



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 11 WILLIAM T HARRIS SCHOOL

DBN (i.e. 01M001): 02M011

Principal: ROBERT BENDER

Principal Email: RBENDER2@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: ADA CORDOVA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robert Bender	*Principal or Designee	
Sara Garro	*UFT Chapter Leader or Designee	
Ben Caldwell	*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>)	
Deborah Osborne	CBO Representative, if applicable	
Kristin Barnes Sewell	Member/ Parent	
Tori Lyons	Member/ Parent	
Vicki Arbitrio	Member/ Parent	
IZoya Simakhodskaya	Member/ Parent	
Robin Broshi	Member/ Parent	
Tracy Ortiz	Member/ UFT	
Eric Hand	Member/ UFT	
Megan Stein	Member/ UFT	
Krista Haley	Member/ UFT	
	Member/ UFT	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By May of 2014 80% of students in grades 1-5 will be able to read and analyze appropriate grade level information passages as measured by CCSS aligned performance assessments administered at least two times per year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

State assessment data for grade 3-5 indicate that students struggled with short and long responses to information passages. It was noted that running record assessments did not align with state test scores in 3rd grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will maintain reduced class sizes in grades 1 and 4.
2. Small group, targeted instruction will continue to occur in classrooms.
3. Early morning intervention for students scoring in Levels 1&2 on reading assessments in Grades 1-5
4. Teachers in grades 3-5 will plan together to create a set of expectations for reading notebook short and long responses using non fiction text. Students will receive instruction in the use of these strategies in their non fiction reading responses. Supports will be provided for independent use of reading notebooks.

B. Key personnel and other resources used to implement each strategy/activity

1. Fair Student Funding Resources
2. School Based Literacy Coach, classroom teachers and administration.
3. Classroom teachers
4. TCWRP staff developers, Literacy Coach and classroom teachers. Non-Fiction libraries and a common set of non fiction reading materials will be created.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Target will be monitored through ATS attendance and class rosters
2. Grade Level benchmarks as identified on Performance Assessments Rubrics, Running Record data.
3. Running Record data (collected every six weeks)
4. Non- Fiction Reading Notebook entries measured with a teacher created rubric

D. Timeline for implementation and completion including start and end dates

1. Starting in September and ending in June
2. Starting in September and ending in June (data collected every six weeks to monitor progress).

3. Starting in September and ending in June (data collected every six weeks to monitor progress).

4. Starting in October and ending in June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School based budget and PTA resources will be used,

2. Classroom teachers will continue to plan using small group, targets instruction, based on classroom formal and informal data collected. Literacy coach and TCWRP Staff developers will provide professional development. Common planning periods will be embedded in school schedule. Per Diem coverages will be provided for further PD

3. Grade level teachers will continue to monitor grade level reading assessment data and design early morning small groups for targeted instruction. Weekly grade meetings will be used to monitor programming and student progress. Literacy Coach and TCWRP staff developers will provide professional development. Per Diem coverages will be provided for further PD

4. Grade level planning meetings and per-session study groups will be formed in order to create a non-fiction reading notebook rubric. TCWRP staff developers and Literacy coach will provide professional development. Per Diem coverages will be provided for further PD. Per Diem coverages will be provided for further PD

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SLT family workshops will be held several times per year. Families are invited to attend workshops at Teachers College. Student Portfolios will be shared with families at least 4 times per year. School website will include classroom newsletters and tools for parents to use when working with their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By May of 2014, 80% of students in K-5 will demonstrate mastery of the Number and Operations in Base Ten Fluency Standards as measured by CCSS aligned assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing that data from state assessments, end of unit assessments, individual student conferences, and a fluency assessment administered last year it was determined that students in grades K-5 were not proficient in math fluency according to the common core standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Reduce class size in grades 1 and 4
2. Math Fluency centers will become a practice in each math workshop
3. Math teacher will be departmentalized in grades 2-5.

B. Key personnel and other resources used to implement each strategy/activity

1. Fair Student Funding Resources
2. Dr. Nicki Newton, math staff developer, School-based Math coach, classroom teachers.
3. Math blocks will be included in daily schedule. Dr. Nicki Newton, math staff developer, School-based Math coach, classroom teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Target will be monitored through ATS attendance and class rosters
2. Daily classroom visits from math coach and administration will begin in October to monitor implementation of fluency centers. Fluency benchmarks assessments will be given 4 times per year, beginning in October.
3. Progress will be monitored using data from pre and post unit assessments, given approximately every six weeks.

D. Timeline for implementation and completion including start and end dates

1. Starting in September and ending in June
2. Beginning in October and ending in June
3. Beginning in October and ending in June. Groups will be changed approximately every six weeks based on end of unit assessment data.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School based budget and PTA resources will be used,
2. Working with Dr. Nicki Newton and school-based math coach, teachers will work in grade level teams to create fluency centers based on grade level fluency benchmarks.
3. Teachers will be given common planning time to meet and analyze pre-unit assessment data to form inter-grade math groups in order to provide targeted instruction. Blocks of math instructional time will be created.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Family math night was conducted at the beginning of the year to expose families to the best strategies for supporting students at home. Presentations will also be ongoing throughout the year during curriculum mornings. Family Fridays, where families are invited into classrooms once a month, will highlight fluency stations at least once in each classroom. Teachers are putting math games and fluency work on the school website and also sending strategies and information via email. Parents who have indicated they do not have email are receiving printed copies of this information. Student portfolios, which go home four times a year, are introduced at the November conference along with the fluency continuum.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

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

By May 2014 90% of students in grades 3-5 will increase at least one reading response level in at least two of four categories as measured by teacher created Reading Notebook Rubric. Students will be formally assessed continuously throughout the year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

State assessment data for grade 3-5 indicate that students struggled with short and long responses to literature. It was noted that running record assessments did not align with state test scores in 3rd grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Maintain reduced class size in grade 4.
2. Students will receive instruction in notebook entries that correspond with the common core standards expectations in writing about reading for their grade level.
3. Small group, targeted instruction will continue to occur in classrooms.
4. Intervention will be provided in extended day for students who are scoring in Levels 1 & 2 as measured by state assessments, the notebook rubric and running record data.

B. Key personnel and other resources used to implement each strategy/activity

1. Fair Student Funding Resources
2. TCWRP staff developers, school based literacy coach and classroom teachers.
3. TCWRP staff developers, school based literacy coach and classroom teachers.
4. TCWRP staff developers, school based literacy coach and classroom teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Target will be monitored through ATS attendance and class rosters
2. Students will self-monitor progress toward mastery of notebook entries using the teacher created rubric daily beginning in October and ending in June.
3. Beginning in September, Running Record data will be assessed every six weeks, and notebook data will be reviewed daily.
4. Beginning in September, Running Record data will be assessed every six weeks and notebook data will be reviewed daily.

D. Timeline for implementation and completion including start and end dates

1. Starting in September and ending in June
2. Beginning in October and ending in June (assessed every 6 weeks)
3. Beginning in October and ending in June. (assessed every 6 weeks)
4. Beginning in October and ending in June (assessed every 6 weeks)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School based budget and PTA resources will be used,
2. Working with TCRWP staff developers and school-based literacy coach, teachers will work in cross grade level teams to create a reading notebook rubric.
3. Grade level teachers will continue to monitor grade level reading assessment data and design early morning small groups for targeted instruction. Weekly grade meetings will be used to monitor programming and student progress. Literacy Coach and TCWRP staff developers will provide professional development. Per Diem coverages will be provided for further PD.
4. Grade level planning meetings will happen weekly. Grade level teams will analyze grade level data to form small, targeted instructional groups for early morning instruction program. Per Diem coverages will be provided for further PD

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Family literacy night was conducted at the beginning of the year to expose families to the best strategies for supporting students at home. Presentations will also be ongoing throughout the year during curriculum mornings. Family Fridays, where families are invited into classrooms once a month, will highlight use of reading notebooks at least once in each 3-5 classroom. Student portfolios, which go home four times a year, are introduced at the November conference along with the reading notebook rubric and notebook inserts which are used as a support for individual student entries

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Guided reading and writing. Foundations for phonics	Small group and one on one	Before and during
Mathematics	Guided math	Small group and one on one	Before and during
Science	Guided non-fiction writing	Small group and one on one	Before and during
Social Studies	Guided non-fiction writing	Small group and one on one	Before and during
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play groups, individual counseling and after school programs	Small group and one on one	Before, during and after

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

PS 11, 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;
- Providing parents with a portfolio of student work at least four times per year.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the School-Parent Compact are distributed and discussed with parents each year

Provide parents reasonable access to staff by:

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

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;
- 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;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 011
School Name William T Harris		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Robert Bender	Assistant Principal Karen Carmichael
Coach Petrina Lester Luna	Coach Serena Mueller
ESL Teacher Holli Weiss	Guidance Counselor Christine Leonhardt
Teacher/Subject Area Gloria Castillo/ Reading	Parent Kristin Sewell
Teacher/Subject Area type here	Parent Coordinator Stephen McGill
Related Service Provider Sarah Pinto	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	805	Total number of ELLs	25	ELLs as share of total student population (%)	3.11%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	6	6	5	5	1	2								25
SELECT ONE														0
Total	6	6	5	5	1	2	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23	0	7	2	0	1				25
Total	23	0	7	2	0	1	0	0	0	25

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	4	4	2	1								18
Chinese				1										1
Russian														0
Bengali	2													2
Urdu														0
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other			1											1
TOTAL	6	6	5	5	2	1	0	0	0	0	0	0	0	25

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	0	1	0	0									5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	2	1	1	0								6
Advanced (A)	7	3	2	0	1	0								13
Total	11	5	5	1	2	0	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	3				3
5		2			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	1		2						3
5	1		1						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				1		1		3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 11 uses TCRWP assessment tool. Data reveals that beginning students require assistance in letter-sound identification. The data also reveals that students have basic literary understand, as they can identify concepts of print. It shows that ELLs will require additional support in phonics and phonemic awareness. The schools instructional plan will meet these needs by providing intervention using Wilson Foundations, along with support in the classroom provided by the ESL teacher. In kindergarten, quantitative data does not show a significant discrepancy in letter sounds between ELLs and non-ELLs. However, first grade data indicates newcomer ELL students fall below benchmarks for their grade level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELLs have been making a lot of progress in moving between the proficiency levels. Last year, as well as this year, 5 ELLs (1/5 of the ELL population) achieved proficiency. Only two students have remained in the same proficiency level for more than two years. All of the other students moved at least one proficiency level, with only four students remaining for two years in a certain proficiency level. Students in grades K-1 make more progress than the upper grade students and when looking at the NYS ELA and Math scores, ELLs did not make much progress, as all received 1s and 2s. However, both 4th grade students in ICT classrooms received 3's and 4's on the science test. Only the student in a self contained classroom received a 1.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Because reading and writing scores are lower than listening and speaking skills, instruction is more focused around reading and writing. AMAO reveals that students make a lot of growth, with newcomers making the most growth.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. ELLs are not offered exams in native languages, The patterns for each grade are as follows: All students in grades K-2 made progress in proficiency. It seems upper grade students had more trouble making progress, though both the 5th graders have IEPs and the 4th grader has already been referred to AIT, as she has struggled in the past.
 - b. P.S. 11 does not use ELL Periodic Assessments
 - c. P.S. 11 does not use the ELL Periodic Assessments. We do not use native instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Classroom assessment data is used to guide instruction for ELLs within the RTI framework. Students who are flagged as at risk are given targeted instruction in their areas of need. Whole group, (tier 1) small group (tier 2), and individualized (tier 3) instruction is utilized. Then their progress is monitored by the ESL teacher, classroom teacher, and AIT (if student is referred).
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher works closely with the classroom teacher to be sure the child's second language development is considered in instructional decisions. Students' proficiency levels and stages of language acquisition are considered. Students in Stage 1 are in the silent stage of language learning. They may not speak, so there is opportunity for them to gesture and point. Students in Stage 2 are in the early production of language acquisition. They are able to understand and use many words, but may only speak in one to two word phrases. They are given opportunities to demonstrate their understanding and comprehension by answering yes-no, and who, where, and what questions. Students in Stage 3 are beginning to speak. They can use dialogue and ask simple questions. They often have grammatical errors that may impede communication. Stage 4 students have been learning for over a year and can make more complex statements and state their opinions. They are considered intermediate. Students in Stage 5 have advanced language proficiency and may stage in this stage for years. They are not yet proficient, but are able to fully participate in classroom activities (if given some extra support when necessary) and their grammar is comparative to that of same-age native speakers. They have developed some specialized content-area vocabulary.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. 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.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. 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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher administers the NYSESLAT to each of her students. She runs the RLER report in ATS daily during the administration period of the NYSESLAT to ensure all students whom are eligible are tested.

6. 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.) 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

Based on parent survey letters, the majority of the parents want their children to remain close to home, in their zoned school, and be enrolled in Freestanding English as a Second Language classes, where the students will be immersed in a student population where English is the dominant language. Many parents begin the meeting by stating that they want "English Only," because that is how they believe their children will become fluent in English most rapidly. There has not been one family that opted to switch schools based on the availability of transitional or bilingual programs offered at other schools.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

1. (a) ESL instruction is delivered through Pull-Out services. Due to the fact that the ESL teacher is only in the building 3 days per week, there is not sufficient time (to meet the students' mandates) for a push-in program,.

(b) The students are in both heterogeneous by grade level, and heterogenous by proficiency level, during the Pull-Out periods,. Students are grouped by proficiency levels where Kindergarten, 1st, and 2nd grade are grouped together and grades 3-5 are in a separate group. This helps the ESL teacher ensure that students who enter school without any knowledge of English do not lack the foundations they will need to be successful.

2. 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)?

2. The instructional staff uses the LAB-R or NYSESLAT proficiency levels to determine the number of instructional minutes mandated per student. All minutes are delivered in using the Freestanding English as a Second Lanuage model, where the ESL teacher pulls students out into her classroom. A schedule is constructed with the input of the ESL teacher, administration, and classroom teachers to ensure that the CR Part 154 instructional minutes are met and are effective. Beginners and intermediate ELLs receive 360 minutes per week and advanced students receive 180 minutes weekly.

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 foster language development and meet the demands of the Common Core Learning Standards.

Reading Workshop, Wrting Workshop, Mathematics, and Social Studies are all delivered in English by the ESL teacher. In order to ensure understanding and acheivement by the ELLs, the ESL teacher creates scaffolds to facilitate student understanding of content area vocabulary and concepts. All instruction is taught in English, with the aid of bilingual glossaries (when they are necessary). ESL teacher obtains teaching points from classroom teachers in order to align ESL curriculum with classroom curriculum.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

TCRWP running record assessments assess reading, listening, and speaking modalities. Writing is assessed by the teacher using rubrics to grade writing assignments. Additionally, students are assessed on all four modalities informally throughtout the school year by conferring done by the classroom teacher and ESL teacher.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. ELLs in the US for less than three years receive the same Reading Workshop, Writing Workshop, and testing preparation as main streamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. Most of the ELL students qualify for and are included in the school's Academic Intervention Program. They receive additional instruction with the academic intervention providers. Classroom teachers, the intervention providers and the ELL teacher meet regularly to discuss their program of instruction. There are also meetings with the school administrators to discuss their progress. Steps are taken accordingly to support individual instruction. A comprehensive assessment of students' class work, statewide mathematics test results, and attendance will determine whether or not ELLs enrolled for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. ELLs in an English language school system for fewer than two years are exempt from the promotion standards.

c. When students are receiving ELL services for 4 to 6 years, extensive academic intervention is provided in vocabulary. Our extended day program also addresses academic intervention for these students for an additional 100 minutes per week. The ESL teacher continues to provide a structured program in vocabulary instruction.

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

e. Former ELLs receive testing modifications for two years after English proficiency.

7. 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?

Teachers utilize visuals to provide ELL-SWDs access to academic content areas and accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction

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

Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ELL teacher works closely with the classroom teachers to plan lessons around what is happening in the classroom.

11. What new programs or improvements will be considered for the upcoming school year?

An ESL program for parents of ELLs has been created to help support the parents and welcome them into the school. This helps bring the parents into the building, teach them some English as well as strategies to best help their children with their schoolwork and their acquisition of English.

12. What programs/services for ELLs will be discontinued and why?

We have discontinued the Push-In program because mandates could not be met due to our only receiving funding for a part-time ESL teacher (three days per week). Also, Title III afterschool program has been discontinued due to a lack in funding.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In ESL, we offer glossaries in the native language, when they are available and encourage newcomers to write in their native languages until they become able to write in English. This is a scaffold to facilitate comprehension.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are groups by grade. There are two groups, K-2 and 3-5. All beginners and intermediates receive 360 minutes per week, delivered in 2 hours/3 days per week, and all advanced students have 60 minutes/ 3 days per week (180 minutes total) as per mandates.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There is a summer camp that students can enroll in before the beginning of the school year.

18. What language electives are offered to ELLs?

We do not offer any language electives at PS 11.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL teachers receive notification of offered ESL training. All teachers serving ELL students are encouraged and supported in participating in district or ISC professional development offerings. (CR154, IV) The ESL teacher at PS 11 meets regularly with cooperating classroom teachers during prep periods to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes. The ESL teacher works collaboratively and meets regularly with other ESL teachers within district 2.

2. Links to common core learning standards are provided by the school for all teachers to access and review. The ESL teacher is responsible to review the CCLS to support ELLs. The ESL teacher attended a PD Day in June about CCLS.

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

4. The ELL teacher will work to ensure that the cooperating teachers incorporate second language learning strategies and techniques to their teaching styles. (CR154, IV, pt.4) Teachers review student data to highlight areas where ELL students are underperforming as a subgroup and explore structural strategies for achievement, particularly in the area of vocabulary acquisition. ESL teacher offers ELL training on PD days including second language acquisition, vocabulary development, how cultural differences affect teaching and learning, and scaffolding techniques for content areas.

D. Parental Involvement

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

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

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

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

4. ESL teacher has a Parent ESL Class where parents are directly asked about their needs and they are all addressed. Parents are educated on the school's curriculum and daily activities.

E. 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.

N/A

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **2M011** School Name: **William T Harris**

Cluster: _____ Network: **206**

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

Part A: Needs Assessment Findings

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

We use the home language survey to decide in which language to send home information. Parents indicate at the bottom of the page 2, in part 3 PARENT INFORMATION what language they want to receive written and oral communication.

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

The major findings are that nearly all parents prefer to be communicated with in English. The findings are both recorded on the HLIS and in ATS.

Part B: Strategies and Activities

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

Any papers to be translated into Spanish or Chinese are done so by school faculty members. Any forms that are from the DOE website are offered in many other languages through the OELL and are printed.

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

Any oral interpretation needed in Spanish or Chinese is done so by school faculty members. Any other oral language is translated using the free over the phone translation service at 718-752-7373.

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

Chancellor's Regulation A-663 requires that the DOE provide interpretation service to the maximum extent practicable to communicate with the DOE with parents about their child's education. We will do this by respecting the parents' preferred languages and then having translations printed or translators to speak orally with parents, as necessary. We will use bilingual staff members and/or free translation services to adhere to translation needs. If these services are unavailable, we will reach out to the community, volunteer translators, or use a paid translator.