



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE THOMAS DONGAN SCHOOL  
**DBN (i.e. 01M001):** 31R011  
**Principal:** ERICA MATTERA  
**Principal Email:** EMATTER@SCHOOLS.NYC.GOV  
**Superintendent:** JESSICA JENKINS  
**Network Leader:** RICHARD GALLO

**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
Erica Mattera	*Principal or Designee	
Carolyn Bivona	*UFT Chapter Leader or Designee	
Maribel Taverner	*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	
Jillian Popper	Member/ UFT / SE	
Anthony Muscat	Member/ UFT / GE	
Barbara Neis	Member/ Assistant Principal	
Maria Neri	Member/ Parent / GE / Upper Grades	
Michelle Revella	Member/ Parent / SE / Upper Grades	
Amy Crane	Member/ Parent / SE / Lower Grades	
Jillian Takhtjian	Member/ Parent / GE / Lower Grades	
	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

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

By June 2014, 90% (22 out of 25) of all teachers will improve their effectiveness in domains 2 and 3 to “Effective” or “Highly Effective” as measured by Danielson’s rubric.

### **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.

Teachers are being held to a new evaluation criteria, as outlined in Advance. The Danielson Framework will be used as a tool to improve teacher effectiveness.

### **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. Teachers will Self-assess on selected components of the Danielson rubric.
2. Teachers and school leaders will develop professional goals aligned to the Danielson framework.
3. Teachers will lead professional development and inquiry teams.
4. School leaders will visit classrooms daily and provide immediate feedback.
5. Network Instructional Support Specialists will offer professional development around the Danielson model and the Understanding by Design model.

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

1. Teachers
2. Teachers and Administrators
3. Teachers
4. Administrators
5. Network Staff

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

1. N/A
2. N/A
3. Inquiry Minutes and Professional Development agendas and signature sheets
4. Advance Spreadsheet and individual observation reports
5. Professional Development agendas and signature sheets

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

1. September 2013
2. September 2013
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

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

1. Advance Binder and Danielson Framework
2. Advance Binder and Danielson Framework

3. Inquiry Protocol for Looking at Student Work
4. Danielson Templates in Advance
5. TBD by Network

**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).

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

**Budget and Resource Alignment**

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

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

**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.

To improve student outcomes for special needs students, as evidenced by the New York State ELA and Math exams.

By June 2014, there will be a 10% increase in the number of special education students who will move to the next proficiency level on the New York State ELA and Math Exams.

**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.

New York State Exam data demonstrates a discrepancy between general education and special education performance. There is a need to close the achievement gap between general education data and special education data.

**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**

- Principal will:
1. Strategically staff grades 4 and 5 with teachers who are successful with addressing the needs of students with disabilities.
  2. Schedule five common preps per week for Teacher Teams to collaboratively plan lessons according to student needs.
  3. Schedule councilmanic funding to hire a part-time Academic Intervention Services (AIS) teacher.
  4. AIS teacher will implement (Text Talk) two times a week for grades 4 and 5 students.
  5. Provide after school test prep for grades 4 and 5.
  6. Teachers will utilize the school's daily RTI (25 minute Response to Intervention) and extended day sessions for other intervention/enrichment activities such as Wilson, Great Leaps and Book Clubs.
  7. Continue Common Core aligned units of study with a focus on improving student outcomes for special needs.
  8. Track student progress for special needs through the semi-monthly Pupil Personnel Team (PPT) meetings and weekly Inquiry Team Meetings.

9. Special Education students will be mainstreamed into the General Education Population.
10. Teachers will plan and differentiate instruction on a daily basis, with a concerted effort on IEP students.
11. The attendance Team will offer incentives to improve attendance for special education students.
12. Network Specialists and SESIS will provide professional development throughout the year around writing quality IEPs and improving student outcomes for special needs students.

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

1. Principal
2. Principal
3. Principal
4. AIS Teacher Dara D'Aquila
5. Teacher Jillian Popper
6. Teachers
7. Teachers
8. Special Education Teachers
9. Teachers
10. Teachers
11. Attendance Teacher Lawrence Gellerstein and Attendance Team
12. Network Staff Marygrace DiForte, Alexandra Simeone, Anne Planchar and Anna Arrigo

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

1. Table of Organization and State Test Data
2. Prep Schedule
3. Budget
4. Prep and AIS Schedule
5. Parent Correspondence, After School Test Prep roster and attendance
6. Teacher Program Cards
7. Lesson plans and Danielson Templates
8. Tracking Sheet
9. IEP's
10. Lesson Plans and Danielson Templates
11. Parent Letters, Attendance Buddy Tracking Sheet, Commendation Cards
12. Signature Sheets

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

1. September 2013
2. September 2013
3. September 2013 – June 2014
4. September 2013
5. November 2013 – April 2014
6. September 2013
7. September 2013 – June 2014
8. November 2013 – June 2014
9. September 2013 - 2014
10. September 2013 – June 2014
11. October 2013 – June 2014
12. September 2013 – June 2014

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

1. N/A
2. N/A

3. Council Member support
4. Council Member support , Text Talk materials, Metamorphosis materials, tracking sheets
5. Tax Levy ELA/Math Student Support
6. N/A
7. Danielson Framework
8. Running Records, Go Math! assessments, ReadyGen assessments
9. SESIS
10. Danielson Framework
11. ATS attendance reports
12. Network support

**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).

- Parent Coordinator wrote the Parents as Art Partners grant (PAAP) to increase Special Education Parent Involvement. After school sessions will be scheduled for family / child visual Art lessons.
- Partnership with Staten Island Museum
- SLT and PTA meetings will focus on the improvement of special needs students by giving parents tips for helping their children at home.
- During BI-monthly Parents as Learning Partners, From September 2013 to June 2014, parents and guardians will engage in interactive classroom lessons with their children. These lessons will demonstrate for parents the level of rigor that is expected for all students. With modifications and adaptations according to IEP goals.
- Parents will be notified, during Parent/Teacher Conferences, of their child's progress as measured by performance tasks and acuity. Parents will receive training on how to use acuity and Aris to track their child's progress.

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA	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.

Students will show progress in Citing Textual Evidence and Language Development, as evidenced by a School-wide Tracking Sheet.

By June 2014, 80% of all students will move to "Effective" (3) or "Highly Effective" (4) on citing Textual Evidence and Language Development, as Measured by the School-wide Tracking Sheet.

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

**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.

Part of the Chancellor's Citywide Instructional Expectations and Common Core Shifts address Language Development and Viable Arguments. Based on inquiry notes from last year, PS 11's Instructional Team selected these two areas as Instructional Priorities.

**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.

<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Classroom teachers will engage in two informational and/or persuasive writing units of study.</li> <li>Principal will provide teachers with a data sheet in order to track student progress in using evidence to support arguments/opinions.</li> <li>All teachers will develop collaborative lessons that incorporate oral skills needed for providing evidence to support arguments/opinions.</li> <li>Curriculum Maps will be adjusted according to student trends noticed by teachers during inquiry.</li> </ol>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Teachers</li> <li>Teacher Teams</li> <li>Administration</li> <li>Teachers</li> <li>Teachers</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Class Writing Samples</li> <li>School wide Tracking Sheet</li> <li>Lesson Plans</li> <li>Lesson Plans</li> </ol>
<b>4. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>September 2013 - June 2014</li> <li>October 2013 – June 2014</li> <li>September 2013 – June 2014</li> <li>September 2013 – June 2014</li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>ReadyGen materials, Text Talk, Language Development Student Checklists</li> <li>Tracking Sheet</li> <li>Lesson Plan provided by Network Support Specialist Anna Arrigo</li> <li>Lesson Plans</li> </ol>

**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).
<p>Parents will participate in family workshops on how to engage students in supporting judgments.</p> <ul style="list-style-type: none"> <li>Monthly Parents as Learning Partners will demonstrate for parents and guardians how students are supporting their claims and topics by citing specific evidence from text.</li> <li>The SLT will focus on the school-wide goal of having students write informational and persuasive pieces, with a concerted focus on supporting judgments.</li> <li>Parents will be notified, during Parent/Teacher Conferences of their child's progress as measured by performance task and rubrics. Parents will see the rubric for this type of writing so they know what the expectations are for their children.</li> <li>Kindergarten teachers will develop and distribute Progress reports in January. The reports will include a section on how well students respond to literature.</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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.
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To improve student outcomes in Mathematics in all grades, as evidenced by the New York State Math Exam and Early Grade Indicator on the Progress Report. There will be a 5% increase in the number of all students who will move to the next Proficiency Level, on the New York State Math Exam.

### **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.

Progress Report data demonstrates that the school achieved a significant amount of progress in English Language Arts and a moderate amount of progress in mathematics.

### **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.

#### **13. Strategies/activities that encompass the needs of identified subgroups**

1. Extended Day Sessions devoted primarily to mathematics instruction.
2. AIS Math Teacher.
3. After School Test Prep.
4. Go Math! Program with embedded RTI strategies.
5. Assistant Principal's Math Club.

#### **14. Key personnel and other resources used to implement each strategy/activity**

1. Teachers
2. AIS Teacher Sahar Rimawi
3. Teacher Jillian Popper
4. Teachers
5. Assistant Principal Barbara Neis

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

1. School wide tracking sheet, pre/post assessments in Go Math! and State Test results
2. School wide tracking sheet, pre/post test and State Math results
3. State Test results
4. Student workbooks and tracking sheet
5. Tracking Sheets

#### **16. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014
2. September 2013 – June 2014
3. November 2013 – April 2014
4. September 2013 – June 2014
5. October 2013 – April 2014

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

1. N/A
2. Councilmanic Support
3. ELA/Math Student Support
4. Go Math materials
5. N/A

### **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).

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

helping parents and guardians understand instructional excellence that leads to improved student achievement. Monthly meetings will keep families informed of upcoming workshops.

***Budget and Resource Alignment***

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

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

Councilmanic Funding and ELA/Math Student Support

**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.

**5. Strategies/activities that encompass the needs of identified subgroups**

6.

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

1.

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

1.

**8. Timeline for implementation and completion including start and end dates**

1.

**9. 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Text Talk – Vocabulary and Academic Language Development</li> <li>2. Leveled Literacy Instruction (LLI) – Intensive reading remediation</li> <li>3. Response to Intervention (RTI) daily period – Mondo Oral Language, Great Leaps, Wilson Reading Program, Guided Reading, Ready Gen Scaffolded Skills</li> <li>4. Test Prep – Raz Kids</li> <li>5. Principal Book Club</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group instruction</li> <li>2. 3:1 small group ratio</li> <li>3. Small group instruction</li> <li>4. Small group instruction</li> <li>5. Small group instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. During the school day</li> <li>3. During the school day</li> <li>4. After school</li> <li>5. During the school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Extended Day – Go Math,</li> <li>2. AIS -Every Day Math Games</li> <li>3. Test Prep Program</li> <li>4. Assistant Principal Math Club</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group instruction</li> <li>2. Small group instruction</li> <li>3. Small group instruction</li> <li>4. Small group instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. After School</li> <li>2. During the school day</li> <li>3. After School</li> <li>4. During the school day</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. FOSS</li> </ol>	Small group instruction	During the school day
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. Guidance Counselor</li> <li>2. School Social Worker</li> </ol>	<ol style="list-style-type: none"> <li>1. Ratios vary from 1:1 to Small group</li> <li>2. Ratios vary from 1:1 to Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. During the school day</li> </ol>

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

13. All elements of the *All Title I Schools* section must be completed\*.

13. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

14. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<ol style="list-style-type: none"> <li>1. The school assigns the most effective teachers to strategically design groups so that all students have comprehensible access to the curricula. As a result, student achievement is on the rise. Student progress resulted in the school attaining an A on the school report card. An example of this work includes strategically placing the school's Academic Interventionist in fourth grade, which resulted in improved student progress in ELA and Math.</li> <li>2. The school attracts and maintains highly qualified teachers by screening student teachers and volunteers, providing quality professional development for 2-3 years, engaging them in rigorous hiring process, and implementing a demanding Mentoring Plan that is facilitated by Lead Teachers.</li> <li>3. Teachers can accurately identify specific instructional responses to student data and can explicitly cite the impact of their responses. Evidence of this work includes student writing that shows improvement according to teacher's "next steps" and progress on the school report card. Students are aware of their next learning steps.</li> <li>4. Principal can substantiate a rationale for frequency of teacher observations (i.e.: new teachers). The rationale is reflected in the Mentor Plan, PD Calendar, and Danielson sheets. The rationale also includes an analysis of student and teacher data, as well as progress made on previous feedback. Evidence of this work includes follow up feedback on Danielson sheets and Commendations on formal observations.</li> </ol>

**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).
<ol style="list-style-type: none"> <li>1. Teachers' monitoring of student understanding during lessons is sophisticated and continuous. As it states on many Danielson feedback sheets over the past three years, teachers are constantly "taking the pulse" of the class. The most common strategy is asking students, "Do you agree or disagree and why?" to elicit the depth and breadth of understanding that the Common Core requires. Students are also required to refer to text to support their ideas.</li> <li>2. Students help establish assessment criteria according to teacher-specified learning objectives that are fully aligned to the CCLS and CIE. Evidence of this work includes adjusted teaching points for class lessons.</li> </ol>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Currently the school does not have any Students in Temporary Housing. If the need does arise funding has been allocated in the schools budget and will be used according to the student's needs.

**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.).
<p>Pre-k students attend a 5 day a week full day program with one teacher and one paraprofessional.</p> <p>The curriculum is Common Core aligned thematic units including 3 units provided by the NYC DOE. Thematic units include, School, Family, My Five Senses, Trucks, Plants, Bugs, and Animals.</p> <p>Teachers attend at least four pre-k specific professional developments during the school year. PD's offer teachers an opportunity to learn how to align the curriculum to the Foundations of the Common Core. The Foundations of the Common Core are standards that we follow while planning for our units.</p> <p>The school fosters parent involvement by inviting parents to attend Parent Orientation, Parent Teacher Conference, Parents as Learning Partners, special celebrations that are aligned to some of the thematic units, and parent workshops that are also</p>

aligned to our thematic units. To the extent feasible, the Parent Coordinator coordinates and integrates parental involvement programs and activities with the Head Start in the Berry Homes. The school also invites parents to attend class trips that are once again aligned to our thematic units. The school Encourages and extends student learning to the hime by sending home suggested family activities.

Students in need, receive early intervention services within the building such as SEIT and speech services. A pre-k social worker is also available on a as needed basis.

The teacher works closely with Kindergarten teachers during common preps and inquiry to plan curriculum and ensure that all pre-k students are prepared to enter kindergarten.

**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.

The school's Measure of Student Learning (MOSL) Committee met four times from June 2013 to September 2013 to select Local Assessments to which the teachers are held accountable. The committee communicated its results to all staff during Faculty Conference September 2013 and during teachers' Individual Planning Conferences (IPC'S) in September and October 2013.

**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.

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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.

**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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>011</b>
School Name <b>Thomas Dongan Elementary</b>		

### 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 <b>Erica Mattera</b>	Assistant Principal <b>Barbara Neis</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Patricia Perino</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Susan Rosch/SETSS</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Karen Gubnitsky</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>264</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>6.82%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	1	1	0	1	0	1								4
Pull-out	3	2	1	1	0	2								9
<b>Total</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>13</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	4	1	0	1	0	0	0	18
Total	17	0	4	1	0	1	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional: 2

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<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	3	1	1	3		1								9
Chinese						1								1
Russian		1												1
Bengali														0
Urdu		2		1										3
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1		1										3
Other														0
<b>TOTAL</b>	4	5	1	6	0	2	0	0	0	0	0	0	0	18

## 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)	3	0		1										4

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)		3				1								4
Advanced (A)	1	2	1	5		1								10
Total	4	5	1	6	0	2	0	0	0	0	0	0	0	18

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
4	1				1
5					0
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
4	1								1
5			1						1
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
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.

Public School 11 uses DRA three times a year to assess early literacy skills. DRA components include accuracy, fluency, comprehension and retelling. This data is used to analyze the student's strengths and weaknesses in reading and to assist the teacher with student groupings. The data shows the skills that each student has learned and what they need to know. The data shows how the ELL's reading levels are compared to English proficient students in their class and on each grade level. This information helps inform our school's instructional planning by showing which subject and skill areas need reinforcement, are progressing satisfactorily, or need enrichment. For example, two kindergarten students who took the NYSESLAT in spring 2013 and tested out of ESL met the benchmark(D/E) or were slightly below the benchmark. Their current teachers in grades one are in the process of testing their reading levels. The teachers will use last years information (reading level) to aid them in where they should begin to test the children this school year. The results of the students' new assessment (DRA) will determine the teacher's plan of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Students who pass the LAB-R do well as English Language Learners throughout the grades in all subject areas. If a kindergarten student is on a beginner level on the LAB-R, it will take at least two years to be on level with his classmates. If a beginner does well on the Spanish LAB-R, he will quickly learn English and might test out in the spring of grade one. Many students need to progress through the beginning, intermediate and advanced levels on the NYSESLAT before they reach proficiency. If a student is on the advanced level, he can do as well as English proficient students in math and science. Once an ELL reaches proficiency, he performs as well as Native English speakers in reading, math and science. Sometimes he even surpasses the Native English speaker. Two kindergarten students who took the LAB-R in September 2012 scored just under proficient ( scores of 21 and 24) and were eligible for advanced ESL for the 2012-2013 school year. In the spring of 2013 the students were administered the NYSESLAT and tested out. Other kindergarten students who took the LAB-R in September 2012 and scored beginner or intermediate have remained intermediate or have moved to advanced for the 2013-2014 school year. This data shows that students who score advanced on the LAB-R test out quicker then students who score beginner or intermediate.

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](#))

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

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?

There are patterns across proficiencies and grades. All test except Spanish LAB-R are taken in English. Students in grades 3-5 are given a copy of the state math exams in their native language if possible along with the English copy. Fourth graders taking the state science exam are given the test in English and get a copy of the exam in their native language if possible. Students who become proficient in English (determined from NYSESLAT) are given the math and science state exam in English and their native language if possible for two years after they test out of the ESL program. We do not give the ELL Periodic Assessment.

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](#).)

P.S. 11 uses the MONDO program as a response to intervention program. Students take an oral language assessment in the beginning of the school year and the data from that assessment helps the classroom teacher group student and plan for instructions as well as the ESL teacher. As one of our school goals is improving academic language the oral language component of MONDO will aid us in achieving this goal. Text Talk is another program used for RTI which encourages students to learn new vocabulary and more precise vocabulary.

6. How do you make sure that a child's second language development is considered in instructional decisions?

P.S. 11 offers multi-cultural books, native language dictionaries, and native language glossaries to ELLs. 25% of the ESL program is instructionally designed to incorporate the ELLs native language.

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?

We do not offer a dual language program at this time.

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 program for ELLs by looking to see if they met AYP. We look at NYSESLAT scores as well as ELLs scores on the ELA, Math and Science state exams. We look for common trends to help us make future instructional plans.

## 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](#).)  
The parents of the students who enter Pre-K fill out a HLIS form. Upon entering kindergarten, the parents fill out a different HLIS form in their native language. Before filling out the kindergarten HLIS, the parents are interviewed by a pedagogue. The pedagogue is either Mrs. Patty Perino (ESL) teacher or Mrs. Barbara Neis (assistant principal). The student is also interviewed by a pedagogue. Ms. Jenny Figueoroa (Paraprofessional) or Mrs. Lisa Cutugno (teacher) are able to assist parents who are Spanish speaking if the need arises. If a parent is of another language we call the over the phone interpretation services at (718) 752-7373. If the ESL teacher is not available, the interview will be conducted by the principal or assistant principal. Using the results of the HLIS survey and the interview, the ESL teacher determines who will be administered the LAB-R. The results of the LAB-R will determine if a student is entitled to services. The LAB-R is administered within 10 school days. As students may enter our school during the year the same process is followed where the parents fill out the HLIS with a pedagogue, including the interview, HLIS is analyzed to determine if the students is eligible to be tested. If the guardian selects another language one time in sections 1-4 and selects another language two times in section 5-8 a student is eligible to be tested using the LAB-R. The students will be given the LAB-R within 10 days of entering our school. All ELLs are given the NYSESLAT each spring until they test out with a mark of proficient. The test is administered by the ESL teacher. The Spanish LAB is administered by the ESL teacher with the assistance of a Spanish speaking pedagogue.
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.  
Within 10 days of a student entering our school, they are given the LAB-R if they have never taken it before and their HLIS has one question from sections 1-4 checked in another language and two questions from 5-8 checked in another language. Parent orientation is ongoing all school year as we may have new admits as the year progresses. During the orientation the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained. Parents know they have the right to choose any of these three options. Our parents have all chosen ESL and we do not have any students at this time whose first choice was Transitional Bilingual or Dual Language. In the future if we have parents who select another program such as Transitional Bilingual or Dual Language we will explain to the parent that they may choose to go to another public school who offers the program or when there are 15 parents who request the same program who speak the same language and the students are in a grade above or below (example: first and second grade) we will then open a Transitional Bilingual or Dual Language program at P.S. 11. We would then contact the parents who would have requested this class. If a student is found to be in need of services, the ESL teacher and parent coordinator invite the parent into school for a parent orientation. At the parent orientation the parent choice video is shown in their native language and the parent learns about all three of the program choices. This year's parent

orientation was held on September 18, 2013 and is ongoing as students may enter our school throughout the year. For those students, the parents are given an orientation within 10 days of being admitted to P.S. 11.

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](#)].)

The ESL teacher sends home entitlement letters, parent survey and program selection forms in students backpacks. Parents also have an opportunity to fill out all of these forms at the parent orientation. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The ESL teacher and parent coordinator also make phone calls home if necessary. All children tested are sent home with letters in their native language telling the parents if they are or are not entitled to services. Mrs. Perino, the ESL teacher is responsible for the distribution, collection and storage of entitlement letters and Parent Survey and Program Selection forms. Within the first 10 days of the school year, Mrs. Perino sends entitlement letters based on the spring NYSESLAT scores or LAB-R scores. The entitlement letters must be signed by the parents and returned to Mrs. Perino. The letters are kept in the ESL room in a binder. The Parent Survey and Program Selection forms are also stored by Mrs. Perino in the ESL room in the same binder. This same procedure is applied to any student who enters the school during the school year. According to the previous years NYSESLAT scores which the school secretary prints out from ATS, the students who are going to continue with ESL are then sent home continued entitlement letters. The continued entitlement students are sent home with the continued entitlement program letter in English and their home language. Parents sign the continued entitlement letter and this letter is kept in the ESL teachers binder in the ESL classroom. All ELLs who are continued entitlement have a signed letter by their guardian on file.

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.

Since we have a successful ESL program, our parents choose to place their children in ESL. The parents are notified in their native language. If parents have a question or concern, a staff member may assist with communication or the DOE Translation services may be contacted for immediate translation. Placement letter records are maintained in the ESL teacher's binder in the ESL classroom. Continued entitlement letters are kept there as well. All placement letters, parent survey, continued entitlement and non-entitlement letters are kept in the ESL teachers binder in the ESL classroom along with a copy of every ELLs Home Language Survey. Also, a copy of every ELL home language survey is kept in the school main office in a file as well as the original Home Language Survey is kept in the students cumulative file. The ELPC screen is updated in ATS within 20 days of the students being admitted to P.S. 11. The ELPC screen is ongoing as students may enter P.S. 11 at anytime during the school year.

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.

Mrs. Perino, the ESL teacher administers the NYSESLAT. A licensed teacher assists with the speaking section of the test. All sections of the NYSESLAT are completed within the window that the DOE gives. If an ELL has an IEP, their accommodations are made such as time and a half or separate location. ATS screens are utilized to determine the students who are eligible to receive the NYSESLAT in the spring. All four components (reading, writing, listening, speaking) of the NYSESLAT are administered. Students are taken within the grade band to complete each section of the NYSESLAT in a separate location. Mrs. Perino picks up the ELL students from their classroom on the day of the NYSESLAT and escorts the students back to class when the exam is over. Mrs. Perino ensures all ELLs receive the proper amount of time to complete the exam. The RLER report is used to determine NYSESLAT eligibility.

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.  According to the Parent Survey and Program Selection forms for the past two years, all parents have selected Freestanding ESL as their first choice.

## Part V: ELL Programming

### 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])?

There is one ESL teacher who services the mandated minutes for all ELLs. The organizational model is push-in (co-teaching) and pull-out. Within the push-in and pull-out program, the ESL teacher collaborates with the classroom teacher on instructional planning within the common core standards. The ESL teacher and classroom teachers have an ongoing relationship to help ELLs meet the standards. The ELL students are grouped by grade and not proficiency level. Within the grade there is a range from beginning to advanced in proficiency levels.
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)?

The ESL teacher has enough teaching periods to ensure that the mandated number of instructional minutes are provided. The beginning and intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction each week.
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, Math, Writing, Science and Social Studies are delivered in the ESL Model. Pictures, manipulatives, listening program (Leap Frog), are some of the tools used to meet the standards. Sets of National Geographic books and monthly magazines bring science and social studies to life. All instruction is in English although students have access to dictionaries in their native language as well as trade books in many languages. Learning takes place individually, with partners, small groups and with whole group instruction. There is also a smartboard in the ESL classroom which is an interactive component to the ESL program. ESL strategies and methodologies are employed and the Instructional Bottom Lines are met.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our school ensures that ELL's are evaluated in their native language. Each parent receives the HLIS survey in their native language. If there is a need, a staff member may assist in translation or the Translation and Interpretation unit is contacted for assistance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year. The ESL teacher incorporates listening, speaking, reading and writing in lesson plans throughout the year. The ESL teacher uses a tracking sheet to maintain students progress. All ELLs take the NYSESLAT which contains all four modalities. The ESL teacher speaks with the classroom teachers on a daily basis regarding students needs. At times the ESL teacher and classroom teacher plan lessons together to ensure all four modalities are addressed in the regular classroom as well as the ESL classroom. Formal assessments ELLs take: LAB-R, NYSESLAT, ELA state exam, Math state exam, Science state exam (grade 4 only). Informal assessments are given frequently. DRA is administered three times a year, pre-assesments tasks for MOSL are given in September/ October and will be repeated again in the spring to ensure growth. P.S. 11 uses a school-wide tracking sheet on a daily basis for all students. The ESL teacher uses this tracking sheet on a daily basis as a tool to analyze student progress verbally and in written form. Students also complete tasks from READYGEN and assessment tests at the end of the unit. The classroom teacher shares the students outcomes with the ESL teacher to aid the ESL teacher in instruction.

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).

We do not have SIFE students at this time. When a newcomer enters our school, he is placed on grade level and seated next to a classmate who speaks the same language if possible. In ESL class, a newcomer will be grouped with students on his grade and the ESL teacher will differentiate instruction for the newcomer as well as the other students. The newcomer is taught skills and strategies to help him understand and develop language and prepare the student for ELA testing. Most ELLs who have received service from 4 to 6 years have developed their listening and speaking skills. They are usually delayed in reading and have difficulty with writing. Reading and writing skills are practiced daily. Vocabulary is stressed during every academic lesson and activity. We do not have any long term ELLs. Former ELLs continue to get modifications on the ELA, math and science state exams. Former ELLs receive testing accomodations for up to two years after testing proficient on the NYSESLAT. Those former ELLs receive time and a half for those two years.

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?

The students work individually, in pairs, in small groups and in whole groups when it is educationally beneficial. Oral language is always encouraged and meaningful discussion using academic language is a priority in every classroom. Books on each child's reading level are employed. This includes many non-fiction books that teach our students social studies and science. National Geographic books and magazines are used to expose our students to social studies and science. Math is taught using manipulatives. Scaffolding and ESL methodologies are always employed. Our IEP teacher, Mrs. Rosch, reads every IEP in P.S.11 and makes sure that every child receives all of the services that he is entitled to. All classroom teachers and all service providers read the IEP's of their children. The ESL teacher reads the IEP's of her students so she can provide appropriate instruction. None of our students are mandated to receive bilingual instruction.

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?

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

**Courses Taught in Languages Other than English **

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

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

### 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

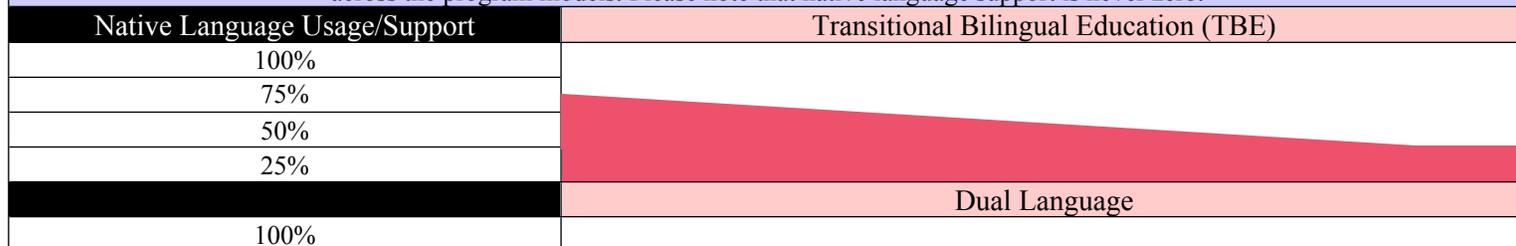
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Most of our ELLs attend our extended day program. All ELLs participate in RTI which is from 2:03 - 2:28 each day. Newcomers learn basic language skills. Advanced and proficient ELLs have enrichment activities such as cooking and art/literacy. Some of the intervention services offered are: Text Talk, MONDO, guided reading. P.S. 11 has an AIS math specialist on staff who takes small groups to work on the students weaknesses. ELLs take part in this program. P.S. 11 also offers after school programs in both ELA and Math where ELLs receive instruction on their weaknesses.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective. The majority of our ELLs are in the lower grades showing that our ELLs become proficient in a timely matter. We also use DRA, checklists, informal tests and school net to monitor students progress. By looking at the data and seeing the children moving, we know our program is successful.
11. What new programs or improvements will be considered for the upcoming school year?
- This year our school will be using ReadyGen, Go Math and DRA which are new programs for our school. The ESL teacher will incorporate these components during ESL sessions. The ESL teacher will work with the ELLs on the ESL component for ReadyGen.
12. What programs/services for ELLs will be discontinued and why?
- There are no ESL programs/services being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs. When a notice is sent home for any extra programs within the school all students receive the notice. Students then return the notice to school if they wish to join the program. Enrollment is on a first come basis.
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 newcomers are provided with phonics based programs such as Explode the Code. Many sets of social studies and science books are used, including National Geographic, on all levels. The National Geographic magazine is used on a monthly basis. National Geographic science kits are provided to integrate literacy and science. The children improve their listening skills with the support of the Leap Frog program. Many manipulatives are available to support the ESL program for students in grades K-5. There is a smartboard in the ESL classroom which is utilized.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is delivered in our ESL program through the use of reading books and various language glossaries. Native language support is also provided by various staff members when needed. For our ESL program students receive a minimum of 25% of learning in their native language. The ESL classroom has a multicultural library, and native language dictionaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The support services correspond to the ELLs at all ages and in all grades. Teaching is based on the common core standards and is coordinated with the classroom teacher.
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.
- We do not have a program at this time.
18. What language electives are offered to ELLs?
- Language electives are not offered in elementary school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a dual language program at this time.

### 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. The ESL teacher is given time to talk at monthly faculty meetings. The ESL teacher also attends weekly inquiry meetings and monthly grade team meetings where the ESL teacher offers input. During the year, the ESL teacher provides staff development, and any support and materials that are needed by the classroom teachers. Classroom teachers work or come and observe the ESL teacher. The ESL teacher receives ELL professional development several times a year from our network. Sometimes other classroom teachers join the ESL teacher at these training sessions. All teachers, including the ESL teacher, are given training on new reading, math and writing programs. Our administration encourages teachers to attend professional development. Our principal, assistant principal, parent coordinator and school secretary attend faculty meeting and receive ESL training. Paraprofessionals and teachers are invited to attend ESL workshops presented by ELL instructional specialists. Student support personnel, including guidance counselors, psychologists, occupational/physical therapists and speech providers, receive ESL training through their programs. The Principal and assistant principal support the teachers with their instructional program on a daily basis. All school personnel who work with ELLs receive on-going information and training concerning ELLs. This is done at our monthly faculty meeting and when needed on professional development days. District wide professional development is made available to teachers and staff. Faculty conferences are held on the first Wednesday of every month.

2. Professional development is encouraged by administration for teachers of ELLs in supporting ELLs as they engage in Common Core Learning Standards. Teachers are advised to consult the DOE website and teacher intranet for any professional developments they are interested in attending. When the ESL teacher and classroom teacher of ELLs attend professional development it is then turn-keyed to the rest of the staff. The ESL teacher has also gone to other public schools such as P.S. 46 to learn from their ESL teacher. Inter-visitation is also common place as P.S. 11 where teachers come to watch the ESL teacher model lessons and vice versa. All professional development is common core-aligned. P.S. 11 uses READYGEN and GOMATH which are common core approved programs.

3. Administration provides the following support to staff, as they support ELLs in transitioning to junior high school: A. middle school guide (translations provided DOE website) B. open house flyers C. scheduling of I.S. 2 visits to P.S. 11 and P.S. 11 students to I.S.2. D. Translation services during parent/teacher conferences E. school messenger, reminding parents of open houses F. faculty conferences

4. Our teachers received their 7 1/2 hours of mandated training several years ago. New teacher, Stephanie Musso received her 10 hours of ESL training last school year. This school year, Jillian Popper will begin receiving ESL training until she completes her 10 hours. They will observe ESL strategies such as deconstructing sentences and many other strategies. The ESL teacher maintains records of these meetings.

## 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. At Public School 11 parents are welcomed and encouraged to become active partners in their child's academic, emotional and social growth. Parental involvement is superb. Karen Gubnitsky, the parent coordinator, is available to provide outreach to parents and guardians through newsletters, monthly calendars, the school website, and other literature. The DOE translations office is utilized for documents, literature, notices, personnel and phone translations. The parent coordinator works collaboratively with all administration, teachers, student support personnel, and staff to engage and educate our families in order for them to support their child's academic needs on a daily basis. The entire school community has developed a home/school connection, making P.S. 11 a welcoming and comfortable environment. Schoolwide enrichment helps to support our ELLs in which parents are encouraged to participate. Translation over the phone services may be used if the need arises (718) 752-7373
  2. Community based organizations are invited to P.S.11 to connect our families with the community. Public School 11 builds community both inside the school and throughout the neighborhood, and enjoys partnerships with several organizations. The Council on Arts and Humanities for Staten Island (COAHSI) and Sundog Theaters partner with the school for an after school Newspaper Club along with the Staten Island Advance. The Club is in its sixth year and continues to engage children and their families. The Huttner-Pasqualini Post fosters patriotism and helps build school spirit. The school also partners with Commissioner Stephen J. Fiala and Councilman James S. Oddo for Dr. Seuss Family celebrations and lessons in civics. St. Ann's supports our families through their annual gift drive. P.S. 11 also participated in the March of Dimes, Bread of Life, Lend a Helping Hand, and Common Cents Penny Harvest. Translation services are provided to parents when the need arises at (718) 752-7373
  3. Parents needs are evaluated in many ways. An annual parent survey is distributed to all of our students by the parent coordinator. This survey polls parents about their individual needs and interests. The parent coordinator greets students and parents upon arrival on a daily basis. Many issues, concerns, and needs are addressed at this time. Student data is continuously used at P.S. 11, guiding administration, teachers, and staff members to individual student and family needs. The parent coordinator has an open door policy. Outreach is provided daily through face to face conferences and telephone contacts. Translation services are used when needed at (718) 752-7373.
  4. P.S. 11 parents are continuously encouraged to be active partners in their children's academic, emotional, and social growth. Parent and parent/child workshops are offered at various times during each month for curriculum, testing, Common Core State Standards and other subjects to educate and support our parents. Topics are based upon student and parent needs, goals and interests. These workshops educate, support and empower all family members in our school community. The School Based Support Team is readily available to our parents for any concerns or needs that may arise. Parents are also connected to Community Based Organizations based upon their individual needs. Outreach is provided through newsletters, monthly calendars (English and translated), the school website, school messengers, PTA newsletters and other literature. Communication and information is also distributed via e-mail distribution lists, telephone relay systems, PTA and SLT meetings. The PTA supports the school community by providing fun activities for the students and their families. Translation services are used if needed at (718) 752-7373.

## 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.

As of September 23, 2013 , RNMR report is not available.

## **Part VI: LAP Assurances**

**School Name: Thomas Dongan Elementary**

**School DBN: 31R011**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Mattera	Principal		1/1/01
Barbara Neis	Assistant Principal		1/1/01
Karen Gubnitsky	Parent Coordinator		1/1/01
Patricia Perino	ESL Teacher		1/1/01
	Parent		1/1/01
Susan Rosch	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 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 31R011 School Name: Thomas Dongan Elementary

Cluster: 6 Network: CFN604

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

### **Part A: Needs Assessment Findings**

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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.

P.S. 11 assesses parents written translation and oral interpretation needs by looking at ATS, emergency cards and Home Language Identification Survey. We also send home the Department of Education's form letter that asks the parent in what language they would like to be contacted in. Those letters are kept on file in the ESL teachers binder and also in the main office. When notices are sent home, the school aides look at the parent letters to see what language the parent requested to be contacted in. All translated school-wide notices are translated by a Spanish speaking pedagogue. We have 7 parents who request written information in Spanish. We adhere to the parent request by sending home written information in Spanish which is translated by a Spanish speaking pedagogue. Five parents request to be spoken to in Spanish. We adhere to this request by having the ESL teacher or any staff member go to the Spanish speaking pedagogue to translate to the parent in Spanish. We have 8 parents request written information in English and 10 parents who request to orally communicate in English. In this case we send home the written information in English and the parent is spoken to in English. We have 2 parents who request written information in Urdu and also request to orally communicate in Urdu. For the Urdu speaking parents we send home notices in Urdu. If the DOE provides the written letter in Urdu we send it home. If the DOE does not provide the written letter in Urdu, we use the translation request form for schools and contact this agency by calling (718) 752-7373 or fax the request to (718)752-7390. For oral translation in Urdu we contact (718)752-7373 ext4 to have the parent speak to someone in Urdu. We have 1 parent who requests written and oral communication in both Albanian in English. We follow the same procedure for the parents who request Urdu. See above. We also have Interpreters for Parent/Teacher Conferences, Parent Workshops or any other meeting the parent may have where they request translation services. Again, we contact (718) 752-7373 to assist P.S. 11 in setting up these translation services. At times, we also have parent volunteers who speak other languages who have assisted P.S. 11 staff members in translating written and oral communication to parents of other languages. All translated school-wide notices are assessed by staff members (i.e. Spanish-speaking paraprofessionals) before distribution. The Department of Education Translation Services are utilized for all communications between home and school (i.e. Family workshops and important notices). Contracted services are used for Parent/Teacher Conferences and Student Support Services (i.e. testing accommodations).

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

Surveys were sent home with students by the Parent Coordinator and results show that parents are satisfied with the services. Teachers receive feedback (i.e. tear-off's) from ELL parents and guardians, which demonstrates their understanding of the information presented in the notice. Staff members who speak that native language access their understanding of the information. P.S. 11 assesses parents written translation and oral interpretation needs by looking at ATS, emergency cards and Home Language Identification Survey. We also send home the Department of Education's form letter that asks the parent in what language they would like to be contacted in. Those letters are kept on file in the ESL teachers binder and also in the main office. When notices are sent home, the school aides look at the parent letters to see what language the parent requested to be contacted in. All translated school-wide notices are translated by a Spanish speaking pedagogue. We have 7 parents who request written information in Spanish. We adhere to the parent request by sending home written information in Spanish which is translated by a Spanish speaking pedagogue. Five parents request to be spoken to in Spanish. We adhere to this request by having the ESL teacher or any staff member go to the Spanish speaking pedagogue to translate to the parent in Spanish. We have 8 parents request written information in English and 10 parents who request to orally communicate in English. In this case we send home the written information in English and the parent is spoken to in English. We have 2 parents who request written information in Urdu and also request to orally communicate in Urdu. For the Urdu speaking parents we send home notices in Urdu. If the DOE provides the written letter in Urdu we send it home. If the DOE does not provide the written letter in Urdu, we use the translation request form for schools and contact this agency by calling (718) 752-7373 or fax the request to (718)752-7390. For oral translation in Urdu we contact (718)752-7373 ext4 to have the parent speak to someone in Urdu. We have 1 parent who requests written and oral communication in both Albanian in English. We follow the same procedure for the parents who request Urdu. See above. We also have Interpreters for Parent/Teacher Conferences, Parent Workshops or any other meeting the parent may have where they request translation services. Again, we contact (718) 752-7373 to assist P.S. 11 in setting up these translation services. At times, we also have parent volunteers who speak other languages who have assisted P.S. 11 staff members in translating written and oral communication to parents of other languages.

All translated school-wide notices are assessed by staff members (i.e. Spanish-speaking paraprofessionals) before distribution. The Department of Education Translation Services are utilized for all communications between home and school (i.e. Family workshops and important notices)

Contracted services are used for Parent/Teacher Conferences and Student Support Services (i.e. testing accommodations).

## **Part B: Strategies and Activities**

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

P.S. 11 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of title 1 participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand.

- The ESL teacher will identify any parent who needs translation services.
- The Parent Coordinator is available to answer questions and to explain notices or documents as needed.
- Parents who need interpretations, translations, sign language, or special accommodations and services, may contact the Parent Coordinator for arrangements (if available).
- P.S. 11 uses in-school staff such as Spanish speaking pedagogues to translate for parents who need those services. We also have parent volunteers who assist our school in translation services. At this year's Parent Orientation for ELLs we had a parent volunteer assist us at this meeting. We also use the Translation Unit when needed for example, Parent Teacher Conferences, special assemblies, notices that must go home in the home language at parents' request.
- We have appropriate school signage and forms in languages required such as school calendar, etc. which are posted in the main lobby and by the parent coordinators' room.
- All notices, newsletters, etc. are sent out in a clear, simple and understandable format.
- P.S. 11 will use the D.O.E. Translation Services as needed.
- Contact addresses and telephone numbers are included on all notices and documents sent home to parents.
- When available, notices are sent home in home languages.
- Notices, monthly calendars, etc. which are sent home are also posted throughout school, on bulletin boards, on the school website and on message boards at school entrances and exits.
- Notices for special events are sent home in home languages.
- All assessments and confidential documents are sent home in a sealed envelope to the attention of the students, parents, or guardians.
- Parents are contacted by telephone or in person when a response is necessary.
- Language identification cards are posted in the main office and the main lobby, with the School Safety Officer, to assist parents in identifying their home language.
- Notices are made available at PTA meetings and other events, and they are posted throughout the school.

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

Translators available (both in house and through contracted agencies) at Parent/Teacher conferences, IEP meetings, DOE Translation Services and as needed by parents. In house translators we use would be pedagogue who speak the parents language. We use in house staff when applicable. For example, parent teacher conferences, parent orientation meeting for ELLs, PTA meetings, etc. We use the Translation Unit for parents who request to speak to someone in their native language where there is no one at P.S. 11 who does not speak that language. For example, we have used Translation Unit services for Parent Teacher Conferences, IEP meetings, etc.

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

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