



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** PS 11 HIGHBRIDGE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** DISTRICT 9 BRONX PS 11

**PRINCIPAL:** DR. JOAN KONG      **EMAIL:** JKONG@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Dr. Joan Kong	*Principal or Designee	
Kelly Cheek-Powell	*UFT Chapter Leader or Designee	
Raysa Mota & Tawana Avery	*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	
Angela Reyes	Chairperson	
Nereida Figueroa	Member/Parent	
Lorena Dominguez	Member/Parent	
Kim Keeshan	Member/Teacher	
Glen Saltos	Member/Teacher	
Dione Peart	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Expand the depth of teacher pedagogy to effectively monitor student progress and consistently meet the needs of all students and subgroups. ( November 2012 Quality Review Draft Feedback Form page 1)

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) key personnel and other resources used to implement these strategies/activities,
    - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
    - d) timeline for implementation.
- Teacher Center Instructional Coach and administrators will set up schedules for teachers observations and formative feedback aligned to school-selected Danielson's competencies.
  - Teachers will engage in network professional development opportunities focusing on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
  - The Administrative Team will collaboratively implement the necessary common language and clarify expectations for use in the creation of a school wide observation protocol and templates, which focus on teacher effectiveness, and address individually identified teacher goals school goals.
  - Each teacher will meet with administration to identify individualized specific goals for the 2012-13 school year. Teachers will engage in a professional plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
  - Immediate actionable feedback, based on the City wide acceptable Framework to target strengths and next steps which will be provided to teachers following each formal and informal observations.
  - Teacher Center Instructional Coach, Administration, as well as Network Support Staff will continually conduct professional development activities based on practices observed in the classroom and teacher needs. The focus of the PD will be "what effective teaching should look like." This will be evident through classroom observations, learning walks, collaborative inquiry investigation, peer reviews, Teacher Team meetings, and "Lunch and Learns."

**Budget and resource 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      Title IA       Title IIA       Title III      **X** Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- UFT Teacher Center -To improve teacher effectiveness a UFT Teacher Center Instructional Coach was hired to support our teachers including those new to the profession which is funded by Fair Student Funding TL (FSF).
- Danielson's Framework PD from Network CFN 534- Teachers as well as administrators are attending cycle of professional development under Danielson's Framework led by Network CFN 534 specialists. Network Services are funded by Set aside for CFN TLNetwork.
- Professional Development (Title 1 SWP) Teq is a company which provides classroom technology in addition to professional development. They will provide this support to 58 teachers, 4 administrators and 8 paraprofessionals for 15 six-hour sessions.
- Educational Consultants (LCI) A Learner -Centered Initiative consultant will be providing professional development for 11 full days for the purpose of creating and refining common core aligned Units of Study. TL (FSF)
- Educational Software/Instructional Resources – TL (FSF) (NYSTYL)
- CLI- Center for Learning Initiative- Consultants provide a technological framework in addition to professional development for the Units of Study which is funded by TL (FSF)

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Deepen the quality of academic tasks to effectively close the achievement gap. (November 2012 Quality Review Draft Feedback Form page 1)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013 Teacher Teams will revise our Units of Study to reflect a coherent, rigorous and engaging curriculum, which will increase student achievement for all subgroup.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- In order to ensure and increase the rigor we will complete the annual curriculum map so all teachers have a clear understanding of the entire curriculum for the year, specifically knowing how and when each standard will be addressed throughout the year. In order to assure that our Units are of Quality we are planning to use (PARCC) an online analysis tool to analyze the rigor within each Unit. Students will be engaged in numerous performance tasks across the curriculum aligned to strategically selected CCLS in ELA, Social Studies and/ or Science as demonstrated by authentic student work. We will implement a shift in planning Units of Study as well as a deeper understanding of complex text by using Close Reading strategies as part of our daily routines. These changes will ensure that the needs of our identified student subgroups are addressed. Selected representatives from each grade known as the Common Core Team supported by the Collaborative Learning Institute will review and revise the Units of Study. The Administrative team and the Teacher Center Instructional Coach will meet weekly with a focus on pedagogical practices and implementation of the Units of Study. Specific skills will be selected and addressed to assess formatively and summatively to track student progress and evaluate the effectiveness and impact of the Units of Study. By June 2013 teacher teams will revise our Units of Study to reflect a coherent, rigorous and engaging curriculum, which will increase student achievement for all subgroups.
  - The Common Core Team will participate in on-going professional learning led by The Collaborative Learning Institute (CLI) and the CFN 534 network
  - Simultaneously the Common Core Team will be supported through CFN professional development activities, which include conferences, site visits, coaching etc.
  - The team will focus on embedding formative and summative assessment within common core aligned units of study.

- The results of student work will guide our instruction and provide us with next steps.
- Representatives from each grade will share information with teacher teams on a regular basis, and coordinate this work across grades and content areas to ensure fidelity and implementation.
- Design/ implement rigorous tasks that ask students to read and analyze informational texts, and write informative/explanatory essays as well as opinions, narratives and arguments.
- Implementation of CCLS and CIE shifts
- Teachers of students with disabilities will receive training in Co-teaching strategies to implement NYC DOE Special Ed reform.
- Teacher teams will engage in Looking at Student Work using protocols, use of UDL checklists and the Inquiry Process.
- School leaders will support teachers in the development of lesson plans and provide immediate feedback via the observation process.
- Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students.

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Educational Consultants (LCI) A Learner -Centered Initiative consultant will be providing professional development for 11 full days for the purpose of creating and refining common core aligned Units of Study.
- UFT Teacher Center -To improve teacher effectiveness a UFT Teacher Center Instructional Coach was hired to support our teachers including those new to the profession which is funded by Fair Student Funding (FSF).
- CLI- Center for Learning Initiative- Consultants provide a technological framework in addition to professional development for the Units of Study which is funded by TL (FSF)
- CFN 534 Network- SIOP specialist from the Network are providing professional development to ELL teachers and the ELL coordinator, focusing on the SIOP model. Network Services are funded by Set aside for CFN TL Network.
- A study group of 10 teachers of ELL students will meet for 8 one hour sessions to develop skills in SIOP strategies. Per session is funded by TL (FSF)

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Expand the depth of teacher pedagogy to effectively monitor student progress and consistently meet the needs of all students and subgroups. (November 2012 Quality Review Draft Feedback Form page 1)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

  x   4.3 Comprehensive plans for teaching

\_\_\_\_\_ 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013 teachers will be able to analyze data to identify trends of individual student's strengths and weaknesses and develop as well as implement effective strategies to meet the needs of all students.*
- By June 2013 teachers will have received ongoing professional development in Danielson's Framework for Teaching with special emphasis on Domain 1, Planning and Preparation.

#### **Instructional strategies/activities**

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

*All teachers including enrichment and AIS teachers will participate in school-wide progress monitoring using Renaissance, school-wide assessments using Acuity and Assimilations and teacher created assessments to monitor growth of various subgroups as well as all students. Teacher teams will analyze the data to make strategic decisions concerning Units of Study, lesson plans, performance tasks and assessment. By June 2013 teachers will effectively implement the strategies needed by the subgroups.*

- *Preparing teachers in the use of data to inform instruction and understand the process of all learners/ subgroups.*
- *Preparing teachers in the use of research based instructional activities that will be used to support the goals for providing students with rigorous tasks that are aligned to the CCLS.*
- *Utilizing data and disaggregating data to monitor all systems that support student progress.*
- *Teacher teams will engage in Looking at Student Work using protocols, use of UDL checklists and the Inquiry Process.*
- *Principal goal setting and the data based plan of action using all forms of data that align with school needs including organizing analyzing and disseminating*

*all areas of data: attendance, demographic, and academic so all stakeholders are able to understand the needs of all students.*

- *Opportunities for teachers and all stakeholders to participate in professional development in the analysis of data and implementation of strategies.*
- *Providing opportunities for parents and students to be informed of curriculum decisions and implementation.*

- The Collaborative Learning Institute (CLI) has provided on going training in the creation of Units of Study to a group of teachers known as the Common Core Planning Team.
- The Common Core Planning Team is creating Units of Study for each grade aligned to the CCLS.
- The Common Core team is expanding with additional Professional Development to be provided by CLI to an additional six teachers.
- This work in the Units of Study is shared at the Teacher Team Meetings where all teachers on a grade have input in revision and modifications.
- Teacher teams then work on collaborative lesson planning to align to both the Units of Study and the CCLS.
- The teachers have received professional development in the Citywide Instructional Expectations (CIE) Shifts.
- The school has implemented Close reading strategies to address the CIE shifts on a daily basis.
- Teachers set goals using ARIS Learn to self assess and begin to improve their effectiveness in regards to planning and preparations.
- Observation feedback will provide teachers with recommendations to improve their planning.
- Data from formal and informal observations will determine the direction of the areas of need for further specific differentiated Professional Development.

The school wide Unit planning initiative gives all teachers the opportunity to partake in Unit planning and revision as well as creating daily lesson plans which are aligned to the Units. The Units are aligned to the CCLS and address all standards recommended by grade. This gives teachers a clear understanding

#### **Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Fair Student Funding\_

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- CFN 534 Network- Data specialist from the Network is providing professional development to teacher teams. Services are funded by Set aside for CFN TL Network.
- UFT Teacher Center -To improve teacher effectiveness a UFT Teacher Center Instructional Coach was hired to support our teachers including those new to the profession which is funded by Fair Student Funding (FSF).
- Renaissance-This assessment tool is a universal screener to provide teachers with data and strategies which is funded by Fair Student Funding(FSF).
-

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The success of prevention and intervention programs outlined in the IRP is dependent on continued commitment to implement outlined programs with fidelity; evaluating systems, programs approaches and protocols so adjustments can be made as needed. (Persistently Dangerous Site Visit Summary form page 1 on December 9, 2011)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**During school year 2012-2013 we will continue the implementation of the behavior modification techniques and training (PBIS, TCI, ESR, LSCI) to maintain a safe and supportive environment for all students as measured by our decreased VADIR index score.**

By 2013 the staff will continue to implement successful programs to maintain a safe and supportive environment for students.

**Instructional strategies/activities**

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

- **Implement Positive Behavior Intervention Supports (PBIS)**

- **PBIS team meets weekly to analyze data that drives prevention and intervention measures**

- **Continue to implement research based programs and activities that have a record of achieving positive results such as: respect for all project, no place for hate program, field trips to safety city, 3R poster contest, monthly assemblies, daily town hall.**

- **Response to Intervention (RtI) will continue to meet weekly to provide support and intervention strategies for students at Tiers 2 and 3.**

- **The School Based Support Team (SBST) will continue to meet weekly to discuss the evaluation process already in progress.**

- **The SBST will collaborate with the RtI team to prevent referrals to Special Education.**

- **The daily town hall meeting strengthens positive school culture by giving students an opportunity to recite pledges, reinforce 3R's (rules,**

respect, and responsibility) and celebrate positive student accomplishments.

- Continue to implement the strategies and common language learned from training in Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) to prevent crisis situations and or deescalate students in crisis.
- Continue to enroll teachers in LSCI Certification training and (Educators for Social Responsibilities) ESR professional development

#### **Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- LSCI- 3 teachers participated in training over 6 full Saturdays of LSCI training from October through December.
- ESR -4 teachers participated in ESR training for 4 full days (Fridays) from December through March.
-

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Although this school outperforms the city average in parent participation of the 2012 Learning Environment Survey, the participation rate was at a three year low.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In March of 2013 we will increase the number of parents that complete the Learning Environment Survey by 5%.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
  - Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
- We will have parent ambassadors that are trained to assist parents to complete the surveys.
  - We will have student ambassadors that will provide information to parents.
  - We will provide information to support parents who need to complete the survey in any language other than English or Spanish
  - We will hold raffles to reward parents who have completed surveys.
  - We will provide professional development for parents on how to follow directions when completing the survey.
  - Students will be rewarded as their parents complete and return the survey.
  - The parent coordinator had training in the Parent Leadership Academy

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title 1 Priority



**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Services rendered by Parent Coordinator to parents is funded by Title1Priority.

**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 3 <sup>rd</sup> Grade 130 4 <sup>th</sup> Grade 119 5 <sup>th</sup> Grade 139	Small group reading and writing, guided reading	Small group push-in Small group pull-out	During the school Extended day After school Saturday
Mathematics 3 <sup>rd</sup> Grade 130 4 <sup>th</sup> Grade 119 5 <sup>th</sup> Grade 139	Small group reading and writing, guided reading	Small group push-in Small group pull-out	During the school Extended day After school Saturday
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Guidance Counselor and Social Worker service 301 students	At risk counseling Crisis intervention No Place for Hate Program Respect for All Program	Push-in to classes One to one Small group	During the school day

**HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

All teachers are working in their license area and are highly qualified. The Principal and Assistant Principals attend recruiting fairs and reach out to Fordham University to recruit highly qualified teachers. All new teachers are provided with mentors. The Teacher Center Instructional Coach supports all teachers by providing rigorous standard based professional development. All teachers meet in Teacher Teams three times per week for 45 minute periods for Unit Planning, Inquiry Work, and Professional Development. Consultants from Center for Learning Initiative (CLI) support staff members participating in on-going Professional development and Unit Planning. Staff members also participate in on going support provided by CFN Network 534 to ensure that our staff remains highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Debra Maldonado/Ben Waxman</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>011</b>
School Name <b>Highbridge School</b>			

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

Principal <b>Dr. Joan Kong (Acting)</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Angela Reyes</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Alicia Kaplan/2<sup>nd</sup> grade</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Melanie Bierlein/Dean Academic</b>	Parent Coordinator <b>Nelida Sousa</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Ben Waxman</b>	Other <b>type here</b>

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>8</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers	<b>0</b>	Number of special education teachers with	<b>1</b>	Number of teachers of ELLs without	<b>0</b>

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
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	5		

## D. School Demographics

Total number of students in school	738	Total Number of ELLs	246	ELLs as share of total student population (%)	33.33%
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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. At P.S. 11 The Highbridge School, identification of ELL students begins at registration time on the first floor in an area labeled the "north yard" and continues throughout the school year for new arrivals in the cafeteria. The Home Language Identification Survey [HLIS] is administered by the ELL Team, which consist of two ESL teachers, Ms. Reyes and Ms. Mele and AIS teacher, Ms. Powell. In addition, an informal oral assessment is done to help determine if students will be eligible for the LAB-R. Eligible students are then administered the LAB/R, an assessment in English to determine ELL program eligibility and if applicable, the LAB/R Spanish assessment in Spanish to determine language dominance and program eligibility. Ms. Reyes is fluent in Spanish, she is able to give added support to Spanish speaking parents and students during the intake process. For parents and students of other languages other than Spanish, it has been our experience that these parents come to registration with a friend or family member that can translate. We do have a staff member, Ms. McGuire that speaks flunet French and is on standby if we need her to translate. The Department of Education does offer over the phone interpretation services that can be used as a resource if a parent does not come with a friend or family member that can translate. In addition to an informal assessment given to the student, scores are reviewed by the ELL Coordinator and ELL Supervisor to determine program entitlement and parental option for ELL students.

Steps taken to annually evaluate ELLS using NYSESLAT starts with printing the RLAT report from ATS, for entitled students only as a specific criteria for entire school. A testing calendar is created to administer all four modalities. The speaking subtest is administered to students individually by the ELL Speaking Team, Ms. Reyes, Ms. Mele, Ms. Powell, Ms. Bierlein, Ms. Kaplan, Ms. Ferrell, Ms. Alonso, and Ms. Gonzalez. Prior to administering test, the team goes over NYSESLAT School Administrator's Manuel to clearly understand testing procedures. The Listening, Reading, and Writing subtests are administered according to the testing calendar. This includes students with special accommodations, they are tested accordingly per their IEP. P.S. 11 utilizes many of the staff members to help administer these three subtests in addition to the certified ESL teachers: coaches, other classroom teachers, guidance counselors, social workers, paraprofessionals, and school aides. They all attend a testing meeting to go over NYSESLAT Testing Manuel at the beginning of the testing window. Also, Ms. Reyes attends the network/district NYSESLAT testing meeting and turns key information to staff administering the NYSESLAT. Finally, certain members of the ELL Team and General Testing Team, Ms. Reyes, Ms. Powell, Ms. Ferrell, Ms. Rivera-Garcia, Ms. Harvey, Ms. Alonso, Ms. Kaplan, and Ms. Gonzalez evaluate the writing portion of the test following the guidelines and rubrics provided by the Pearson testing company.

2. It is part of our school mission to provide parents with adequate information to make informed decisions. During registration, parents watch a Program Option Video, provided in their native language, if available. It is our experience at P.S.11 that if a parent speaks another language other than English or Spanish, they are accompanied by a friend or relative to act as a translator during the registration process, these parents will watch the video in English. After the video, a member of the ELL team will have a one on one orientation meeting to discuss and explain the different instructional models our school has to offer. Parents are also invited to visit classrooms to observe instructional models and speak to parents on the Parent Association.

3. Parent Survey and Program Selection forms are filled out and signed at the time of registration after the one on one orientation meeting with the ELL team. Then, the forms are given to the Pupil Personnel Secretary to be included in the student's registration papers, which will be placed in the student's cumulative record folder. Entitlement letters which are in the student's native language and in English are given to the students to bring home and a copy is also mailed home. Copies of the letter are stored in a compliance binder located in the main office, and another compliance binder located in the ESL coordinator's office, and also in the student's cumulative record folder.

4. The initial step in placing our ELL students in bilingual or ESL instructional programs, is using the LAB-R, and when applicable, the LAB-R/Spanish hand score to determine students' proficiency levels. The next step is to have one on one conversations with parent(s) after viewing the Program Option video to further explain our school's instructional models. Then, parents have opportunities to observe instructional models and speak to other parents of students in ELL programs. Once parents are properly informed, parent(s) choose their desired program, and fill out the Parent Survey and Program Selection Form. Finally, the child is immediately placed and accompanied to the classroom. For students that are already in the Bilingual or ESL programs, at the beginning of the school year continued entitlement letters are given to students who scored either beginning,



ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	1	1	0								5
<b>Push-In</b>	1			1										2
<b>Total</b>	3	2	2	3	2	1	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	246	<b>Newcomers (ELLs receiving service 0-3 years)</b>	197	<b>Special Education</b>	23
<b>SIFE</b>	3	<b>ELLs receiving service 4-6 years</b>	49	<b>Long-Term (completed 6 years)</b>	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. [i](#)

	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	89	2	2	20	0	6	0	0	0	109
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	108	1	9	29	0	6	0	0	0	137
<b>Total</b>	<b>197</b>	<b>3</b>	<b>11</b>	<b>49</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>246</b>

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	17	20	22	19	20	11								109
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>17</b>	<b>20</b>	<b>22</b>	<b>19</b>	<b>20</b>	<b>11</b>	<b>0</b>	<b>109</b>						

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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

### 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
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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	12	11	8	21	23	7								82
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1									1
French	4	2	1	1	1									9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	9	8	11	6	6	4								44
<b>TOTAL</b>	25	21	20	28	32	11	0	0	0	0	0	0	0	137

## Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1a. At P.S. 11 we use three organizational models: Self-Contained Free Standing ESL classes, Push-In ESL classes (Co-Teaching) and Spanish Transitional Bilingual classes.

1b. Our Free Standing ESL Program provides instruction to a heterogeneous group of students using content-based thematic ESL instruction focusing on both content and language objectives. With our Push-In Model the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques. In this model, Beginner, Intermediate, and Advanced students are serviced according to the instructional mandated hours. In the Transitional Bilingual model, students will initially be instructed in the native language (Spanish) and progressively begin transferring those skills to the targeted language (English). The class is also heterogeneous in makeup.

2. In order to ensure that our ELL students receive the mandated numbers of instructional minutes according to their proficiency levels, our school identifies the number of classes per program model on each grade level. Once the school determines the classes that are needed on each grade level, the appropriate licensed teachers are assigned to each of these (ESL/TBE) classes. The school also enables our ELLs with an advanced level of English language proficiency to participate in general education classrooms, when possible, and receive Push-In ESL mandated services.

2a. Following the CR-PART 154 mandates for language instruction, our Transitional Bilingual Education Program ensures that students receive the appropriate amount of native language and ESL in the target language of instruction. As students' Proficiency levels of English increase, so does the ratio of instruction in the second language, until they're ready to make a full transition into an English mainstream program. The school offers the

## A. Programming and Scheduling Information

following models of TBE:

Beginning Level (80%–20%) 80% of instruction in Spanish, 20% of instruction in English

Intermediate Level (60%–40%) 60% of instruction in Spanish, 40% of instruction in English

Advanced Level (20%–80%) 20% of instruction in Spanish, 80% of instruction in English

All students including "X" coded students participating in the ESL Program at the beginning and intermediate levels are mandated to receive 360 minutes of ESL instruction per week as per CR Part 154 while advanced students, are mandated to receive 180 minutes of ESL instruction. Our school ensures that all these mandates are met and exceeded by incorporating ESL strategies throughout the day in all content areas.

In order to ensure that the ELL students in general education classes receive the mandated number of instructional minutes based on proficiency levels, we have two certified ESL teachers provide Push-In services to these classes.

3. Social Studies: At P.S. 11 content areas are infused throughout the entire school day. During the literacy block in the ESL classes the language of instruction is English where as in the bilingual classes instruction is delivered according to English proficiency levels. Teachers use visual representation, modeling and other scaffolding strategies to make content comprehensible and enrich language development. Our classroom libraries include diverse levels based on theme, interest, and genre. The bilingual classroom libraries also contain content area books in the students' native language (Spanish).

Our Social Studies curriculum adheres to the Common Core Learning Standards and the instruction incorporates strategies to reach the various levels of the ELLs. Students work in groups and assignments are projected based which tap into the four modalities (Reading, writing, speaking, listening). Jigsaw learning and the use of graphic organizers are specific teaching strategies employed during social studies.

Science: PS 11 uses an inquiry based approach to teaching Science. Teachers use the FOSS kits to ensure that Common Core Learning Standards are infused in every lesson. Teachers are skilled in delivering hands-on lessons, where students have an opportunity to observe, hypothesize, record, and predict information. Students work in collaborative groups that will facilitate accountable talk. ELLs are supported by scaffolded lessons that allow them to demonstrate their learning through real-life applications such as planting, and taking care of animals. Teachers use hand-on activities and kinesthetic learning techniques to provide an optimal learning environment for English Language Learners.

Also, the classrooms are equipped with charts, visual aids, tools and technology that create an interactive environment. The language of science instruction depends on the students' levels of English proficiency.

Math: Our school Math curriculum is at the beginning milestone of the new New York State Common Core

## A. Programming and Scheduling Information

Standards. Bilingual classrooms currently have both the English and Spanish editions of Every Day Math. Instruction in bilingual classrooms is differentiated according to the English Proficiency levels in the classroom. Manipulatives and other realia are used to help students better understand the mathematical concepts by connecting them to real life situations. Content specific word walls are created to reinforce mathematical terms, along with symbolic representations. Students often work in collaborative groups or in pairs. Teachers scaffold instruction by presenting mathematical concepts in different ways such as modeling, partner work, mental math, visual, and math games.

Art/Music: At P.S. 11 we strongly believe that the Arts are an integral part of language development, therefore the ELL students are exposed to aesthetic as well as performing arts. Children participate in music classes and art lessons. Units of Study focus on particular art styles and media. Formal music lessons encourage development of non-linguistic communication. These classes help reduce the anxiety of having to speak for those students who are still in the pre-production stage.

4. Students are appropriately evaluated in their native language in several ways: formal running records using TC Assessment Pro in Spanish, teacher made assessments in Spanish and Everyday Math assessments in Spanish

5a. Once SIFE students are placed in the appropriate program, we provide the following:

- Precise scaffolding strategies according to their language proficient levels
- After school and Saturday Academy which provides additional support and opportunity to use the English language
- Supplemental native language instruction to assist with language development skills through small group instruction, when the native language is available
- Classroom libraries which includes non fiction, high interest, low level, multicultural literature

5b. Many of the same services are provided to our SIFE students are also available to our newcomers. These include more opportunities to learn on Saturday and after school as well as a strong language program. In addition to these services teachers are incorporating multicultural literature, to foster a deeper understanding of the newcomer home country.

5c. In order to ensure that our long-term ELLs are making adequate yearly progress we will provide them with supplemental services as needed. The following supports are in place to meet the specific needs of this sub-group:

- Inquiry based analysis of NYSESLAT data
- Individualized planning based on language needs
- Materials and instructional technology designed to support the different modalities, such as listening centers
- Academic Intervention Services
- Professional development for teachers which focuses on ESL strategies, scaffolding, and language acquisition methodologies.

## A. Programming and Scheduling Information

-Interim Assessments to assess growth and language development

5d. N/A

6. Since PS 11 is in the beginning stages of being a phase 1 school all students are provided with instructional strategies and grade-level materials to be successful in both academic content areas and English language development which also alligns to the Common Core Learning Standards. For our ELL-SWD we implement: small guided reading groups of no more then three, we incorporate visuals, leveled libraries, listen centers, ELMOs, and smartboards. Teachers provide, project based assignment, hands on and kinestic learning to address the students' different learning styles.

7. We have a collaborative team teaching class in every grade level to help meet the diverse needs of ELL-SWDs within the least restrictive environment. We also have a school wide reading block time in which ELL-SWDs that need some added support and or need to be with students on their same reading levels can go to another classroom during that reading block. Also ELL-SWDs are intergrated with other students during gym time and also during lunch time.

### 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:

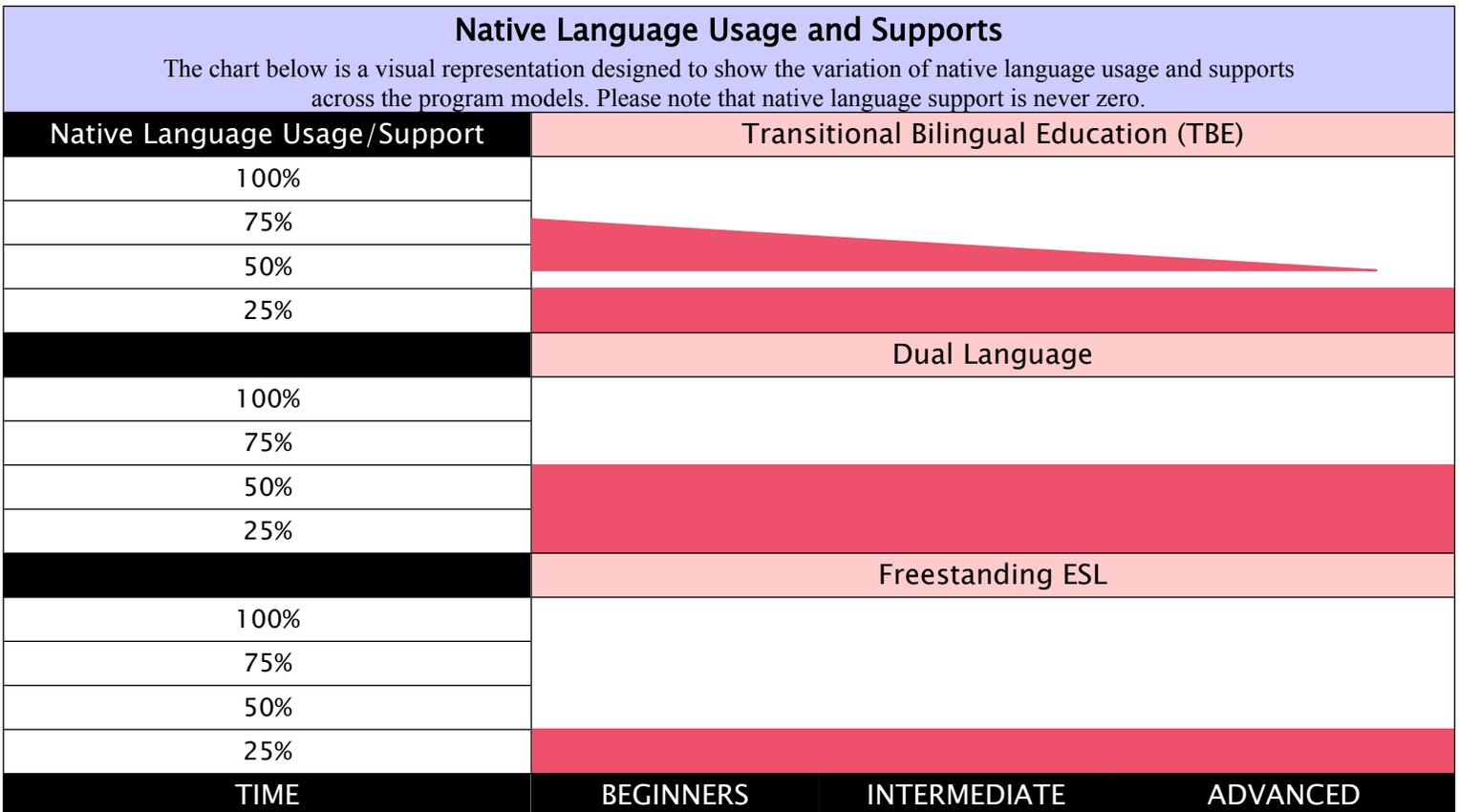
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8. ESL self-contained and bilingual classrooms at our school use the Santillana Language program which incorporates reading comprehension and vocabulary development. We also use Raz-kids that helps to develop reading comprehension and vocabulary building. Both of these language program are offered in English. Our intervention services range from Push in, AIS, after school, and Saturday academy. All of these services are designed to further develop their language acquisitions in a small group setting. PS 11 has developed an Rtl team to also help implement intervention strategies for added support to our students.

9. The students who become proficient continue to be supported by teachers who use ESL strategies and various scaffolds to ensure continued growth. Testing modifications will remain in place for former ELL students for up to two years. If parents choose, pending space availability, the children are allowed to stay in the ESL self-contained or Bilingual settings. These students will be given priority when developing after school programs and Saturday Academies.

10. Our ELL team was organized to create a forum for conversations around our TBE and ESL programs. This ELL team has begun work with our new ELL Support Network Specialist. Alongside our Network Specialist, we are strengthening our understanding of our data and the implications for our ELLs. Our ELL team is focusing on conferring with language objectives. Our school has made ELLs a priority by including professional development for all teachers on proven ESL and language development strategies. After reviewing NYSESLAT data our ELL team has prioritized academic language during the read aloud and content area instruction.

11. We will not discontinue any programs at this time.

12. Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All of our ELL students participate in every enrichment program that our school offers (e.g. music, art, computer, etc). Additionally, classrooms that hold the ELLs have Smart Boards, listening centers, and bilingual libraries. One after school program has been specifically designed for our ELL population. We also offer a

Saturday Learning Academy that is specially for our ELLs.

13. The instructional materials that are used to support ELLs are Smart Board, internet, software (Science, Math, and Language games), listening centers, Words Their Way, Santillana reading and activity books, and NYSESLAT resource materials.

14. Our school supports the acquisition, maintenance, and development of students' native language. Our Spanish speaking students that are placed in TBE receive Spanish instruction in Language Arts. We form small reading groups in Spanish in order for the students to develop a variety of reading strategies to become fluent readers in Spanish. Spanish speaking newcomers will receive academic instruction in Spanish to ensure the academic instruction and learning process continues until they become fluent English speakers. We are also offering an intensive intervention reading program to our students with limited communication skills [Estrellita] in their native language (speaking, listening, writing, and reading), to ensure students acquire and develop firm foundations in Spanish.

15. PS 11 has the benefit of self-contained ESL classes in grades K, 1, 2, 3, and 4 and one Transitional Bilingual classroom at each grade level. Children are placed in their appropriate grade level and with their peers. Our Push-In support also goes into the classroom and works with the child's grade level teacher. Therefore, the children are receiving grade appropriate instruction. When ordering materials we look at the child's age, grade and interests to ensure the students will benefit from these materials.

16. At the current time all activities in our school for newly enrolled students are incorporated in the school year. The Executive Team, and the ELL team are working on a plan of activities for these students and their families.

17. N/A – we are an 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.

Our professional development plan for all ELL personnel at the school focuses on planning for differentiation and using data for instruction, grouping, and portfolios. Both Bilingual and ESL self-contained teachers involved in the ELL team, have monthly meetings scheduled for the purpose of planning, professional development, and vertical communication as cohorts of teachers of grades K-5. PD is based on teachers' and school's needs. Thus, teachers' training has been designed around informing our Bilingual/ESL staff of pertinent ELL policy, as well as key instructional strategies, best practices, and materials available within the school. Teachers will be provided professional learning opportunities around all ATS reports and other data pertaining to ELL students. ESL and Bilingual teachers will be trained on how to manage and utilize different data sources. General classroom teachers, will be able to participate in professional development activities with the ESL and Bilingual teachers during their common planning time on a weekly basis. Support staff, such as paraprofessionals, aides and psychologists will also be afforded opportunities to participate in school-wide ESL training during the Staff Development days. In addition, the Pupil Accounting Secretary will be fully trained in the identification and registration process of incoming ELLs. Also all related-educational service providers who support our Special Education ELLs, will have the opportunity for PD. Members of the ELL Team, Ms. Reyes, Ms. Mele, Ms. Bierlein alongside the Network ELL Specialist, Rosemary Caban, will continue to conduct training at our school in order for our teachers to comply with the Jose P. mandate, which requires them to attend 7.5 hours of training.

2. Staff will be provided with professional development to support students as they transition from elementary to middle school by informing them and having them become familiar with the different requirements of each NYSESLAT grade band, the rubrics, and the proficiency levels for each, as well as the ELA assessments. Our Guidance Counselor and Social Worker will also be available to provide professional development for the teachers who need to be more informed of the social and mental aspect of this age group.

3. Professional Development for our teachers to comply with the Jose P. mandate will focus on

- Differentiated Instruction in Bilingual and ESL self-contained classrooms
- Language Development Strategies
- The NYSESLAT
- Alignment of Bilingual literacy instruction with the Teachers College Reading and Writing Project
- Utilizing Data/Data Driven Instruction
- NLA Instruction
- Introducing Common Core Standards and the role of language in academic development of ELL

## E. Parental Involvement

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

1. The school has created venues to engage the parents in order to give them a more active and participatory role in the academic development of our children. This involvement begins as early as registration when parents participate in an interview process in which the child's and family's background is discussed. Parents will be active participants in the decision making process for their child's academic program choice. Parents will also participate in the formal periodic review of children's progress, which will take place twice a year. In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications. Parents are also supported through academic workshops where both content and best teaching practices will be shared.

2. The school partners with our CBO, Alianza Dominicana, in order to provide workshops for parents in areas such as English as a Second Language, Immigration, and multicultural awareness.

3. Parent representatives are members of the School Leadership Team and bring any concerns from the Parent Association to the monthly meetings. The needs of the parents are also evaluated through an open forum roundtable discussion throughout the year. This gives the parents an opportunity to come together with school administration and express their concerns. One very important person that helps the school evaluate the needs of the parents is our parent coordinator, Ms. Sousa. She is closely involved not only with the PA, and parent representatives of the SLT but also with members of the different committees at P.S. 11 such as the ELL Team, Rtl Team, and Safety Team. She is able to communicate the needs of the parents very clearly to the Administrative Team and also is involved in organizing and creating different workshops as a result of parents' needs: NYSESLAT Workshop, Discipline Code, Nutrition Awareness Workshop, Middle School Conversion .

4. The different types of parental involvement activities are created as a result of the needs of the parents. They have an opportunity to be more involved with their children's education by becoming a Learning Leader, where they can be of assistance in the educational community. The Parents Association has activities that complement the school's activity, for example, health workshops and other trainings.

## 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)	20	22	9	8	11	2								72
Intermediate(I)	0	13	15	35	11	11								85
Advanced (A)	24	6	18	5	26	10								89
Total	44	41	42	48	48	23	0	0	0	0	0	0	0	246

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	4	1	3	2							
	I		9	6	2	2	2							
	A		14	22	14	19	10							
	P		7	9	28	24	9							
READING / WRITING	B		17	10	4	10	2							
	I		13	14	35	11	11							
	A		6	17	6	26	9							
	P		0	0	0	1	1							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	25			42
4	6	11	2		19
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		15		5				27
4	3	3	10	5	2				23
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		2		3		1	7
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				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The primary assessments are the LAB-R, English and Spanish, the NYSESLAT, Teacher's College Reading and Writing Workshop formal running records, and conferring notes. After reviewing these various sources of data, our ELLs struggle with informational texts. They answered 50 % or more incorrect on the following items:

- Identify main ideas and supporting details
- Read unfamiliar texts to collect data, facts, and ideas
- Evaluate the content by identifying important vs. unimportant details

This information helps us in planning AIS, curriculum decisions, and after school and Saturday Academy.

2. Our first grade NYSESLAT student numbers at the kindergarten level decreased in the advanced level. One reason is because we are comparing it to the LAB-R which does not have a writing part. It is noticed that for our third graders, they had an increase number in intermediate from the second grade, and a decrease in advance from the second grade. Which we would have liked it be the other way around.

3. The data revealed that it is clear that our students need support in reading and writing. The ELL team will focus instructional decisions around these modalities. ESL teachers that service the children will focus on academic language which will support reading comprehension.

4a. Looking at the data across the grades, most beginners are in the bilingual class at the first grade level. This is due to the fact that many of our newcomers are recent arrivals to the United States from the Dominican Republic. There are a greater number of ESL intermediate students across the grades as compared to bilingual students. Both programs show an increase in advanced leveled students going across the grades, with the exception of the first grade bilingual class, which has many newcomers. Looking at the data across proficiency levels, both programs show in an increase in intermediate levels, but the ESL program shows a greater number of children achieving this level. Also, the ESL program versus the bilingual program has proved to be more effective with the advanced level students, with the exception of the second grade. Over all, the data is showing that even though our children are progressing in reference to language development, the ESL program is much stronger then the bilingual program.

4b. The ELL team is currently looking into administering the ELL Periodic Assessment. These results should further focus our instructional practices.

5. N/A

6. The success of our program is evaluated through formal and informal assessments and observation of students' work, academic progress on the NYSESLAT, ELA, NYS Mathematics Exam, and teacher input.

### 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.

## Part VI: LAP Assurances

School Name: Highbridge

School DBN: 09X011

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Kong	Principal		11/10/11
	Assistant Principal		1/1/01
Nelida Sousa	Parent Coordinator		11/10/11
Angela Reyes	ESL Teacher		11/10/11
	Parent		1/1/01
Alicia Kaplan	Teacher/Subject Area		11/10/11
Melanie Bierlein	Teacher/Subject Area		11/10/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01



## Title III Immigrant Funds Supplemental Program for Immigrant Students

### Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to [TitleIIIImmigrantPlans@schools.nyc.gov](mailto:TitleIIIImmigrantPlans@schools.nyc.gov).

Part A: School Information	
Name of School: Highbridge	DBN: 09X011
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of immigrant students (including ELLs) to be served: 222

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

Rationale: PS 11 has recently had a large number of newcomers entering our school community. An English Language Learner (ELL) Specific Afterschool program has been created with the goal of helping these students feel welcomed and supported in learning the English language. The goal is to help these students achieve academic success by improving their reading, writing, speaking, and listening skills in the academic English language.

Subgroup and grade level of students: The targeted students for this program are recent newcomers (within the past 6 months) in grades 2, 3, 4, and 5.

Schedule and duration: The program will begin on January 3rd, 2012 and continue until May 10th, 2012. The program will take place every Tuesday, Wednesday, and Thursday from 3:40-5:40pm.

Language of instruction: English

# and types of certified teachers: 2 certified ESL teachers

Types of material:

Listening center materials from recordedbooks.com

Rourke's ELL Intervention Kit

### Part C: Professional Development

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered

### Part C: Professional Development

- Name of provider

Begin description here:

Rationale: The afterschool program is an additional support for our ELLs, therefore teachers involved in the program not only need to be informed of the content and materials to be used in the program, but also, need to have a clear understanding of the expectations of the program.

Schedule and Duration: Teachers will meet one day during the week of December 19th, 2011 for one hour to discuss the goals of the afterschool program. This will also be an opportunity for the teachers to see their class lists and review their students' data. Once the program starts teachers will meet once a month for an hour for professional development.

Topics to be covered: During these professional development times, teachers will review of LAB-R report, Common Core Standards and the role of language in academic development of ELL. They will also learn specific language development strategies and differentiated instruction techniques.

Name of provider: ESL teacher- Angela Reyes

CFN 54 Network Special Services Manager- Rosemary Caban

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Rationale: The school deems parental involvement as vital to every child's academic success not only during regular school hours, but also in the afterschool program. Therefore, plans are created for parental involvement as an added intervention tool for our ELLs.

Schedule and Duration: Initial program letters will be sent to parents of identified newcomer students informing them of the afterschool program on the week of December 19th, 2011. An informational meeting about the afterschool program will be held on the the week of January 2nd, 2012 for these parents. One to one meetings will also be scheduled with parents during the course of the program to discuss students' progress.

Topics to be covered: During these activities, parents will receive an overview of the afterschool program, the curriculum materials to be used, and important NYSESLAT information. There will also be

**Part D: Parental Engagement Activities**

information for parents on resources available for newcomers and their families.

Name of provider: Parent Coordinator – Nelida Sousa

ESL teacher- Angela Reyes

How parents will be notified of these activities: All events and activities will be announced on our school's monthly calendar as well as flyers and posters.

Begin description here:

???

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 12500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>9511</u>	190 hours of per session for 2 ESL teachers to support ELL students:  190 hours X \$50.06 = \$9,511.40
Purchased services <ul style="list-style-type: none"> <li>High-quality staff and curriculum development contracts</li> </ul>	0	N/A
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> <li>Supplemental</li> <li>Additional curricular, instructional materials</li> </ul>	<u>2988</u>	Listening Center Listening center materials Rourke’s ELL Intervention Kits
Educational software (Object Code 199)	0	0
Travel	0	0
Other	0	0
<b>TOTAL</b>	12500	12500

**NYC DEPARTMENT OF EDUCATION  
OFFICE OF ENGLISH LANGUAGE LEARNERS  
52 CHAMBERS STREET, 209 • NEW YORK, NY 10007 • 212.374.6072**

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 11	DBN: 09X011
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale: During the 2012-2013 school year, PS 11 faculty has made a commitment to Writing Across The Curriculum by providing our students with engaging, rigorous Performance Tasks and Rubrics in literacy, math and enrichment which are aligned with the Common Core Learning Standards. We also have made adjustments to our Curriculum Maps, our Units of Study, and Performance Tasks. We looked at various data sources such as: The 2011-2012 School Report Card, Results of the NYS ELA and Math exams, NYSESLAT, ELL Periodic Assessment, Writing Base Line, Teacher's College (TC) formal running records to determine how best to help our ELLs in this new shift that we are implementing. As a result, in order to support our ELLs, we have designed a Saturday Academy to provide additional support with a focus on the reading/writing modalities. Using the most current data, ELL Periodic Assessment, that was taken in October 2012 the results are consistent with the school wide need of improvement in writing. This assessment shows that 30% of our ELL are below the city benchmark in reading/writing as compared to listening/speaking, which only 13% are below benchmark. Reviewing the spring 2012 NYSESLAT it also shows that our students do much better in speaking/listening than reading/writing. Looking at our ELLs in the testing grade for math, 26% of them are level 1, 59% are level 2 and only 14% in level 3. It is our goal to reduce the number of level ones and increase the number of level threes. The Saturday Academy will help in achieving this goal by supplementing the work that is done during the week. This will be done by engaging the students in cognitively demanding mathematics tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Subgroup and grade level of students: The grade levels for the Saturday Academy will be: 1st, 2nd, 3rd, 4th, and 5th. The students have been identified as followed: for all grades, we looked at their reading /writing scale score and compared it to the "NYSESLAT 2012 Scale Score Ranges For Determining English Proficiency" and determined the students that need extra support to have a gain of more than 43 points. For the ELLs in the testing grade we also looked at their ELA/Math scores and determined who would need the extra support to move up a level. For the nontesting grades we looked at writing samples, TC running records in addition to NYSESLAT.

Schedule and duration: The Academy will begin in January . This program will take place every Saturday from 9:00-12:30pm. The Flow of the Day will be as follow:

9-10 AM Reading Workshop, this will include Read Aloud, Shared Reading, Mini Lesson, Independent practice, Small group guided work.

10-10:45 Word Work/Vocabulary Building.

### Part B: Direct Instruction Supplemental Program Information

10:50 - 12:00 Writing Workshop, this will include Shared writing, Mini lesson, Independent practice, small group guided work.

12:00-12:30 Math workshop

Language of instruction: English

# and types of certified teachers: 2 certified bilingual teachers

2 certified ESL teachers

1 Common Branch certified teachers

Types of material: K-5 Comprehension Strategies for Fiction and Nonfiction

Scholastic Traits Writing Program

Finish Line Mathematics

Words Are Wonderful

### Part C: Professional Development

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

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

Begin description here: Rationale: The Saturday Academy is an additional support for our ELLs, therefore teachers involved in the program not only need to be informed of the content and materials to be used in the program but also, need to have a clear understanding of the expectation and goals of the program.

Schedule and Duration: Designated teachers will meet one day the week before the Academy starts to review their students' data, Flow of the Day, Expectations of Program. Once the program starts teachers

### Part C: Professional Development

will meet once a month for an hour for ongoing professional development.

Topics to be covered:

\* Professional Development form the publishing company MONDO to assist with implementing

K-5 Comprehension Strategies for Fiction and Nonfiction

\*Balancing Reading and Language Learning: Examing best classroom practices on teaching reading and language acquisition

\*Looking and analyzing students' writing pieces

\*How to use TPR to increase/support academic language in math

Name of provider: ESL Coordinator

Mondo Publishing

NYS/NYC RBE-RN Resource Specialist

CFN 54 Network Special Services Manager

### Part D: Parental Engagement Activities

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

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

Begin description here: Rationale: The school deems parental involvement as vital to every child's academic success not only during regular school hours, but also in the Saturday program. Therefore, plans are created for parental involvement as an added intervention tool for our ELLs.

Schedule and Duration: Initial program letters will be sent to parents of identified ELL students informing them of the Saturday program once we receive approval of our plans. An informational meeting about the program will be held the week before the program starts for the parents. One to one meetings will be scheduled with parents during the course of the program to discuss students' progress and goal setting.

Topics to be covered: The following topics will be covered during parent meetings: overview and goals of the Saturday program, curriculum materials to be used, NYSESLAT information, ideas and strategies on how parents can help their children at home.

**Part D: Parental Engagement Activities**

Name of provider: Parent Coordinator – Nelida Sousa

ESL teacher- Angela Reyes

How parents will be notified of these activities: All meetings and events will be announced on the School's monthly calendar as well as individual flyers and memos. Our ESL coordinator will also take advantage of monthly parent association meetings to relay important information to our entire parent community.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	0	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	1-5: \$1,622.5  1-5: \$1,080.75  2-5: \$1,203.75  1-5: \$4,975.85	K-5 Comprehension Strategies for Fiction and Nonfiction  Finish Line Mathematics  Words Are Wonderful  Scholastic Traits Writing Program
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		