both in school and at home, and it has proven very useful to all teachers when teaching subject matter, ie. Science, technology, etc.

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

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;

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;

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

Conduct ESL classes for parents weekly. Create distribution lists in order to communicate with parents and provide information to them and updates from curriculum and instructional expectations.

Budget and resources alignment

- Indicate your school’s Title I status: x 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

Provide intensive instruction (AIS Services) through the use of the Title I SWP Reading teachers to lowest performing students in all grades daily.

Utilize ESL student teachers from St. John's University, Queens College and Hunter College to target ESL classrooms.

Provide additional instructional time in literacy through an after-school program (Woodside on the Move).

Reading teachers, classroom teachers, 5 paraprofessionals, ESL staff developer through Tax Levy, Early Class size reduction, SWP Title I and PCEN teachers, Literacy Coach, UFT teacher center staff developer, and Literacy Consultant will monitor growth using formal and informal data including running records, diagnostic assessments, predictive assessments and program benchmark assessments in November, March, and June.

An after school program will be provided for ELLs from grade 2-6. An ESL class will also be provided for parents in order to assist them in supporting their children with their education.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, 7% of students in grades 3-6 will improve written communication and explanation of strategies in mathematics as reflected on the short and extended response questions on the NYS math test and evidenced on the item analysis report.

Comprehensive needs assessment

There was a decrease in the number of students from 81% to 76% that performed at or above level 3 in mathematics

Instructional strategies/activities

- Teachers will receive Professional Development on various strategies for using and improving academic vocabulary in oral/written explanations.
- Students will assess their work using a rubric.
- Provide PD on effective questioning techniques to promote student interaction.
- Teachers will model solving strategies and processes.
- Provide test sophistication strategies in mathematics.
- Provide a Family Game Night.
- Provide a Math Academy during extended day to students where the focus will be using appropriate mathematical terms, vocabulary, and language in oral and written communication.

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

- 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
- 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

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

Provide intensive instruction (AIS Services) through the use of the Title I SWP math teacher and coach to lowest performing students in all grades daily.
Provide additional instructional time in problem solving through an after-school program (Woodside on the Move) and additional small group instruction through cooperative groups and math games.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

The number of Special Education students to improve on the ELA Assessments will increase by 5% which is 10 students by June 2013.

Comprehensive needs assessment

According to the state education department, we did not make AYP in ELA. There is an increase in the number of ICT and self contained Special Education recommendations. Professional Development needs to be provided to teachers and existing programs need to be adapted to meet the specific needs of each student.

Instructional strategies/activities

- Staff development in areas such as behavior modification, language processing identifying students at risk, learning disability.
- Staff development in the use of differentiated instruction, i.e., reading, math, and writing with at-risk children in the general education classroom.
- Articulation between classroom teachers SETSS teachers and related services providers on implementing students' IEPs
- Use of Kaplan, STAR, Foundations, and Wilson Method learning system.
- Use of manipulatives to support the instructional programs.
- Use of criterion referenced material to assess student performance.
- Use of, Foundations, and Wilson multi-sensory programs.
- Group students and provide instruction according to their IEP goals and objectives.
- Guidance staff and IEP team will provide professional development to staff in helping to identify youngsters with special needs and prevention and intervention services.
- Pupil personnel committee will monitor students receiving support services and will monitor referrals to special education.
- Continue implementation of FLISE and AIDS Curriculum and drug prevention program.
- Continue to implement school guidance program including individual and group counseling.
- At-Risk and prevention counseling and parental and community outreach
- Implement a special program for intervention and discipline of youngsters with special needs.
- Project Share
- Continue consultations to staff and counseling to children by IEP team.
- Counseling by Guidance Counselor of ERSSA students.
- Expand the use of the Wilson Language Program for early intervention.
- Referrals to outside agencies as appropriate to support emotional or physical needs.
- At-risk SETSS, Speech, Counseling; IEP screenings.
- Referrals to vision therapy as needed.
- 504 Plans to address physical and/or emotional needs
- Referrals made to outside agencies as needed to children and families in need.
- Training for teachers on pre-referral process.

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

- 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 through the survey.
- Parent Coordinator and staff members will provide workshops for parents according to their requests including, academics, social issues, parenting, English as a Second Language.

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

The Parent Coordinator and Guidance Counselors will educate parents on utilizing various agencies and resources that will help them in supporting the needs of their children.

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	RTI Tier 2 services are provided in a small group as a pull-out program. Word study is addressed by Wilson and Foundations. Fluency and Visualization are addressed by Great Leaps and Wilson. Vocabulary and Comprehension are addressed by Wilson, Vocabulary and Bringing Words to Life. After school Program provides Academic Support to level at risk students not making adequate progress.	Small group	During the day and after school
Mathematics	Harcourt Intervention Program and Everyday Mathematics are used to address skills and concepts. After school program provides Academic support to students not making adequate progress	Small group	During the day

Science	Measuring Up is used as a supplemental program for science intervention. Small group instruction is provided in the classroom by the classroom teacher and workshops are provided by science teachers after school and on Saturdays.	Small group	During the day and after school
Social Studies	Small group instruction is provided by classroom teachers. Social Studies cluster will work with grades 3-6 to support instruction through non-fiction books and research based writing.	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Two guidance counselors provide individual or small group interventions to students in need. The counselor also informs parents about parental skills, behavior modification and agencies available to meet their children's needs.	Small group and one to one	During the 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

- Utilize the Instructional Cabinet and Facilitators in Staff Development to help accelerate student literacy.
- Continue study seminars with Teacher Center Specialist, Staff Developers, and consultants.
- Staff Developers and Facilitators monthly.
- Arrange for inter-visitations of target staff to observe Facilitators within the school and at other schools. Use needs assessment questionnaire completed by staff regarding types of staff development to be offered on professional development days, grade and faculty conferences and after-school workshops.
- Assistant Principals and Principal will provide workshops and training sessions for ESL self-contained, pull-out teachers, and classroom teachers.
- Provide staff development for paraprofessionals re: intervention strategies for working one on one and with small groups.
- Teacher Center Specialist and Staff Developer will demonstrate lessons with new reading program.
- Provide workshops during common preps and after-school in literacy.
- Provide workshops during common preps and after-school in mathematics.
- Teachers will show greater awareness of strategies to use in the classroom for students with special needs as seen in their planning through observations weekly. The school incorporates the utilization and guidance of the PRIM to support teachers in differentiating instruction in accordance with the student IEP.

**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.

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;

P.S. 11 provides all of our youngsters with a world class education in compliance with the NCLB Act. In our culturally diverse, child-centered school, we will promote a safe, nurturing, and exciting learning environment. Our commitment to excellence will be accomplished through the collaborative efforts of involved parents, a supportive community, and a dedicated, caring staff.

- Over 80% of our student population speaks a home language other than or in addition to English. We believe in the richness of our students' cultural heritages and the inherent benefits of recognizing and incorporating them in an educational setting.
- We need to continue to provide more individualization and small group instruction. This must be supplemented by computer assisted instructional programs and other technological innovations. These services will enable students to meet our high expectations in our mainstream and special programs.
- The school has on-going staff and parental development to encourage parents to get involved and participate in their children's education.
- 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:

- Parent teacher conferences are held twice a year in the afternoon and evenings. Special appointments are made for parents who are not able to attend parent teacher conferences to meet with teachers that are servicing their children.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports are provided to the parents three times a year and through phone conferences, Parent Teacher Conferences, Internet availability, NYS test result reports and ARIS. Report Cards are also distributed three times a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff is available to meet with parents at different times. Teachers schedule conferences during their preparatory periods, IEP meetings, Parent Teacher Conferences, and guidance meetings. These meetings take place in the school building in the appropriate department.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents volunteer throughout the school year. Volunteers are recruited through the PTA for:

- Security
- Candy Sale
- Holiday Fair
- Fundraisers
- Learning leaders
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Parents are an integral part of different committees including the following:

- School leadership Team
- Safety Committee
- Instructional Committee
- AIS
- Parental Involvement Committee
 - Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Parents are involved in any and all decision making activities through the School Leadership Team.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - Parent representatives are present at committee meetings. Parents are also informed through newsletters, PTA bulletins and PTA meetings in the morning and in the evening.
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Information is provided to parents through newsletters, PTA bulletin, PTA meetings, and translators are available to assist in document translations and during meetings. Information is also provided via the School Website created by the Parent Coordinator.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Information is made available to parents monthly in writing through newsletter, meetings and translated letters.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Nancy DiMaggio/Vivian Selenika	District 30	Borough Queens	School Number 011
School Name P.S. 11 Queens			

B. Language Allocation Policy Team Composition

Principal Anna Efkarpidis	Assistant Principal Elizabeth Pena
Coach Michelle Cifarelli/M. Moore	Coach Linda Fisher
ESL Teacher Sonia Martinez	Guidance Counselor Melissa Stolberg
Teacher/Subject Area Katie Kurjakovic/ESL	Parent type here
Teacher/Subject Area	Parent Coordinator Linda Schuler
Related Service Provider type here	Other type here
Network Leader Nancy DiMaggio	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	11	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	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	7		

D. School Demographics

Total number of students in school	1287	Total Number of ELLs	347	ELLs as share of total student population (%)	26.96%
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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. 

Paste response to questions 1-6 here

At registration the Home Language Survey is given to all new students in the NYC Public School System (first-time admits). It is given to the parent in the parent's preferred language. A trained and licensed pedagogue conducts an informal interview and assures the HLS is properly filled-out and signed by the parent. There are several bilingual pedagogues who assist in Spanish, Korean, and Chinese. In Bengali and Urdu we have our ESL staff with bilingual paraprofessionals that assist in the translation. The HLS is also signed by the pedagogue. When there is code other than English as the student's dominant language on the HLS, the LAB-R is administered within ten school days of the first attend date. The language code is determined by the pedagogue when he/she reads the HLS form and conducts an informal interview with the student. The test is hand scored and recorded. If the child scores below the cut-off score, the parent receives an ELL entitlement letter informing them of their child's entitlement to ELL services and their right to choose one of the three programs offered in NYC. If the program the parent selects is not available at P.S. 11Q, the parent is told that we can attempt to find a school where their program of interest is available. The initial screening, the administration of the HLS is conducted by the Assistant Principal, Elizabeth Peña or one of our ESL teachers, Katie Kurjakovic. The LAB-R is administered by one of our ESL teachers or by the Assistant Principal within the first ten days of admittance into the NYC Public School system. Pedagogues who evaluate ELLs using the NYSESLAT are Ms. Bae - ESL, Ms. Kurjakovic - ESL, Ms. Tsai-ESL, Ms. Kelly-ESL. Our Assistant Principal Ms. Pena is also responsible for the state tests. She schedules the NYSESLAT tests within the allowed testing window. There is one day scheduled for each component-listening, reading and writing. The speaking is completed by our ESL teachers and they test the students individually. To assure all required students are tested, the RLER report is printed from ATS. All eligible students take the NYSESLAT in the spring. On ATS, we use the RLER report to look at the NYSESLAT eligibility roster.

In order for parents to understand all three program choices, we provide translators in Bengali, Spanish, Chinese, and Korean. When we do not have an available staff member to serve as a translator in a specific language, we go to our PTA to outreach in the community or ask a parent of our students to translate for us. In September, we have our first Parent Orientation meeting. Our Parent Coordinator, Linda Schuler with the Assistant PRincipal is available at any time to show any parent the video explaining the ELL programs, and my Assistant Principal, an ESL teacher, or I can explain the programs. Parents receive second and third notices when there is no response. Ms. Schuler is also available during the fall and spring Parent Teacher conferences. Teachers refer parents who have not attended any of the meetings to Ms. Peña and she meets with them on PT conference days.

Entitlement letters and The Parent Survey and Program Selection forms are completed and returned during the Orientation Meeting. If not, the letters are sent home in the child's folder to those who do not attend the meeting. If the parent doesn't return the selection form, a second and third notice is sent home. Ms. Schuler also calls the home to ensure we get a response from the parent. Entitlement letters are given to all students who did not score Proficient on the NYSESLAT or did not pass the LAB-R. After the lab R is administered and scored, and the student is eligible for ESL services, the AP, Ms. Pena sends an entitlement letter home to the parent in their native language. Copies of all letters are kept on file in a folder. A record is also kept by keeping a log of all students who received a letter, their OSIS #, class, and LAB-R score. The parent selection form is sent home along with the entitlement letter. They are invited to the information session. At this time, parents are expected to complete the parent selection form. When the parents are unable to attend the session, they are welcome to make an appointment. Ms. Schuler contacts the parents who do not return the forms. All forms are kept

on file in a folder. There is also an attendance sheet for parents who attended the information session and a log recording all returned surveys.

Most of our students are placed in the Parent's preferred program. However, when their selected program is not available, the student will be placed in the Freestanding ESL program and the parent is told that there is opportunity for us to find their program of interest and check to see if there is availability. The trend for the Parent Selection Form is Freestanding ESL. Placement letters are distributed to all entitled students. Parents are informed of their program selection and where their child has been placed for the school year. All copies are kept in a folder with a log of who received the placement letter. Continued entitlement letters are sent home to families of students who have not scored proficient on the NYSESLAT. Copies are kept on file and a log of who received a continued entitlement letter. This year, parents are more open to Bilingual instruction in grades K-1. Next year, if the numbers do not change, we plan on expanding the Spanish Bilingual program to grade two. Our program models are aligned with parent requests, unless the dominant language is a low incidence language and we do not have 15 students in consecutive grades that show interest in the Bilingual or Heritage program.

The school keeps all Parent selection forms on file. Data is collected and also kept on file. The trend is (choice #1)

Program	TBE	DUAL	ESL
K	25	0	34
1	0	0	5
2	0	0	3
3	1	0	2
4	0	0	3
5	0	0	10
6			

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SPANISH
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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1												2
Dual Language (50%:50%)	0	0												0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	1	1	1	0	1	2	0							6
Push-In	4	2	2	2	0	0	3							13
Total	6	4	3	2	1	2	3	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	347	Newcomers (ELLs receiving service 0-3 years)	275	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	74	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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	49	0	2	0	0	0				49
Dual Language										0
ESL	216		26	82		13				298
Total	265	0	28	82	0	13	0	0	0	347

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	16	20	22	0	9	5	5							77
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	16	20	22	0	9	5	5	0	0	0	0	0	0	77

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	24	46	33	24	14	6							161
Chinese	2	3	4	3	0	1	0							13
Russian														0
Bengali	17	18	8	11	7	7	3							71
Urdu														0
Arabic				1										1
Haitian														0
French														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
Korean		1	1	1										3
Punjabi														0
Polish														0
Albanian		1												1
Other	7	11	5	6	5	6	7							47
TOTAL	40	58	64	55	36	28	16	0	0	0	0	0	0	297

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?

Paste response to questions 1-7 here

P.S. 11Q, a K-6 school, has an approximate population of 1,287 students, 347 of our students are English Language Learners (ELLs). P.S. 11 provides ESL services to all of its ELLs. P.S. 11 is structured with 14 self-contained ESL classes and 7 Heritage Foreign Language classes (grades K-4), and two Bilingual Classes (K-2). The languages in the program are Spanish and English. The Push-in programs provide ESL services to ELLs who are not in an ESL or in Heritage Foreign Language classes. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. Grade 6 utilizes Impact. All students follow the Comprehensive Approach to Balanced Literacy.

Grades K-3 utilize Foundations for word study and handwriting. It is a multi-sensory curriculum. ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a "hands-on" subject in which many manipulatives are utilized. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction. Our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. The instructional strategies used in these classes include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR). All services are provided by licensed ESL/Bilingual teachers.

A. Programming and Scheduling Information

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)

Heritage Foreign Language Program

In the Heritage Foreign Language Program instruction is provided in English, with Spanish as the Heritage Language. The goals of the program are to promote a love of language which will inspire a child to “own” a target language. It is an additive model which exposes children to the two cultures. There is meaningful communication with increasing accuracy of expression in an authentic, real life context. Linguistic knowledge is taught in a conventional classroom setting. In the Heritage Foreign Language Program, the role of the teacher is to make students feel comfortable and enthused about learning a second language. The teacher facilitates language learning experience. The classroom gives them the sense of community. There are two classes on each grade from K-2 and one class on each grade from 3-6.

The English as Second Language (ESL) Program

Students in English as a Second Language programs receive all instruction in English by highly qualified certified ESL teachers. The unit of ESL instruction is determined by his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score. We have “push-in” and “pull-out” programs and “self contained” ESL classes. The goals of the ESL program are to provide academic subject area instruction in English using ESL strategies and methodologies such as grouping, scaffolding using visuals (imagery), using graphic organizers, repetition and role playing. The teachers incorporate ESL strategic instruction in every lesson and within the content areas. The use of visuals, manipulatives, hands on material is used to further support the content areas. They assist students in achieving the state-designated level of English proficiency for their grade by preparing them with appropriate materials such as test-preparatory booklets (NYSESLAT, STARS, Test Ready) and by providing after school support and Academic Intervention Services while differentiating instruction according to language proficiency

Transitional Bilingual Education Program

Students whose native language is Spanish are placed by parental choice in a bilingual program. The Native Language is delivered 360 minutes per week for the beginner and intermediate students and 180 minutes per week for the advanced students. ESL instruction is delivered 360 minutes per week for the beginner and intermediate students and 180 minutes per week for the advanced students. Instruction is conducted in both languages in the beginning and as the language skills of the students progress, there is an increase in the use of English while supports are provided in the first language. This year the program is implemented in grades K, 1 and 2. All resources are used in both languages. The Envisions Math program is delivered in both languages. The core curriculum Social Studies and Science Programs are also used in both languages. The ELA program from Storytown is used in English and a Spanish component is used to support the students native language. The ELSOL is used to assess reading and writing in grades k, 1 and 2. The Envisions Math uses chapter and unit assessments in the native language as well. Content area assessments are given in the native language until the students are ready to take the tests in English.

In the TBE Kindergarten program there are a total of 16 students. According to the data collected from LAB-R results, there are 9 beginner/intermediate students and 7 advanced students. In the first grade TBE program, there is a register of 20 students. According to the LAT results 6 students are beginners, 9 students are intermediate, and 3 are advanced. According to the LAB-R results, 1 is a beginner and 1 is an advanced student. In the 2nd grade TBE program, there are 22 students. According to LAT results, 5 students are beginners, 8 are intermediate, and 8 are advanced. According to the LAB-R results, 1 student is a beginner.

In Grades 3-6 we have a Pull-out Bilingual Program. There are a total of 20 students who get serviced by a bilingual teacher. The teacher focuses on developing concepts and are given tasks that encourage thinking, reading, talking and writing.

There is no need for SIFE in the building at this time.

A. Programming and Scheduling Information

Implications for P.S. 11's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of shared and guided reading and read alouds as well as leveled books and trade books of high interest which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity. Storytown is used for reading and language development. The writing program used is aligned to the reading program.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math.

The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:00 – 4:20 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel)

The second level of targeted students will consist of 18 ELLs in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas.

Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Step-by-Step which is part of the Everyday mathematics in grades 1 and 2.

II. Parent/community involvement

PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the

A. Programming and Scheduling Information

state and city standards, the core curriculum, assessment, student expectation and general educational program requirements.

Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

In the lower grades and in the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students)

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

IV. Staff Development (2011-2012 activities)

The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Trophies Reading program, Storytown, Literacy Program, Wilson and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom

The importance of phonemic awareness in the ESL classroom

Helping your child at home.

In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLS and students with special needs.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Paste response to questions 8-17 here

P.S. 11Q, a K-6 school, has an approximate population of 1,287 students, 347 of our students are English Language Learners (ELLs). P.S. 11 provides ESL services to all of its ELLs. P.S. 11 is structured with 11 self-contained ESL classes and 7 Heritage Foreign Language classes (grades K-4) and 2 Bilingual classes (K-2). The languages in the program are Spanish and English. The Push-in programs provide ESL services to ELLs who are not in an ESL or in Heritage Foreign Language classes. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their Math program. Grade 6 utilizes Impact. All students follow the Comprehensive Approach to Balanced Literacy.

Grades 1-2 utilize Tropicities for Reading, 3-6 Storytown. ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a "hands-on" subject in which many manipulatives are utilized. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction. Our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. The instructional strategies used in these classes include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher, modeling, and Total Physical Response (TPR). All services are provided by licensed ESL/Bilingual teachers.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)

Heritage Foreign Language Program

In the Heritage Foreign Language Program instruction is provided in English, with Spanish as the Heritage Language. The goals of the program are to promote a love of language which will inspire a child to "own" a target language. It is an additive model which exposes children to the two cultures. There is meaningful communication with increasing accuracy of expression in an authentic, real life context. Linguistic knowledge is taught in a conventional classroom setting. In the Heritage Foreign Language Program, the role of the teacher is to make students feel comfortable and enthused about learning a second language. The teacher facilitates language learning experience. The classroom gives them the sense of community. There are two classes on each grade from K-2 and one class on each grade from 3-6.

The English as Second Language (ESL) Program

Students in English as a Second Language programs receive all instruction in English by highly qualified certified ESL teachers. The unit of ESL instruction is determined by his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score. We have "push-in" and "pull-out" programs and "self contained" ESL classes. The goals of the ESL program are to provide academic subject area instruction in English using ESL strategies and methodologies such as grouping, scaffolding using visuals (imagery), using graphic organizers, repetition and role playing. The teachers incorporate ESL strategic instruction in every lesson and within the content areas. They assist students in achieving the state-designated level of English proficiency for their grade by preparing them with appropriate materials such as test-preparatory booklets (NYSESLAT, STARS, Test Ready) and by providing after school support and Academic Intervention Services while differentiating instruction according to language proficiency.

Transitional Bilingual Programs:

In grades K and 1 licensed Spanish Bilingual Programs are available based on parent choice. Content area instruction is done in both languages and transitioned as needed. The native language is used to clarify, direct and support comprehension. Mathematics, Social Studies and Science are taught in both languages in the beginning and transitioned to more English based on student proficiency. A Native Language library is available to the students in order to maintain Native Language acquisition.

Test accommodations are provided for ELLS and former ELLs who scored proficient on the spring 2011 or 2010 NYSELSAT. They receive time and a half, 3rd reading of the listening passage and all allowed to use word to word glossaries.

Implications for P.S. 11's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Foundations will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of shared and guided reading and read alouds as well as leveled books and trade books of high interest which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math.

The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 1-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:05 – 4:35 P.M. The 20-week program will operate at two levels. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel)

The second level of targeted students will consist of 18 ELLs in each group from grades 1-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas.

Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Step-by-Step which is part of the Everyday mathematics in grades 1 and 2.

II. Parent/community involvement

PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses

on orienting the parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements.

Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

In the lower grades and in the upper grades, parents of newly enrolled students mostly opt to place their children in ESL self-contained classes.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students)

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

IV. Staff Development (2011-2012 activities)

The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLs including the Trophies and Storytown Literacy Program, Wilson and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom

The importance of phonemic awareness in the ESL classroom

Helping your child at home.

ESL classes are provided for parents who are limited in English. The topics covered are living in your community, completing forms, holidays, assisting children at home with homework, technology, etc.

In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLs and students with special needs. One of our certified ESL teachers provides the 7.5 hours of ESL for staff who do not hold a bilingual or ESL license. Transcripts are provided for teachers who have received ESL college credits.

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.

Paste response to questions 1-3 here

Provide assistance and support to ESL staff through the use of the ESL Assistant Principal and coaches

Share best practices with the entire staff.

Common Preparatory periods have been scheduled to provide time for teachers to meet with coaches and supervisors to share best practices and be informed about the instructional expectations for ELLs.

Changes in the school calendar have been implemented to provide additional time for Professional Development and Inquiry work. In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLs and students with special needs. One of our certified ESL teachers provides the 7.5 hours of ESL for staff who do not hold a bilingual or ESL license. Transcripts are provided for teachers who have received ESL college credits. One of our certified ESL teachers provides the 7.5 hours of ESL for staff who do not hold a bilingual or ESL license. Transcripts are provided for teachers who have received ESL college credits.

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?

Paste response to questions 1-4 here .

PS 11 values parental involvement in the decision-making process. Together with the Parent Coordinator, Linda Schuler, we provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements.

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

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)	35	20	15	9	3	1	0							83

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	10	34	24	21	6	4	2							101
Advanced (A)	23	24	27	31	27	14	18							164
Total	68	78	66	61	36	19	20	0	0	0	0	0	0	348

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	3	0	0	0	2						
	I		14	2	3	1	1	0						
	A		38	38	22	10	3	12						
	P		38	29	45	31	27	9						
READING/ WRITING	B		20	9	3	2	1	1						
	I		28	23	20	5	4	2						
	A		18	15	27	22	13	9						
	P		28	25	20	13	13	11						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	12	14	1	0	27
5	3	13	3		19
6	5	8	1		14
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		20		4		2		28
5	2		9		9		0		20
6	3		6		8		0		17
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		4		15		11		30
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

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.

Paste response to questions 1-6 here The school maintains its vision in directing instruction through meaningful data. Data has driven instruction through various interventions. Interventions are in place on the different grades. These needs are determined by assessment data.

Diagnostic testing serves a means of mediating learning and making assessment continuous. Through diagnostic testing, teachers determine student proficiency and address their deficiency. Teachers adjust instruction as they teach in order to lead students to more efficient learning. In turn, students use what they already know to solve more challenging tasks. Portfolios provide a means to open the conversation about strengths and strategy use. Students have to think about their specific subject strategies and how they construct meaning as well self assess to determine growth. They establish their own goals and become more independent learners. The AIT, PPT and Instructional committees review student data and plan for implementation of programs that best serve the needs of the students. The Wilson and Foundations programs have been instituted to support the word study and reading programs. Great Leaps is used to further support fluency instruction for students identified using the data. Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.

Our students generate rubrics to serve as self-assessment in listening/speaking, reading/writing. Through this understanding of the different levels of achievement, students can monitor their own progress and maximize their learning based on the absolute standards accordingly. One form of assessment is conducted through the reading and writing workshop. Teachers chart expectations for students during their independent work. The teacher assesses how the students utilize the charts by observing the students' ability to manipulate the charts as a reference tool. Another assessment tool is utilized during the conferring section of the reading and writing workshop. The goal of conferencing is to establish appropriate learning opportunities as well as providing a time to serve as identifying instructional modifications that enable students in becoming independent learners and allowing them to clearly see the results of their learning efforts.

Another measurable tool used for students to continuously self assess themselves is the administration of quarterly progress reports in ELA and Math. This evaluation encourages students to monitor their own progress as well as giving them a constant opportunity to systematically direct their attention to their academic weaknesses and in turn securing their improvement. The periodic assessments are also used to get the item analysis in order to see what skills need to be retaught and this provides the plan for instruction. The E-CLAS, F & P, periodic assessments, and classroom assessments provide detailed information on student strengths and weaknesses. In addition Foundations and The Wilson programs provide insight on the decoding and encoding needs of each child.

Portfolios are another important aspect of the assessment process. As students and teachers have conversations about what to put into their portfolios, students think about what they want to show in regard to literacy and mathematics.

All of the following assessments are used as a means of facilitating each at-risk student's learning process and they can clearly see and understand the results of their learning efforts. Furthermore, the use of Fountas & Pinnell identifies at risk students in the lower grades in need of intervention services. The administration of the Informal Reading Inventory (IRI), along with the Directive Reading Assessment (DRA), establishes level of performance for our low and upper grade students who seem to be struggling with their present academic classroom performance. In addition, the scores derived from the New York State standardized tests serve as an important starting point for teachers as a form of assessment. We use the NYSESLAT and look at the modalities to see how much they've progressed and in which areas they need improvement. Finally, all the data that is gathered helps to make decisions about instruction as well as determining the

levels of instruction. The Instructional Cabinet, The Inquiry teams and the SLT also review results and review the possible programs and resources that may be beneficial in supporting the needs of each child.

Additional Information

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

Paste additional information here. The EL Sol will be used to assess the native language progress in the bilingual Kindergarten and first grade. The results will be compared with the F & P levels.

Part VI: LAP Assurances

School Name: 011Q

School DBN: 30q011

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Efkarpidis	Principal		12/15/11
Elizabeth Pena	Assistant Principal		12/15/11
Linda Schuler	Parent Coordinator		12/15/11
Katie Kurjakovic	ESL Teacher		12/15/11
Jessica Pajares	Parent		12/15/11
Sonia Martinez/ESL	Teacher/Subject Area		12/15/11
	Teacher/Subject Area		12/15/11
Maureen Moore	Coach		12/15/11
Michelle Cifarelli	Coach		12/15/11
Melisa Stolberg	Guidance Counselor		12/15/11
Nancy DiMaggio	Network Leader		12/15/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30q011 **School Name:** 011g

Cluster: 2 **Network:** 202

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.

We looked at our ELL population and we also sent home surveys to determine which families need translations and their languages. The Home Language Survey is used as a basis of determining the language the parents prefer to communicate in. That information is kept on record and all major notices are provided in that language. In addition, the blue emergency cards are given to the parents in the language of preference. During our PTA meetings and orientation meetings, we share the results with the parents. The Parent Coordinator follows through and conducts several workshops with translators to accommodate the parents' 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.

We need to provide translations of all policies and regulations and any other pertinent information that is distributed to the school community. The major languages that we can provide translation for are Spanish, Korean, Chinese, Bengali, Urdu, Hindi, Polish, Greek, Italian, and German. During the PTA meetings and SLT meetings the findings are shared with the members.

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.

We will provide written translations of school policies and regulations, invitations, flyers to workshops, academic standards, and any other valuable information. During the PTA meetings, orientation meetings and SLT meetings the results are shared and are kept on record. Translators are provided using in house staff for the main languages. If a translator is not available for a specific language we try to get a parent volunteer to accomodate us. The translation unit has been useful for major notices but it takes time to get the translations back. We therefore try to get community volunteers and staff or parents to come in and translate notices for us. During Parent Teacher Conferences we have staff members translate for the school. Members of our OST program come in and volunteer to assist as translators as well.

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.

There will be teacher input and surveys. Translations will also be provided during conferences, workshops and IEP meetings. We will provide written translations of school policies and regulations, invitations, flyers to workshops, academic standards, and any other valuable information. During the PTA meetings, orientation meetings and SLT meetings the results are shared and are kept on record. Translators are provided using in house staff for the main languages. If a translator is not available for a specific language we try to get a parent volunteer to accomodate us. The translation unit has been useful for major notices but it takes time to get the translations back. We therefore try to get community volunteers and staff or parents to come in and translate notices for us. During Parent Teacher Conferences we have staff members translate for the school. Members of our OST program come in and volunteer to assist as translators as well.

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>.

Translated versions for parent brochures, promotions letters and other pertinent regulations will be downloaded from the DOE website and distributed to the parents accordingly.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Q011	DBN: 30q011
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 5
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The after-school program at P.S. 11 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 2-6. Experienced ESL teachers will teach the classes on Tuesdays through Thursdays from 3:05 – 4:35 P.M. The 20-week program will operate at two levels. The program will begin the first week of November and will end the second week of April. The first level will target newcomers or those who have been in an English Language school system for one year or less. These students will be grouped into 15 to 18 students per class. There will be one class of newcomers from grades 3-5. Literacy instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, build on sight word fluency and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel)

A supervisor is required to supervise the program after school hours to ensure quality of instruction, safety and security of students and teachers, and to do outreach and support staff and parents. A regular work day of the supervisor is from 7 am till 3 pm. The supervisor will work for 20 weeks for 2 hours from 3 to 5 pm on Tuesdays, Wednesdays and Thursdays. The supervisor will be the one responsible for students' dismissal.

The teachers that will be teaching are certified in ESL and/or Bilingual. The second level of targeted students will consist of 18 ELLs in each group from grades 2-6. Students will be at the intermediate to advanced levels of English Proficiency. Many of these students will have received ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar. Each teacher will use ESL methodologies to guide students in speaking, reading, and writing in the content areas. Level two classes will consist of Grade 2 - 1 class, Grade 3 - 1 class, grade 4 - 1 class, grade 5/6 will be combined - 1 class. Level one will consist of one newcomers group for grades 3-5.

All teachers have their ESL or Bilingual certification. There will be 4 ESL license teachers and 1 Bilingual license teacher. During the technology time in the afterschool program, the afterschool ESL classroom teacher will co-teach with the computer teacher to support the students' language development. The computer lab will be utilized 45 minutes a week by each class with the support of the computer teacher in order to successfully use the Rosetta Stone and integrate it as one of the programs and methods to

Part B: Direct Instruction Supplemental Program Information

support students' language acquisition. This will be done using a team teaching model.

In addition to the per session, the following materials will be purchased including Rosetta Stone and supplies to support the students in the program. Forty-five minute instruction for all groups will focus on mathematics using Measuring Up to Mathematics for grades 3-6 and Rally's Advantage in Math for grade 2.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development: Teachers

In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLS and students with special needs. Our math coach and literacy coach will provide PD to the teachers in the Title III program using ESL methodologies. The computer teachers will also train the teachers in using the Imagine Learning online program that is used to support our ELLs and ELLs with special needs. They will be trained on inputting student information and using the data to plan instruction. The initial training will be provided before the commencement of the program in November.

Tentative schedule and the topics to be covered and staff providing the training are as follows:

ESL Methodologies: Elizabeth Pena - Assistant Principal- December

Reading in the ESL Classroom using the common core learning standards: Maureen Moore - Teacher Center Staff Developer-January

Math in the ESL Classroom using the Common Core Learning Standards: Linda Fisher - Math Coach- February

During the school year, there will be PD provided for teachers through the oell program. Topics will vary and will be attended according to the needs of teachers.

Some of the topics include:

Teaching content in the ESL classroom-March

Part C: Professional Development

Academic Vocabulary- March

Common Core Learning Standards and the ELLs-April

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week.

During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, Foundations, Wilson, Envisions, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children at home with assignments and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

Tentative schedule and the topics include:

Balanced Literacy and Balanced Mathematics in the ESL Classroom: Strategies and questioning will be shared with the parents that they can use at home to assist their children with comprehension and problem solving. The parents will also be advised to use their native language if they do not speak english using the same strategies and types of questions. - November/January

The importance of phonemic awareness in the ESL classroom: The Foundations and Wilson Programs will be introduced to the parents including the manipulatives that will be used for instruction and practice.- December/March

Helping your child at home: Problem solving strategies and questioning techniques will be provided. Raz Kids A-Z is a program they can also use at home with their children for reading. Brain Pop is another program that they can utilize to assist. The Parent Coordinator will provide parent orientation sessions during Parent Teacher Conferences and Meet the Teacher Week. -November

The workshops are open to all parents of ELLs and are given throughout the school year. The ESL class for adults is given on Thursday's by the Parent Coordinator. All the workshops are facilitated by the Parent Coordinator who will be assisted by school staff and consultants. The cost of the trainings will not be through the Title III funds.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$41244

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		