



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE THOMAS DONGAN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R011

PRINCIPAL: ERICA MATTERA

EMAIL: EMATTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Erica Mattera	*Principal or Designee	
Carolyn Bivona	*UFT Chapter Leader or Designee	
Maria Neri	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Barbara Neis	Member/Assistant Principal	
Karen Marino	Member/Teacher	
Maribel Taverner	Member/Parent	
Michele Revella	Member/Parent	
	Member/	
	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

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

Annual Goal #1

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

By June 2013, 95% of teachers will improve their effectiveness in selected teaching domains to “effective” (Proficient) or “highly effective” (Distinguished) as measured by Danielson’s rubric. There will be an emphasis on Assessment in Instruction.

Comprehensive needs assessment

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

Instructional strategies/activities

- *Teachers will self-assess on selected components of the Danielson rubric.*
- *Teachers and school leaders will develop Professional Goals aligned to the Danielson framework.*
- *Teachers will lead professional development and inquiry teams.*
- *School leaders will visit classrooms daily and provide immediate feedback.*
- *Timeline is September 2012 through June 2013.*
- *Network Instructional Support Specialists will offer professional development around the Danielson model and the Understanding By Design model.*

Strategies to increase parental involvement

Four times a year, parents and guardians will be invited into their child’s classroom for a “Parents as Learning Partners” lesson. The purpose of this initiative is for parents to see, firsthand, how teachers are addressing the school-wide goals. Twice a year, parents and guardians will participate in Parent/Teacher Conferences, where they will be informed about how their child is progressing towards their individual learning goals. Monthly parent workshops will be offered and will focus on how to better prepare children for college and career, which is at the heart of all school-wide goals. The Parent/Teacher Association and School Leadership Team will be an integral part of helping parents and guardians understand instructional excellence that leads to improved student achievement. Monthly meetings will keep families informed of upcoming workshops.

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.

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

If other is selected describe here:

Service and program coordination

N/A

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To strengthen student work products by developing a curriculum that is aligned to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

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

Instructional strategies/activities

- *Teacher Teams will further develop their Common Core aligned Units of Study with the support of the Common Core Library and EngageNY.*
- *Network Support Specialists (NSS) will work with the Instructional Team to align curriculum maps to the Common Core.*
- *Teachers will utilize professional development sessions to develop a rigorous curriculum (Election Day November 2012, Brooklyn Queens Day 2013).*
- *Grade Team meetings throughout the school year will be devoted to reviewing student work within the units of study.*
- *Inquiry Teams will review student work within the new units of study to gauge student progress and achievement.*
- *Curriculum Maps will be adjusted according to student trends noticed by teachers during Inquiry.*
- *Network Instructional Support Specialists will offer professional development around curriculum mapping.*
- *All students will receive targeted instruction deconstructing complex text for increased Academic Language and improved problem solving in math.*
- *All students will respond to literature on a daily basis using a variety of prompts.*

Timeline:

- *By April 2013, all students will engage in two rigorous math tasks aligned to the Common Core Learning Standards.*
- *By April 2013, all students will engage in two rigorous ELA tasks (science and social studies content-based) aligned to the Common Core Learning Standards.*

Strategies to increase parental involvement

Four times a year, parents and guardians will be invited into their child's classroom for a "Parents as Learning Partners" lesson. The purpose of this initiative is for parents to see, firsthand, how teachers are addressing the school-wide goals. Twice a year, parents and guardians will participate in Parent/Teacher Conferences, where they will be informed about how their child is progressing towards their individual learning goals. Monthly parent workshops will be offered and will focus on how to better prepare children for college and career, which is at the heart of all school-wide goals. The Parent/Teacher Association and School Leadership Team will be an integral part of helping parents and guardians understand instructional excellence that leads to improved student achievement. Monthly meetings will keep families informed of upcoming workshops.

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:

Councilmanic funds, ARRA funds for Common Core Work, PTA funds

Service and program coordination

- Councilmanic funds to support students conducting research with technology.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

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

Comprehensive needs assessment

IEP students did not made adequate yearly progress in 2011 / 2012 on the New York State Accountability Report Card.

Instructional strategies/activities

Principal will :

- *Strategically staff Grades 4 and 5 with teachers who are successful with addressing the needs of students with disabilities;*
- *Arrange fifth grade departmentalization students so that all students benefit from Humanities courses and gain a deeper understanding of important literacy concepts;*
- *Schedule five common preps per week for Teacher Teams to collaboratively plan lessons according to student needs;*
- *Schedule Councilmanic funding to hire a part-time Academic Intervention Services (AIS) teacher;*
- *AIS teacher will implement (Text Talk) two times a week for Grades 4 and 5 students;*
- */schedule Public School Choice (PSC) funding to hire additional AIS teachers and to run after school test preparation program;*
- *Teachers will utilize the school's daily RTI (25 minute Response to Intervention) and Extended Day sessions for other intervention/enrichment activities such as Wilson, Great Leaps and Book Clubs.*
- *Implement Common Core aligned units of study with a focus on improving student outcomes for special needs.*
- *Track student progress for special needs through the semi-monthly Pupil Personnel Team (PPT) meetings and weekly Inquiry Team meetings.*
- *Special Education students will be mainstreamed into the General Education population.*
- *Teachers will plan and differentiate instruction on a daily basis, with a concerted effort on IEP students.*
- *The Attendance Team will offer incentives to improve attendance for special education students.*
- *Network Specialists and SESIS will provide professional development throughout the year around writing quality IEPs and improving student outcomes for special needs students.*

Strategies to increase parental involvement

- *Parent Coordinator will write the Parents as Arts Partners (PAAP) Grant to increase Special Education Parent Involvement. After school sessions will be scheduled for family/child art sessions.*
- *SLT and PTA meetings will focus on the improvement of special needs students by giving parents tips for helping their children at home.*
- *During monthly Parents as Learning Partners, from September 2012 to June 2013, parents and guardians will engage in interactive classroom lessons with their children. These lessons will demonstrate for parents the level of rigor that is expected for all students, with modifications and adaptations according to IEP goals.*
- *Parents will be notified, during Parent/teacher Conferences, of their child's progress as measured by performance tasks and Acuity. Parents will receive training on how to use Acuity and Aris to track their child's progress.*

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:

Councilmanic funds, Public School Choice funds (No Child Left Behind Incentive Grant), Parents as Arts Partners Grant

Service and program coordination

- *State funded SESIS for the development of quality IEPs, Educational Benefit and Professional Development.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Students will show progress in using evidence to support their arguments or opinions.

By June 2013, 60% of all students will move to "Effective" (3) or "Highly Effective" (4) on using evidence to support their arguments, as evidenced by a tracking sheet.

All students will be provided with opportunities to orally defend their arguments across grades and subjects.

Comprehensive needs assessment

As part of Chancellor Walcott's three Citywide Expectations, the school chose this goal to strengthen student work. In addition, it was decided to continue to keep this goal from last year as a school-wide focus.

Instructional strategies/activities

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

Strategies to increase parental involvement

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

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:

Councilmatic funds

Service and program coordination

- *After school Newspaper Club, in collaboration with Sundog Theatre and the Staten Island Advance, will service students in grades 4 and 5. The Program will teach students how to effectively cite evidence that supports their topics, ideas and opinions.*

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- *To improve student outcomes in grades 4 and 5, as evidenced by the New York State ELA and Math Exams.*

By June 2013 20% of students who scored a High Level 1 or a High Level 2 (4 out of 20) will move to the next Performance Level, as measured by the New York State ELA and Math Exams.

Comprehensive needs assessment

Students have not made significant progress on the New York State ELA and Math Test.

Instructional strategies/activities

Principal will :

- *Strategically staff Grades 4 and 5 with teachers who are successful with addressing the needs of all students;*
- *Arrange fourth and fifth grade departmentalization so that all students benefit from Humanities courses and gain a deeper understanding of important literacy concepts;*
- *Schedule five common preps per week for Teacher Teams to collaboratively plan lessons according to student needs;*
- *Schedule Councilmanic funding to hire a part-time Academic Intervention Services (AIS) teacher;*
- *AIS teacher will implement (Text Talk) two times a week for Grades 4 and 5 students;*
- *Schedule Public School Choice (PSC) funding to hire additional AIS teachers and to run after school test preparation program;*
- *Teachers will utilize the school's daily RTI (25 minute Response to Intervention) and Extended Day sessions for other intervention/enrichment activities such as Wilson, Great Leaps and Book Clubs.*
- *Implement Common Core aligned units of study with a focus on improving student outcomes.*
- *Track student progress through the semi-monthly Pupil Personnel Team (PPT) meetings and weekly Inquiry Team meetings.*
- *Special Education students will be mainstreamed into the General Education population.*
- *Teachers will plan and differentiate instruction on a daily basis, with a concerted effort on IEP students.*
- *The Attendance Team will offer incentives to improve attendance for all students.*
- *Network Specialists and SESIS will provide professional development throughout the year around writing quality IEPs and improving student outcomes for special needs students.*

Strategies to increase parental involvement

Four times a year, parents and guardians will be invited into their child's classroom for a "Parents as Learning Partners" lesson. The purpose of this initiative is for parents to see, firsthand, how teachers are addressing the school-wide goals. Twice a year, parents and guardians will participate in Parent/Teacher Conferences, where they will be informed about how their child is progressing towards their individual learning goals. Monthly parent workshops will be offered and will focus on how to better prepare children for college and career, which is at the heart of all school-wide goals. The Parent/Teacher Association and School Leadership Team will be an integral part of helping parents and guardians understand instructional excellence that leads to improved student achievement. Monthly meetings will keep families informed of upcoming workshops.

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:

Councilmanic Funds for AIS, Public School Choice Funds (No Child Left Behind Incentive Grant)

Service and program coordination

- Councilmanic funds and Public School Choice funds (No Child Left Behind Incentive Grant) for AIS services and after school Test Prep Programs.

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	1. Text Talk - Vocabulary and Academic Language Development	Small group instruction	During the school day
	2. Leveled Literacy Instruction (LLI) – Intensive reading remediation	Three to one student teacher ratio	During the school day
	3. Response to Intervention (RTI) daily period – Mondo Oral Language, Great Leaps, Wilson Reading Program	Small group instruction	During the school day
	4. Extended Day	Small group instruction	After the school day
	5. Parent Reading Volunteer (Staten Island Mental Health)	One to one tutoring	During the school day
Mathematics	Extended Day	Small group instruction	After the school day
	Test Prep Program	Small group instruction	After the school day
Science	Foss	Small group instruction	During the school day

Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Ratios vary from 1:1 to 1:5	During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

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

- The school assigns the most effective teachers to strategically designed groups so that all students have comprehensible access to the curricula. As a result, student achievement is on the rise. An example of this work includes strategically placing the school's Academic Interventionist in fourth grade, which resulted in improved student progress in ELA and Math.
- The School attracts and maintains highly qualified teachers by screening student teachers and volunteers, providing quality professional development for 2-3 years, engaging them in a rigorous hiring process, and implementing a demanding Mentoring Plan that is facilitated by Lead Teachers.
- Teachers can accurately identify specific instructional responses to student data and can explicitly cite the impact of their responses. Evidence of this work includes student writing that shows improvement according to teacher's "next steps." Students are aware of their next learning steps.
- Teachers' monitoring of student understanding during lessons is sophisticated and continuous. As it states on many Danielson feedback sheets over the past two years, teachers are constantly "taking the pulse" of the class. The most common strategy is asking students, "Do you agree or disagree and why?" to elicit the depth and breadth of understanding that the Common Core requires.
- Students help establish assessment criteria according to teacher-specified learning objectives that are fully aligned to the CCLS and CIE. Evidence of this work includes adjusted rubrics for Performance Tasks.
- Principal can substantiate a rationale for frequency of teacher observations (i.e. : new teachers). The rationale is reflected in the Mentor Plan, PD Calendar, and Danielson sheets. The rationale also includes an analysis of student and teacher data, as well as progress made on previous feedback. Evidence of this work includes follow up feedback on Danielson sheets and Commendations on formal

**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.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

Public School 11 agrees to implement the following statutory requirements:

- 1 Public School 11 will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118-*Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- 2 In carrying out the Title I, part A parental involvement requirements, to the extent practicable, Public School 11 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section III-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- 1 Public School 11 will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- 2 Public School 11 will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- 1 *that parents play an integral role in assisting their child's learning;*
- 2 *that parents are encouraged to be actively involved in their child's education at school;*

- 3 *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child:*
- 4 *the carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Public School 11 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Education Agency Plans* of the ESEA:

- 1 Public School 11 will give parents a description of assessments given to students.
- 2 Public School 11 will inform parents of their child's progress towards meeting academic standards.
- 3 P.S. 11's parents of low-achieving students will be informed how their children are being helped to meet state standards.
- 4 Parents will be informed how Public School 11 identifies students at risk.
- 5 Parents will be informed of any revisions that are needed for their children's intervention services, if needed.
- 6 Parents will be given a description of any other indicators Public School 11 uses in academic assessments.
- 7 Parents will be notified of any additional educational assistance given to individual students assessed as needing help to meet state standards.
- 8 Parents will be informed of any school or community workshops and resources that are available to them.
- 9 Parents will be informed of what services are available at Public School 11.

Universal Pre-K workshops, which will inform parents how to transition from Pre-k to elementary school programs will be conducted.

Parents will be informed about Public School 11's English as a Second Language Program (E.S.L.) 12:1 Special Education, SETSS, or any other services available at Public School 11, as needed.

- 1 Parents will be informed of P.S. 11's Title 1 status in addition will be included in application process.
- 2 Parents will be informed of the state math and English Language Arts assessments and the results.
- 3 Parents will be given a description and explanation of Public School 11's curriculum.
- 4 Parents will be notified of the qualifications of P.S. 11's Teachers and Paraprofessionals including what professional development they are receiving.
- 5 Parents will be notified of Public School 11's annual yearly progress (AYP) and its school status (ex. In need of improvement, corrective action, etc.)
- 6 Public School 11 shall notify the parents of a limited English proficient child no later than 30 days after the beginning of the school year. Parents will be notified of :

- The reasons for identification of child as limited English proficient.
- The child's level of English proficiency, how the level was assessed, and status of child's academic achievement.
- The method of instruction used at Public School 11, and methods of instruction used in other programs available elsewhere.
- How ESL will meet the education strengths and needs of their child.
- How ESL will help their child learn English, and meets age-appropriate academic standards for promotions.
- The specific exit requirements for ESL.

1 Public School 11 will inform parents of parental rights, including written guidance.

- detailing the option that parents have a right to decline enrollment in ESL and have a right to choose another program where it is available.
- detailing parents have the right to remove their child immediately from program upon request.
- Public School 11 will provide information to parents in home language to the extent possible.

2 Public School 11 will take the following actions to involve parents in the process of school review and improvement under *Section 1116 – Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

- 1 Public School 11 will annually review the progress of our school using the state academic assessments to determine if Public School 11 is making adequate yearly progress. (AYP)
- 2 Public School 11 and Leadership Team will publicize and disseminate the results of our annual review to parents, teachers, and the community so we may continually refine the instructional program in a useful manner, to help all children in Title 1 programs meet state academic standards. (School Report Card).
3. Public School 11 S.L.T. will review and publicize the effectiveness of the actions and activities we are carrying out in Title 1 Programs with respect to parental involvement professional development, and other activities assisted under Title 1 (Quality review, CEP, Parent-Staff Surveys)

If P.S. 11 is identified as a school for improvement, for corrective action, or for restructuring parents will be notified promptly in a manner consistent with A-8 and A-9 that:

- explains what the identification means and how Public School 11 compares academically to other schools
- explains the reasons for identification
- provides information how parents can become involved in addressing the academic issues that caused P.S. 11 to be identified for school improvements, and
- explains Public School 11's parent's option to transfer his or her child to another public school, with transportation provided by the Department of Education, or to obtain supplemental educational services for their child.

Public School 11 will provide parents with enough relevant information to help them decide what is best for their child:

- parents will be informed about the academic achievements of students at the school or schools to which their child may transfer.
- a description of the special academic programs, and facilities, and before or after-school programs available at those schools may be included.
- the professional qualifications of teachers in the core academic subjects may be included and
- parent involvement opportunities may be identified.

Parents will be notified of the choices for their children well before the first day of the school year. Parents at Public School 11 will be given information explaining:

- what Public School 11 is doing to address the problem of low achievement,
- who is and what support Public School 11 is getting to help Public School 11 address the problem, and,
- if applicable, a description of corrective actions or restructuring plans.

1 If the Public School 11 principal or a majority of Public School 11 parents believe the school has been identified in error because of statistical or other substantial reasons, the principal may provide supporting evidence to the District for consideration prior to a final determination. The District must make a final determination of the status of the school with respect to identification no later than 30 days after Public School 11 has been provided an opportunity to review the school-level data.

2 The District must approve the Public School 11, School Improvement Plan which Public School 11 must develop or revise after it has been identified for improvement. The Public School 11 School Improvement Plan will and must be developed in consultation with parents, school staff and the District serving the school and outside experts no later than 3 months after Public School 11 has been identified and it must be a 2 year plan.

3 The District is responsible for providing Public School 11 with technical assistance based on scientifically based research (SBR) during the entire 2-year period, as Public School 11 develops and implements its improvement plan. Technical assistance includes help with analyzing data from assessments, and other student work, identifying and addressing problems in instruction, and problems implementing the parental involvement requirements and professional developments requirements.

4 If Public School 11, as a Title I School, is identified for improvement, corrective action, or restructuring, The District will arrange to provide Supplemental Educational Services to eligible students in Public School 11. The child's parents may select from a list of approved providers. The District 31 (LEA) must:

provide annual notice to parents (in a format and language parents can understand)

- o Of: (1) the availability of the supplemental educational services;
- o (2) the identity of the approved providers within the District or services available in neighboring Districts, a brief description of services, qualifications and demonstrated effectiveness of each provider;

- if requested, assist parents in choosing a provider from the list; have fair and equitable procedures for selecting students to be served if the number of spaces at providers is not sufficient;

- not disclose to the public the identity of any student who is eligible or receiving supplemental educational services without written consent from the parent.

- 1 If Public School 11 is identified as a school for restructuring the District 31 LEA will provide both parents and teachers with:
 - prompt notice
 - an opportunity to comment before any action under the restructuring plan takes place;
 - an opportunity to participate in the development of any restructuring plans.

- 2 Public School 11 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs:
 - Universal Pre-Kindergarten
 - annual pre-k registration campaign
 - Pre-k social worker will maintain contact with all families.
 - staff will invite parents into classroom throughout year, based on curriculum to participate in various activities
 - staff will communicate daily with parents through conversations, notices, phone calls, etc.
 - staff will inform parents of child's academic and social achievements including child's strengths and weaknesses.
 - make available a parent lending library.

3. Public School 11 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- 4 The Public School 11 Parent Coordinator Team will conduct an annual parent involvement policy needs assessment which will include a survey that will ask all parents and staff for their input.

- 5 The leadership team will assess, modify and revise the parental involvement policy continuously as needed. Once the annual parental involvement needs assessment is complete, the S.L.T. members will review and inform their constituents of the results, this will be done at PTA meetings, parent workshops, staff and faculty meetings, open forum meetings, newsletters and notices.

- 6 All parents at Public School 11 will have an opportunity and a responsibility to participate in the above mentioned activities.

7. P.S. 11 will build the parents' capacity for strong parental involvement, in order to ensure active involvement of parents and to support a partnership among P.S. 11 parents, and the community to improve student academic achievement, through the following activities specifically described below:

1 Public School 11 will provide assistance to parents of children served by P.S. 11, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:

- The State's academic content standards;
- The State's student academic achievement standards;
- The State's and local academic assessments including alternate assessments;
- The requirements of Title I, Part A
- How to monitor their child's progress and
- How to work with educators

2 Public School 11 will educate parents on these topics by:

- Parent Coordinator – monthly parent workshops
- Annual School Report Card
- Monthly newsletters
- Informational notices, booklets and pamphlets
- PTA meetings
- SLT meetings
- Family nights

3 Public School 11 will supply any equipment or other materials needed to ensure success of the above mentioned activities whenever possible.

4 Public School 11 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- facilitating monthly parent and parent/student workshops by:
 - the parent coordinator
 - participating community based organizations
 - informing parents of district-wide and community based organizations workshops available outside of Public School 11
- sending home notices and newsletters which includes educational information on various topics
 - Parent coordinator and other staff will speak at PTA meetings and other family nights
 - Make available educational material at school for parents to take home
 - Parent lending library

1 Public School 11 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and Public School 11 by:

- staff will attend professional development provided by Public School 11, outside educators, and the district on parental involvement topics
 - inviting staff to attend PTA, SLT and other meetings, functions and events

- yearly PTA Harvest Ball , - teachers meet with parents and students in a fun and relaxed atmosphere. Have dinner, coffee and cake just to socialize
- bi-yearly parent-teacher conferences
- Open school week
- Family nights

2 P.S. 11 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start in the Berry Homes and our Universal, P.S. 11 Pre-K Program, and other programs, and conduct and or encourage participation in activities, such as parent resource centers, that support parents in more fully participating in the education of their children by:

- inviting children and parents leaving Head Start, (and zoned to attend PS 11) and Head Start staff to P.S. 11 to the end of year kindergarten stepping up celebration rehearsal. Staff and children have breakfast, see celebration, and go into kindergarten classrooms (gives parents and students of head start chance to see P.S. 11 before actual kindergarten orientation)
 - P.S. 11 UPK students and parents are included and encouraged to attend and participate in all meetings, activities, workshops.
 - Parents are encouraged to join PTA and SLT
 - Lending library available to pre-k parents

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

- The ESL teacher will identify any parent who needs translation services.
- The Parent Coordinator is available to answer any questions or to explain any notices or documents as needed.
 - Any parent who needs any kind of interpreting, translation, sign language, or special accommodations or services may contact the parent-coordinator who will arrange services (if available).
 - All notices, newsletters, etc. are sent out in a clear, simple and understandable format.
 - P.S. 11 will use the D.O.E. translation services as needed.
 - Contact addresses, and telephone numbers are on all notices and documents sent home to parents.
 - When available notices are sent home in languages spoken at home.
 - Notices, monthly calendars, etc. which are sent home are also posted throughout school, on bulletin boards, in message boards at exits.
 - Notice of events are sent out in a timely manner giving parents ample time to respond.
 - All assessments and confidential documents are sent home in a sealed envelope to the attention of the students, parents, or guardians.
 - Parents are contacted by telephone or in person when a response is needed and they do not reply.
 - Same notices are sent home in different formats, for example: workshop notice sent out individually and in newsletter, and made available at PTA meetings, and other events as well as being posted through-out school.

Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities P.S. includes:

- 1 Informing the SLT in the development of training for teachers, parents and staff.
- 2 P.S. 11 will inform parents of literacy training available to them from the district and other community-based organizations.
- 3 When funds are available P.S. 11 will pay reasonable and necessary expenses associated with parental involvement activities, including transportation. Whenever possible, children are invited to attend all trainings available at P.S. 11 so parents can participate in school-related meetings and training sessions.
- 4 Staten Island Mental Health trains P.S. 11 parents to become reading volunteers.
- 5 In order to maximize parental involvement and participation in their children's education, P.S. 11 arranges school meetings at a variety of times. For parents who are unable to attend conferences, every effort is made to set up a conference at the time most convenient for the parent at a later date.
- 6 P.S. 11 adopts and implements model approaches to improving parental involvement as per approved and made available by the district and the DOE.
- 7 P.S. 11 has partnerships with a variety of community base organizations and is always eager and excited to form new partnerships.
- 8 P.S. 11 has an open door policy. Whenever possible, anyone walking in with a question, problem or concern will be seen and helped at that time.

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the P.S. 11 School Leadership Team.

The policy was adopted by Public School 11 on 10/19/12 and will be in effect for the period of 1 year. The school will inform all parents and have policy available in the office.

(Signature of Principal)

(Date)

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	301	Total Number of ELLs	20	ELLs as share of total student population (%)	6.64%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	2	1	1	0	2								7
Push-In						1								1
Total	1	2	1	1	0	3	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	1	4		2								14
Chinese														0
Russian		1												1
Bengali														0
Urdu														0
Arabic		2		1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2								2
TOTAL	2	8	1	5	0	4	0	0	0	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Time 1 8:15-9:00 2 9:02-9:45 3 9:49-10:34 TIE 10:36-11:01 4 11:04-11:54 5 11:58-12:48 6 12:52-1:42 7 1:45-2:30 Extended Day
Mon. SETSS Reader's Workshop Science E.S.L. Speech 11:25-11:55 Writing Workshop Lunch E.S.L. Technology, Games, Great Leaps, ECLAS, Skill Focused Strategies, Writing Conferencing

Tues. Band/Guided Reading Math Workshop Social Studies Math (POD) SETSS Reader's Workshop Lunch E.S.L.

Wed. Gym SETSS Speech TIE Math Workshop Science Lunch E.S.L.

Thurs. Math Workshop Art & Literature Reader's Theater E.S.L. SETSS Reader's Workshop Lunch E.S.L.

Fri. Band/Guided Reading Social Studies Guided Reading TIE SETSS Math Lunch Guided Reading

BEGINNER FOURTH GRADE PROGRAM CARD

1a. There is one ESL teacher who teaches ESL for 18 periods per week plus TIE time (daily intervention and enrichment period). It is a pull-out, push-in program.

b. There are three groups that are organized according to grades: Kindergarten, Grade 1 and 2, and Grades 3 and 5. One Grade 5 student pushes into a grade 3 class and this is successful. The ELL students are grouped by grade except for two exceptions. My only second grade student is placed with the first grade students. One third grade intermediate student must be placed with the fifth graders because she requires more time.

2. The ESL teacher has enough teaching periods to ensure that the mandated number of instructional minutes are provided. The beginning and intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction.

3. Reading, Math, Writing, Science and Social Studies are delivered in the ESL MODEL. Pictures, manipulatives, listening programs (such as Leap Frog), and the "Awards" Computer Program are all used to give meaning to the content areas. Sets of National Geographic books and monthly magazines bring science and social studies to life. All instruction is in English. Learning takes place individually with partners, small groups and with whole group instruction. ESL strategies and methodologies are employed and the Instructional Bottom Lines are met.

4. Our school ensures that ELLs are evaluated in their native language. Each parent receives the HLIS Survey in the appropriate language. If there is a need, a staff member of the Translation & Interpretation Unit is contacted for assistance.

5a. We do not have SIFE students.

b. When a newcomer enters our school, he is placed on grade level and seated next to a classmate who speaks the same language. If this strategy is not possible, we try to locate a staff member or student with knowledge of the newcomer's language who can help with the transition. In ESL class, a newcomer will sometimes be grouped with students on his grade and other times he is grouped with students who have the same needs. Language required to fulfill basic needs is taught. The newcomer is taught skills and strategies to help him understand and develop language and prepare the student for ELA testing.

A. Programming and Scheduling Information

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

d. We do not have long term ELLs.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

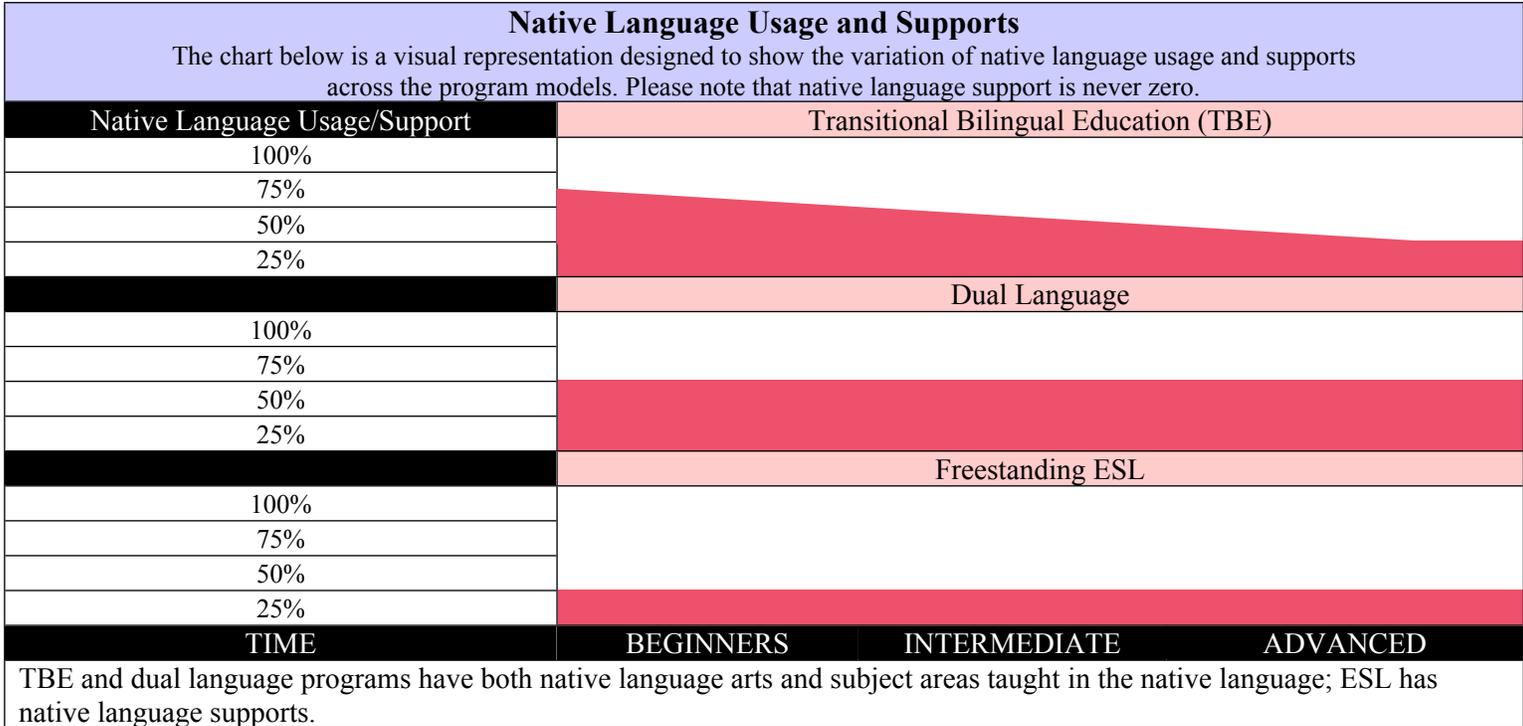
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

Faculty Conferences (ESL Professional Development):

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

2. Administration provides the following support to staff, as they support ELL's in transitioning to junior high school:
 1. Middle School Guide (translations provided D.O.E. website)
 2. Open House flyers
 3. Scheduling of I.S. 2 VISITS TO p.s. 11 and P.S. 11 students to I.S. 2
 4. Translation Services during Parent/Teacher Conferences
 5. School Messenger, reminding parents of open Houses
 6. Faculty Conferences

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3		1		6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Public School 11 uses ECLAS-2 twice a year to assess early literacy skills. Running records, as prescribed by Teacher's College, are also used throughout the school year. This data is used to analyze the student's strengths and weaknesses in reading and to assist the teacher with student groupings. The data shows the skills that each student has learned and what they need to know. The data shows how the ELL's reading levels are compared to English proficient students in their class and on each grade level. This information helps inform our school's instructional planning by showing which subject and skill areas need reinforcement, are progressing satisfactorily, or need enrichment. For example, we have eight ELLs in Grade 1. One of these students has an independent reading level of 3 (on grade level), three students have an independent reading level of 2 (approaching grade level) and three students are on level 1 (below grade level). They are all progressing satisfactorily at this time, although the students on levels 1 and 2 will be offered any available intervention such as AIS.

2. Students who pass the LAB-R do well as English Language Learners throughout the grades in all subject areas. If a kindergarten student is on a beginner level on the LAB-R, it will take at least two years to be on level with his classmates. If a beginner does well on the Spanish LAB-R, he will quickly learn english and might test out in the spring of First Grade. Many students need to progress through the beginning, intermediate and advanced levels on the NYSESLAT before they reach proficiency. If a student is on the advanced level, he can do as well as English proficient students in math and science. Once an ELL reaches proficiency, he performs as well as Native English speakers in reading, math and science. Sometimes he even surpasses the Native English speaker. I looked at the reading levels of students who passed the NYSESLAT with a level of proficient. Two of our first graders tested proficient, one student reads on level 2 and one reads on level 3. The second grader who tested proficient reads on level 3. One fourth grade student scored proficient and he reads on level 3 and the other fourth grade student, who was x-coded, scored proficient and is on level 4. There were also two fifth grade students who scored proficient. ELL's who test proficient are doing as well as native English speakers in their classrooms.

3. Patterns across NYSESLAT modalities affect instructional decisions. A newcomer needs to know how to listen and speak before he can master reading and writing. Therefore, although all modalities are taught, listening and speaking skills are emphasized. If instructional supports are available, a beginning ESL student would greatly benefit. As the ELL student reaches the intermediate and advanced levels, mastering vocabulary, reading comprehension and writing are the main goals. He greatly benefits from experiential learning and enrichment. All ELL's attend our extended day to reenforce and enrich their language and learning experiences.

4a. There are patterns across proficiencies and grades. All test except Spanish LAB-R are taken in English. Kindergarteners are usually at the beginning or intermediate levels of English proficiency at the start of the school year, as indicated by the LAB-R. Most Kindergarteners score at the intermediate levels on the NYSESLAT. By the end of first grade, 2 out of 3 students were proficient and 1 was on the advanced level. Students in self-contained special education classes have the most difficulty reaching proficiency and many become "x-coded". Several of our ELL's test out in every grade level. This past year, seven of our students reached proficiency. This number includes two of our former grade 5 students. Five of our present, x-coded and former ELL's earned at least a level 3 on the NYS Science Test. One student scored on level 2 and a newcomer scored on level 1. These statistics correlate with our school statistics. We did not have any third grade ESL students. The fourth grade ELL's reading scores also correlated with the total fourth grade reading scores. Six of the ELL's scored on level 2 and two scored on level 1. The majority of fourth graders also scored on level 2 with 7 scoring on level 1. On the fourth grade math exam, three ELL's scored on level 2 and three scored on level 3. Most of the students in fourth grade also scored on levels 2 and 3. In fifth grade, one x-coded student scored on level 1, 3 ELL's scored on level 2 and one student scored on level 3. Again, these statistics are similar to the total population. In fifth grade, the ELL's also performed similarly to the total school population in math. In fact, one of two students who scored on level 4 was a former English Language Learner.

4b. We do not give the ELL Periodic Assessment.

- 5. N/A
- 6. Our ESL program is successful, as evidenced by the data presented. Almost all of our ELL's reach English Proficiency. They do as well as their peers on State Tests.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** CFN604

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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