



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HIGHBRIDGE SCHOOL
DBN (i.e. 01M001): 09X011
Principal: DR. JOAN KONG
Principal Email: JKONG@SCHOOLS.NYC.GOV
Superintendent: DELORES ESPOSITO
Network Leader: BEN WAXMAN

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
Dr. Joan Kong	*Principal or Designee	
Kelly Cheek-Powell	*UFT Chapter Leader or Designee	
Lorenza DeLosSantos	*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>)	
Marie Stroud	CBO Representative, if applicable	
Angela Reyes	Member/ Teacher	
Glen Saltos	Member/ Teacher	
Harriette Parris	Member/ Teacher	
Kim Keeshan	Member/ Teacher	
Nereida Fegueroa	Member/ Parent	
Raysa Mota	Member/ Parent	
Ana Reyes	Member/ Parent	
Myrna Sanchez	Member/ Parent	
Yoselin Aybar	Member/ Parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 09X011

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	755	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	48	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	32	# SETSS	N/A	# Integrated Collaborative Teaching	48
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	13	# Drama	28
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.3%	% Attendance Rate			90.6%
% Free Lunch	93.3%	% Reduced Lunch			1.6%
% Limited English Proficient	33.5%	% Students with Disabilities			18.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			29.9%
% Hispanic or Latino	69.1%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.67	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification			N/A
% Teaching with Fewer Than 3 Years of Experience	18.6%	Average Teacher Absences			7.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.7%	Mathematics Performance at levels 3 & 4			12.2%
Science Performance at levels 3 & 4 (4th Grade)	71.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			Yes
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	No				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
The principal has cultivated a highly supportive and inclusive culture that enhances the academic and personal development of staff and students. School leaders and staff consistently communicate high expectations to create a culture of mutual accountability for student success. Across classrooms, teachers align assessments to curricula in order to make effective adjustments in curriculum and instruction. The leadership supports teacher development through frequent cycles of classroom observation that promotes reflection and growth.						
Describe the areas for improvement in your school's 12-13 SCEP.						
Develop the quality of academic tasks to effectively close the achievement gap for all learners. Improve teacher pedagogy so that all lessons are challenging and extend student thinking for all students with particular attention to English language learners and special education students.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Overall we experienced success in meeting 4 out of 5 of our goals. We experienced success in meeting the goal of teacher effectiveness, revision of our units of study, tracking and analyzing student data, and maintaining a safe and supportive environment.						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	X	No
If all the goals were not accomplished, provide an explanation.						
Although we have exceeded the City's average of 54% in parent completion rate of the Learning Environment Survey, we projected a 5% increase in the number of parents that completed the Learning Environment Survey. We had a 64% parent completion rate in 2011-2012 and a 67% parent completion rate in 2012-2013, increasing parent responses by only 3%.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
All the new initiatives this year, such as new curriculum, new evaluation system, new system of tracking student data and new on-line report cards, as well as, new MOSL, MOTP, CCLS assessments, are some of our challenges. The amount of time and funding required to assure that each teacher has had sufficient professional development in each of these areas is an on-going challenge.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
All students will make progress in mathematics, SWD's, ELL's will make progress in ELA				
Describe how the school leader(s) will communicate with school staff and the community.				
The principal has regularly scheduled meetings with all constituency groups (Cabinet, Teacher Teams, SLT, parents, paraprofessionals, support staff, custodial staff, community groups, cafeteria staff, nurse as well as students). The principal maintains an open door policy.				
Describe your theory of action at the core of your school's SCEP.				
<i>To analyze data and drive our instruction based on the specific needs of our students. We will continue to provide on-going professional development to support teachers and staff members with this year's new initiatives. Strengthen on-going home school partnership. The principal also maintains a calm and respectful environment that fosters higher level of student learning.</i>				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements close reading along with a standards based curriculum, with attention to writing across the grades and content areas. This increases access for all students with rigorous yet scaffolded modifications for SWD's				

and ELL's. Grade level teams meet weekly to modify curriculum to increase the rigor where applicable.

List the key elements and other unique characteristics of your school's SCEP.

Professional Development, Multiple systems for communication and collaboration, a new system of tracking student data, new Common Core aligned Curriculum and PBIS

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The principal has cultivated a highly supportive and inclusive culture that enhances the academic and personal development of staff and students.

School leaders and staff consistently communicate high expectations to create a culture of mutual accountability for student success.

The leadership supports teacher development through frequent cycles of classroom observation that promotes reflection and growth.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Improve teacher pedagogy so that all lessons are challenging and extend student thinking for all students with particular attention to English language learners and special education students.			
Review Type: QR	Year: 2012-2013	Page Number: 5	HEDI Rating: E

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
x	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson Framework	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<p>▪ Strategies/activities that encompass the needs of identified subgroups</p> <ol style="list-style-type: none"> 1. School leaders in collaboration with Teacher Teams along with the Teacher Center Instructional Coach will ensure instruction is aligned with Common Core Learning standards and Citywide Instructional Expectations. 2. Student data and action plans for improvement are developed, revisited and monitored to ensure student progress. 3. Each teacher will meet with administration to identify goals for the 2013-14 school year. A professional plan will be developed to evaluate teacher effectiveness during three cycles, a baseline, mid-year and end-of-year. 4. Immediate actionable feedback based on the Danielson Framework to target strengths and next steps which will be provided to teachers following each formal and informal observations. -Teachers will engage in mandated professional development with a specific focus on teacher effectiveness three hour a month. The Administrative Team will collaboratively implement the common language of the Danielson’s Rubric. 5. Teachers will engage in network professional development opportunities focusing on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation individual teacher goals and school goals 6. Implement a city- wide observation protocol and templates that follows the cycle of observation, feedback, and professional development which focus on teacher effectiveness, which aligns to the CCLS. - Teacher Center Instructional Coach, Administration, as well as Network Support Staff will continually conduct professional development activities based on teacher needs through observations and teacher goals. Improved teacher effectiveness will be evident through classroom observations, learning walks, collaborative inquiry investigation, peer reviews, Teacher Team meetings, and “Lunch and Learns.” 	
<p>▪ Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> 1. Administration, Teacher Center Instructional Coach, Network Support Staff, Teachers 	
<p>▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. Administration will have completed a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson Framework 2. Performance Tasks will be analyzed and reviewed to measure student progress and performance as well as teacher effectiveness. 	
<p>▪ Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 6. September 2013 – April 2014 	

7. September 2013- November 2013, December 2013 – February 2014; March 2014 – May 2014
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher Center Instructional Coach, Administration, as well as Network Support Staff will continually conduct professional development activities based on practices observed in the classroom and teacher needs. Improved teacher effectiveness will be evident through classroom observations, learning walks, collaborative inquiry investigation, peer reviews, Teacher Team meetings, and “Lunch and Learns.”

Budget and Resource Alignment

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

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Develop the quality of academic tasks to effectively close the achievement gap for all learners.

Review Type:	QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, teachers will effectively implement our Common Core aligned curriculum to reflect coherent, rigorous and engaging performance tasks, which will increase student achievement for all subgroups.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- The building schedule enables Teacher Teams to meet three times per week at a minimum to look at student work and determine instructional implications. Teacher Teams collaboratively and cohesively work towards a shared understanding of the rigorous performance tasks aligned to CCLS. Teachers scaffold lessons toward these tasks that impact classroom practice and student outcomes.
- The school implements Close Reading strategies to teach students how to: independently read complex fiction and non-fiction; answer text dependent questions; develop academic vocabulary; learn to write from sources; build content knowledge; and engage in rich and rigorous discussions. These skills and strategies address all literacy instructional shifts (CIE).
- Teachers collaborate on designing and or modifying common grade wide, curriculum aligned assessments, rubrics, and grading policies that are customized to

address data defined student and subgroup needs. These tools (Performance Tasks, Running Records, Renaissance, Imagine Learning, Stars Report Card Standards, Datacation) are used by teachers and administrators to track progress towards goals across grades and subject areas and make instructional decisions.

4. Teacher Teams identify instructional responses to the data which might include re-teaching content, changing instructional approaches to meet and match learning expectations.
5. Students are aware of the learning objectives and outcomes and have the opportunity to self-reflect on their growth, understanding and their next learning steps.
6. All teachers of ELL students plan lessons and Units of Study with a language objective in order to support language acquisition. Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELLs
7. The teachers receive ongoing professional development in the following: Citywide Instructional Expectation (CIE) Shifts, CCLS, Performance Task Writing, SIOP, Datacation, ReadyGEN, Imagine Learning, Renaissance, Go Math, and Strategies to address the needs of SWDs and ELLs.
8. Informal and Formal Observations will provide teachers with constructive feedback to ensure performance tasks are engaging and effective.

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

1. Administration, Teacher Center Instructional Coach, Network Support Staff, Teachers

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

1. All students, including ELLs and SWDs, will make progress in all content areas influenced by the CCLS instructional shifts and Danielson's Framework.

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

1. September 2013-June 2014

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

1. Representatives from each grade will attend new curriculum professional development and turnkey to grade teams.
2. Scheduled time for teachers teams to meet during the school day
3. Network, UFT Teacher Center, Fordham University, Special Education Liaison provide Professional Development on an ongoing basis
4. Per diem funds are utilized to hire substitute teachers to cover classes when teachers attend both in-house and outside professional development.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve teacher pedagogy so that all lessons are challenging and extend student thinking for all students with particular attention to English language learners and special education students.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	E
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 2% increase in students scoring at Levels 3 and 4 o the NYS ELA and Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. The Network Specialists will work directly with bilingual, ESL, and self-contained teachers across the grades to ensure the curriculum lessons are scaffold and differentiated to meet the needs of the targeted population.
2. The Fordham University Consultant and school-based ELL Coordinator will provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums.
3. The Special Education Supervisor and the Special Education Liaison, will facilitate PD activities for teachers of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum.
4. Teacher programs include 2 periods per week for common planning time. In grade teams/inquiry teams, teachers will analyze data obtained from summative and formative assessments to identify and address targeted students' needs. Teacher teams focus on the school's instructional goals with a conscious effort to prepare students for college and career.
5. Across classrooms, teaching strategies such as questioning consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in challenging tasks and demonstrate higher-order thinking skills.

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

1. Administration, Teacher Center Instructional Coach, Network Support Staff, Teachers, Special Education Liaison, Fordham University and school-based ELL Coordinator

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. During the implementation of the curriculum units of study Tier 1 will be implemented
3. Improved performance of ELLs and SWD's in ELA as evidenced by interim assessments and performance tasks

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

1. September 2013 – June 2014

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

1. Opportunities will be provided for administrators and teachers to engage in professional development with the Network, Teacher Center Instructional Coach, Special Education Liaison and Fordham Consultant.
2. Teachers from each grade will attend new curriculum professional development and turnkey to grade teams.
3. Scheduled time for teachers teams to meet during the school day
4. Per diem funds are used to hire substitute teachers whenever teachers attend professional development.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The principal has cultivated a highly supportive and inclusive culture that enhances the academic and personal development of staff and students.

Review Type:	QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

During school year 2013-2014 we will continue the implementation of the behavior modification techniques and training (PBIS, TCI, LSCI, ESR) to sustain a safe and supportive environment for all students as measured by our decreased VADIR score and removal of the designation of a Persistently Dangerous school. By 2014, the staff will continue to implement successful programs to maintain a supportive environment for students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Continue the practices of being a PBIS school implementing positive school-wide events, celebrations and initiatives
2. Continue the daily Town Hall Meeting to say the pledges (Pledge of Allegiance, PS 11 Student Pledge, The No Place for Hate Promise), communicate high expectations, acknowledge students' accomplishments, share student learning and celebrate successes
3. Continue to implement research based programs and activities that have a record of achieving positive results i.e. Respect For All, No Place for Hate, 3R poster contest, monthly assemblies
4. Continue to implement strategies and common language developed as a result of training in Therapeutic Crisis Intervention, Life Space Crisis Intervention, Educators for Social Responsibility
5. Teachers encourage appropriate behavior in an effective manner and handle infractions in a subtle, preventive and a respectful way to create an environment that exhibits respect and rapport.
6. Form a No Place for Hate Committee comprised of staff, students, and parents that work on initiatives that promote tolerance and respect for others
7. Prepare students for College and Career Readiness through research, class trips, guest speakers and assemblies
8. Guidance Counselor, Social Worker and Nurse in collaboration with the Parent Coordinator will conduct workshops for parents on a monthly basis to provide parents tips, information and strategies to support their students' emotional and social health
9. Continue to conduct Functional Behavior Assessments as needed and create Behavior Intervention Plans for those students in need of behavior modification

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

1. Administration, Teachers, Guidance Counselor, Social Workers, Support Staff, Network Support, Students, Parent Coordinator, Parents

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

1. Sustain low amount of major incidents and extremely low VADIR Score Index.

- D. Timeline for implementation and completion including start and end dates**
- September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Schedule time for PBIS Team to meet weekly.
 - Each day begins with a daily address at Town Hall Meeting by administration, staff members and rotating students leading the pledges.
 - No Place for Hate Committee meets weekly before school hours
 - Continue to enroll teachers in training to support the social and emotional needs of students
 - Plan and implement research activities for students to gain information to make future decisions; field trips to middle schools and colleges; assemblies
 - Schedule monthly parent workshops
 - Systems in place for collection of anecdotal notes to be analyzed and addressed by PBIS and SBST Teams that collaboratively develop action plans, FBAs and BIPS.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders and staff consistently communicate high expectations to create a culture of mutual accountability for student success.

Review Type:	QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

During the 2013-2014 School Year we will increase the School Community's effort to communicate and engage parents in their children's learning.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Continue to implement systems to actively engage parents, address concerns in a timely fashion and provide opportunities for parent outreach such as: monthly Parent Roundtable conversations with the principal and Parent Coordinator; Parent Workshops by the Guidance Department, School Nurse, Related Service Providers and community resources; PA/Title I monthly Executive Board and General meetings; SLT meetings open to all; New Parent Orientation; Middle School Application Support; Parent Teacher Conferences; Family Reading Nights; "Dads Take Your Child to School" Day
- Teachers will continue to regularly inform and involve parents in their child's learning and instructional programs through a variety of ways: progress reports, report

cards, parent participation in class activities, trips, projects, Parent Teacher Conferences, assemblies, weekly homework sheets, via phone calls, end of unit celebrations, etc.

3. Parents will continue to be informed of upcoming events, workshops, assemblies, through the Parent School Notification System (Global Connect) which is a phone messaging system which has the capability to send targeted messages to the entire school, to a specific grade or to a particular class.
4. The monthly bi-lingual (English/Spanish) calendar will continue to be sent home informing families of all events, including parent workshops, SLT meetings, PA/Title I Events, assemblies, and performances. This calendar includes upcoming events, tips for parents, and community events for parents and families. The calendar is now enlarged poster size and displayed outside at all entrances and exits, the Parent Association office and the lobby of both the Main and Annex buildings.
5. Reminders for Parent Workshops and Meetings are now enlarged poster size and displayed at both school building entrances.
6. Continue to host Family Reading Nights two or three times a year, funded by a grant from Target.
7. The Summer Institute for Elected Parents will continue to be held for elected PA/Title I and SLT Parents to review Chancellor’s Regulations and duties and to plan for the year.
8. We will continue to collaborate with the Catholic Charities Community Services/MOSAIC Beacon program and hold activities on “Dads Take Your Child to School Day” where fathers are invited to join in monthly support groups.
9. Continue to provide opportunities for parents to become trained Learning Leaders. The school presently has 13 active, trained Learning Leaders.
10. Using the Pupil Path online system which parents can access to view and monitor their children’s grades and academic progress.
11. A meeting is held with all parents of incoming kindergarten students to welcome them and share our expectations for the school year.
12. Parents are invited to the Early Childhood Reading Celebration which is held to recognize the students who are reading on grade level.

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

1. Parent Coordinator, Administration, Teachers, Support Staff, Network Support, Students, Parents, Community Organizations

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

1. Increase in parent events and a broader system of outreach to parents

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

1. September 2013 – June 2014

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

1. School Information Calendar will be distributed monthly with all scheduled events for parents
2. Monthly workshops, assemblies, Parent Meetings will be scheduled
3. PTC scheduled twice a year in the fall and spring
4. Permits will be obtained for all afterschool events and activities

Budget and Resource Alignment

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

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Close reading Guided reading Interactive writing Imagine Learning (online) Raz Kids (online) Scaffolded strategies from literacy curriculum	Small group – Push In/Pull out One-to-one	During the school day Extended Day Afterschool Academy
Mathematics	Go Math Rtl within program	Small group Push In/Pull out instruction and one –to-one	During the school day Extended Day Afterschool Academy
Science	Interdisciplinary, literacy based	small group	During the school day Extended Day Afterschool Academy
Social Studies	Interdisciplinary, literacy based	small group	During the school day Extended Day Afterschool Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Crisis intervention No Place for Hate Program Respect for All	Small group Push In/Pull out instruction and one-to-one	During the school day Before school

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers are working in their license area and are highly qualified. The Principal and Assistant Principals attend recruiting fairs and reach out to Fordham University to recruit highly qualified teachers. All new teachers are provided with mentors. The Teacher Center Instructional Coach supports all teachers by providing rigorous standard based professional development. All teachers meet in Teacher Teams weekly for 90 minutes for unit planning, examining student work, and professional development. Teachers also meet for an additional 45 minutes per week for Inquiry work. Staff members also participate in ongoing support provided by CFN Network 534 to ensure that our staff remains highly qualified. We use several strategies to retain our teachers and other staff. These include in house professional development; ongoing support; opportunities to pursue professional development outside of the school; encouragement to take on leadership positions; an environment that focuses on respect for all professionals; providing staff with adequate resources, including technological ones; an open door communication policy is crucial to how teachers are retained.

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"> 1. Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives 2. Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support. 3. The Network provides ongoing professional development for principals, assistant principals, and other school based support staff. 4. The Network and school based Special Education Liaison and assistant principal provide weekly professional development to paraprofessionals. Paraprofessionals turnkey the information to their colleagues. 5. The UFT Teacher Center Instructional Coach provides differentiated and individualized professional development based on the needs of teachers. 6. Ongoing, outside professional development to continue to build knowledge about the new CCLS aligned literacy and math curriculums and the instructional shifts in ELA and mathematics. 7. During teacher team meetings, teachers look at CCLS aligned performance tasks in order to ensure academic rigor in our units of study. 8. Encourage all school staff that provides academic instruction to seek outside learning opportunities and provide funding as needed to facilitate their efforts. 9. Providing opportunities for feedback that is aligned with the Danielson framework.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students. Our Title I funds are used to provide afterschool programs. Our Students in Temporary Housing (STH) are provided with counseling, uniforms, and other school supplies.

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.).

N/A

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.

During two Faculty Conferences at the beginning of the school year, all staff participated in informational sessions about the use and selection of appropriate multiple assessment measures. A MOSL Team comprised of teachers and administrators made final selections of local and state assessment measures.

Opportunities were extended to teachers to participate in professional development on the new ADVANCE system. This professional development was provided by the Superintendent, The Network, Office of Teacher Effectiveness and the UFT.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 09	Borough Bronx	School Number 011
School Name Highbridge School		

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 Dr. Joan Kong	Assistant Principal Henrietta Sirleaf
Coach type here	Coach type here
ESL Teacher Nail Castillo	Guidance Counselor type here
Teacher/Subject Area Angela Reyes/2nd grade ESL	Parent Lorenza De Los Santos
Teacher/Subject Area Mayra Mendez/3rd grade TBE	Parent Coordinator Nelida Sousa
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	757	Total number of ELLs	215	ELLs as share of total student population (%)	28.40%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1	1	1	1	1									5
Push-In			3											3
Total	2	2	5	2	2	1	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	215	Newcomers (ELLs receiving service 0-3 years)	156	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	51	Long-Term (completed 6+ years)	8

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	88			13						101
Dual Language										0
ESL	62		13	36		11	16		6	114
Total	150	0	13	49	0	11	16	0	6	215

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	17	16	21	14	19								106
SELECT ONE														0
SELECT ONE														0
TOTAL	19	17	16	21	14	19	0	106						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	13	18	3	16	18								82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1	2	3	1										7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	6	4	4								20
TOTAL	16	17	24	10	20	22	0	0	0	0	0	0	0	109

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)	10	10	7	7	6	11								51

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)		19	16	9	15	10								69
Advanced (A)	25	6	18	14	13	19								95
Total	35	35	41	30	34	40	0	0	0	0	0	0	0	215

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	31	8	1		40
4	30	9			39
5	24	9	1		34
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	30		10		3				43
4	36		9		1		1		47
5	30		8		0		0		38
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									0
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.

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

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

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

This data also is used to plan and drive instruction as well as to identify students who need extra support and intervention.

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

According to the LAB-R testing for this year in kindergarten there are 10 ELLs in the beginner level and 29 ELLs are in the advance level. In first grade there are 5 ELLs in the beginner level. In second grade there are 3 ELLs in the beginner level. In third grade there are 4 ELLs in the beginner level while in fifth grade there are 3 ELLs in the beginner level. When looking at NYSESLAT proficiency levels we see: in first grade we have 5 beginner level, 18 intermediate level, and 5 in advance level. In second grade we have 4 beginner level, 13 intermediate level, and 14 in advance level. In third grade we have 3 beginner level, 8 intermediate level, and 14 in advance level. In fourth grade we have 3 beginner level, 14 intermediate level, and 11 in advance level. In the fifth grade we have 9 beginner level, 10 intermediate level, and 19 in advance level. The NYSESLAT data patterns across proficiency levels and grades reveal that although the writing component is an area that has to be strengthened, listening is declining along the grades.

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](#))

The patterns across modalities will affect instructional decisions. Since the listening and writing component are declining therefore our instructional focus will be in listening as well as writing for our ELLs. Teachers currently are having students do oral discussions (Socrates Seminar) after their reading of close readings which allows the students to talk and listen to each other. This helps strengthen their speaking as well as listening skills. Also, teachers are continuing to model writing skills in order to help students become better writers.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns across proficiencies and grades show that writing and listening are the areas that are weak but listening is declining along the grades. In Freestanding ESL: ELLs in lower grades are doing better in tests taken in English as compared to the tests taken in their native language, Spanish. While in the upper grades students in Transitional Bilingual are doing better in the Spanish LAB-R than in the LAB-R.

b. The school leadership and teachers are using the results of the ELL Periodic Assessments to adjust their instructional focus for ELLs. The results show us which modality needs to be addressed more with the students so that they can succeed. They can address these needs while working in small groups and when differentiating activities in the classroom.

c. From the Periodic Assessments, the school is learning that students that have a good foundation in their native language perform better. If they have little or no foundation in their native language they will do poorly. Also, once they transfer the skills when learning English they will perform better. In the TBE program the native language is used in the content areas. They also receive one unit of study in language arts. In Freestanding ESL the native language is used when necessary among the students when paired to better understand what is being taught in English.

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](#).)

At PS 11 we use various data to guide instruction for ELLs within the Response to Intervention framework. We use New York State ELA results, New York State Math results, ELL Periodic Assessments, formal and informal assessments and student IEPs. There are three tiers in the RtI framework: Tier 1, Tier 2, and Tier 3. At Tier 1, the classroom teacher will be supported with research based ideas to deliver effective Tier 1 instruction. At Tier 2, small group interventions are adjusted to help the student overcome his/her difficulties with the help of school support staff. At Tier 3, intensive and individualized intervention is given to help the student overcome his/her difficulties. Progress monitoring is done to track student progress.

At PS 11, the RtI team looks at the results of the universal screener (Fountas and Pinnell Running Record Assessment) and identifies targeted students to focus on for the school year. They also take recommendations from teachers. Before a student is brought to the RtI team, the teacher must provide documentation of at least 3 types of interventions that have been tried on a consistent basis with the student and the results of these interventions. In addition, the teacher must provide evidence of class work, projects, assessments that the student has completed. If it is behavioral intervention that is requested, the mandates are the same. The team then meets and consults with the teacher to decide on the best intervention(s) for the student. Depending on the level of the intervention, the team recommends Tier 2 interventions that provide support but also ensures that there is as little interference with the student's regular academic day as possible. The intervention is tried consistently for a specific period of 6 weeks, the results are documented, the students' progress is monitored, and the teacher meets with the team at the end of the cycle to share the results. Based on these results, the team creates an action plan for next steps. This may include continued or adjusted Tier 2 intervention for an additional 6 weeks or depending on the student's results, a move to Tier 1 intervention if the student is making little to no progress.

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

We make sure that a child's second language development is considered in instructional decisions by encouraging the school staff to refer to the expectations from ELLs at different proficiency levels. When purchasing literacy, math, and science programs we look into programs that have ELL considerations such as ReadyGen which also has RtI, GO Math and FOSS for Science. In TBE, in the students 1st academic year the instruction is 70% in native language while 30% in English. In the 2nd year, the instruction is 50% in native language and 50% in English. The 3rd year, the instruction is 30% in native language while 70% in English. The reports that are used to determine this allotment of the native language and English is the RLAB and/or RLAT. All teachers including content area teachers share the best practices from effective second language instruction such as the SIOP model. The content area teachers include language skills in their lessons to be able to build the students' English language skills.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

The success of our program is evaluated through formal and informal assessments and observation of students' work, academic progress on the NYSESLAT, ELA, NYS Mathematics Exam, and teacher input. Also, the school evaluates the success of the ELL program by measuring the AMAO set by the state for NYSESLAT.

Part IV: ELL Identification Process

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

- 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](#).)

At P.S. 11 The Highbridge School, identification of ELL students begins at registration time on the first floor in an area labeled the "north yard" and continues throughout the school year for new arrivals in the cafeteria. The Home Language Identification Survey [HLIS] which determines the child's eligibility for LAB/R testing is administered by the ELL Team, which consist of two ESL teachers, Ms. Reyes and Ms.N. Castillo, and AIS teacher, Ms. Powell. In addition, an informal oral assessment is done to help determine if students will be eligible for the LAB-R. Eligible students are then administered the LAB/R, an assessment in English to determine ELL program eligibilty within the ten days of entrance to the system, and if applicable, the LAB/R Spanish assessment in Spanish to determine language dominance and program eligibility. Ms. N.Castillo is fluent in Spanish, she is able to give added support to Spanish speaking parents and students during the intake process. For parents and students of other languages other than Spanish, it has been our experience that these parents come to registration with a friend or family member that can translate. We do have a staff member, Ms. McGuire that speaks fluent French and is on standby if we need her to translate. The Department of Education does offer over the phone interpretation services that can be used as a resource if a parent does not come with a friend or family member that can translate. In addition to an informal assessment given to the student, scores are reviewed by the ELL Coordinator and ELL Supervisor to determine program entitlement and parental option for ELL students. Steps taken to annually evaluate ELLS using NYSESLAT starts with printing the RLAT report from ATS, for entitled studens only as a specific criteria for entire school. A testing calendar is created to administer all four modalities. The speaking subtest is administered to students individually by the ELL Speaking Team, Ms. Reyes, Ms. N. Castillo, Ms. Powell, Ms. Kaplan, Ms. Ferrell, Ms. Alonso, and Ms. Gonzalez. Prior to administering test, the team goes over NYSESLAT School Administrator's Manuel to clearly understand testing procedures. The Listening, Reading, and Writing subtests are administered according to the testing calendar. This includes students with special accomodations, they are tested accordingly per their IEP. P.S. 11 utilizes many of the staff members to help administer these three subtests in addition to the certified ESL teachers: coaches, other classroom teachers, guidance counslors, social workers, paraprofessionals, and school adies. They all attend a testing meeting to go over NYSESLAT Testing Manuel at the beginning of the testing window. Also, Ms. N. Castillo attends the network/district NYSESLAT testing meeting and turns key information to staff administering the NYSESLAT. Finally, certain members of the ELL Team and General Testing Team, Ms. Reyes, Ms. Powell, Ms. Ferrell, Ms. Rivera-Garcia, Ms, Alonso, Ms. Kaplan, and Ms. Gonzalez evaluate the writing portion of the test following the guidelines and rubrics provided by the Pearson testing company.

2. 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.

It is part of our school mission to provide parents with adequate information to make informed decisions. Parent Orientation sessions are conducted through the school year where parents are informed of the ELL program choices for their child. During registration, parents watch a Program Option Video, provided in their native language, if available. It is our experience at P.S.11 that if a parent speaks another language other than English or Spanish, they are accompanied by a friend or relative to act as a translator during the registration process, these parents will watch the video in English. After the video is viewed, a member of the ELL team will have a one on one orientation meeting to discuss and explain the different instructional models our school has to offer. Then, parents are given the Parent Survey and Program Selection Form. Parents will then decide which program is convenient for his/her child. We strive for forms to be returned within ten days to ensure proper placement. If we do not offer the program the parent requests, he/she will be advised of their rights, which is to go to the region where they can assist the parents to locate the nearest school offering their program choice. Parents are also invited to visit classrooms to observe instructional models and speak to parents on the Parent Association. During the school year, other parent orientations sessions are conducted where parents are informed of the ELL program choices. Parents are provided with brochures in English, and/or translated materials if they speak a language other than English. Parents whose child is entitled to ESL services is provided an Entitlement or Continued Letter based on LAB/R and NYSESLAT. Parents whose child scored at or above proficiency level will be given a Non Entitlement Letter. Parents whose child scored at or above proficiency level on NYSESLAT will be given a Non-Entitlement/Transition Letter.

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 [\[see tool kit\]](#).)

At the beginning of the school year a RLAT report is generated through ATS which let us know students who are entitled to ESL services. We generate Continued Entitlement Letters, Non-Entitlement Letters in English and other languages where needed for those entitled students. Parent Survey and Program Selection forms are filled out and signed at the time of registration after the one on one orientation meeting and/or within ten days. If the Parent Survey and Selection forms are not returned we make house calls.

Then, the forms are given to the Pupil Personnel Secretary to be included in the student's registration papers, which will be placed in the student's cumulative record folder. Entitlement letters which are in the student's native language and in English are given to the students to bring home and a copy is also mailed home. Copies of the letter are stored in a compliance binder located in the main office, and another compliance binder located in the ESL coordinator's office, and also in the student's cumulative record folder.

4. 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.

The initial step in placing our ELL students in bilingual or ESL instructional programs, is using the LAB-R, and when applicable, the LAB-R/Spanish hand score to determine students' proficiency levels. The next step is to have one on one conversations with parent(s) after viewing the Program Option video to further explain our school's instructional models. Then, parents have opportunities to observe instructional models and speak to other parents of students in ELL programs. Once parents are properly informed, parent(s) choose their desired program, and fill out the Parent Survey and Program Selection Form. Finally, the child is immediately placed and accompanied to the classroom. Parents are also given a Placement Letter which is also kept in the Compliance Binder. For students that are already in the Bilingual or ESL programs, at the beginning of the school year continued entitlement letters are given to students who scored either beginning, intermediate, advance level on the NYSESLAT. Copies of the letter are stored in a compliance binder located in the main office, and another compliance binder located in the ESL coordinator's office, also in the student's cumulative folder. For students who scored proficient, a Non Entitlement/Transition Letter is given. A copy is also kept in the same way as Entitlement letters. At the end of August, Ms. N. Castillo calls parents of proficient students to explain what services their children are still entitled to, such as extended time and before or after school programs.

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.

Annually the ESL Coordinator prints out an RLER report from the ATS to identify the ELL students who are eligible to take the NYSESLAT. Steps taken to administer all sections of the New York State English as a Second Language Achievement Test to all ELLs each year are as follows: A testing calendar is created to administer all four modalities. The speaking subtest is administered to students individually by the ELL Speaking Team, Ms. Reyes, Ms. N. Castillo, Ms. Powell, Ms. Kaplan, Ms. Ferrell, Ms. Alonso, and Ms. Gonzalez. Prior to administering test, the team goes over NYSESLAT School Administrator's Manual to clearly understand testing procedures. The Listening, Reading, and Writing subtests are administered according to the testing calendar. This includes students with special accommodations, they are tested accordingly per their IEP. P.S. 11 utilizes many of the staff members to help administer these three subtests in addition to the certified ESL teachers: coaches, other classroom teachers, guidance counselors, social workers, paraprofessionals, and school aides. They all attend a testing meeting to go over NYSESLAT Testing Manual at the beginning of the testing window. Also, Ms. N. Castillo attends the network/district NYSESLAT testing meeting and turns key information to staff administering the NYSESLAT. Finally, certain members of the ELL Team and General Testing Team, Ms. Reyes, Ms. N. Castillo, Ms. Powell, Ms. Ferrell, Ms. Rivera-Garcia, Ms. Alonso, Ms. Kaplan, and Ms. Gonzalez evaluate the writing portion of the test following the guidelines and rubrics provided by the Pearson testing company.

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. 

Over the past few years the trend in program choices that parents have requested has been Transitional Bilingual Education, 60% while Freestanding ESL has been 40%. After reviewing this year's Parent Survey and Program Selection forms we noticed that 65% of the parents requested Transitional Bilingual Education while 35% of parents requested Freestanding ESL. One reason why parents are requesting Transitional Bilingual Education is that many of the newcomers have entered the United States 2-4 weeks prior to being registered in our school or their children are very limited in the second language and they still want to nurture their first language. The program models offered at our school are aligned with parent requests.

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])?

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

b. Our Free Standing ESL Program provides instruction to a heterogeneous group of students using content-based thematic ESL instruction focusing on both content and language objectives. With our Push-In Model the ESL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques. In this model, Beginner, Intermediate, and Advanced students are serviced according to the instructional mandated hours. In the Transitional Bilingual model, students will initially be instructed in the native language (Spanish) and progressively begin transferring those skills to the targeted language (English). The class is also heterogeneous in makeup.
2. 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)?

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

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

Beginning Level (70%-30%)	70% of instruction in Spanish, 30% of instruction in English
Intermediate Level (50%-50%)	50% of instruction in Spanish, 50% of instruction in English
Advanced Level (30%-70%)	30% of instruction in Spanish, 70% of instruction in English

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

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

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

ESL program in English.

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

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

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

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

Music: At P.S. 11 we strongly believe that the music is an integral part of language development, therefore the ELL students are exposed to the performing arts. Children participate in music classes. Formal music lessons encourage development of non-linguistic communication. The music class helps reduce the anxiety of having to speak for those students who are still in the pre-production stage.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are appropriately evaluated in their native language in several ways: LAB-R Spanish, formal running records using TC Assessment Pro in Spanish, teacher made assessments in Spanish and GO Math assessments in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we administer the ELL Interim Assessments, teachers also have Socrates Seminar on the fifth day of close reading in which students have oral discussions of what they've read, the students also do read alouds to the class as well as oral presentations. Informative assessments are conducted daily/weekly for speaking and listening. Formative assessments are conducted three times a year for reading and writing. As well as ReadyGen tasks after the unit is completed which assesses reading comprehension and writing.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. This academic year at PS 11 we don't have any SIFE.
 - b. For our newcomers at PS 11 we provide the following:
 - * Classroom libraries which includes non-fiction, high interest, low level, multicultural literature
 - * Supplemental native language instruction to assist with language development skills through small group instruction, when the native language is available
 - * Afterschool and Saturday Academy which provides additional support and opportunities to use the English language
 - * Precise scaffolding strategies according to their language proficiency levels

In addition to these services teachers are incorporating multicultural literature, to foster a deeper understanding of the newcomer

home country.

c. For the ELLs receiving service 4 to 6 years we will provide the following:

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

d. Many of the same services provided for ELLs receiving 4 to 6 years the long term ELLs will receive as well.

e. The former ELLs will continue receiving ELL support as needed and testing modifications for up to two years after they pass

the

NYSESLAT. They will also be included in the Afterschool Program and Saturday Academy. Teachers are also encouraged to continue teaching vocabulary explicitly and building academic language. Teachers utilize Common Core Learning Standards for language for a more structured approach in terms of second language development.

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?

At PS 11 the teachers of ELL-SWDs use the following instructional strategies and grade-level materials:

- * SMART Boards/ ELMOs use of Technology
- * Small group instruction
- * Modify and adapt grade level text
- * Sheltered Instruction (SIOP)
- * Total Physical Response
- * Audio visual aids/ Listening Centers
- * Visual aids
- * Leveled libraries
- * High order skills emphasized in academic tasks
- * Provide multiple entry points

Also, for our ELL-SWD teachers provide, project based assignment, hands on and kinesthetic learning to address the students' different learning styles.

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?

At PS 11 we use curricular, instructional, and scheduling flexibility to support diverse ELL-SWD to achieve goals by doing the following:

- * Push in ELL services - Push in SETSS and ESL
- * Provide Professional Development for all teachers in ESL and Special Education
- * Collaborate with service providers, special education teachers, AIS
- * Common Planning Team Meeting for both General Education and Special Education Teachers to reinforce and reteach skills
- * Students are scheduled to attend classes in General Education for Enrichment as recommended by IEP

We also have a school wide reading block time in which ELL-SWDs that need some added support and or need to be with students on their same reading levels can go to another classroom during that reading block. Also ELL-SWDs are intergrated with other students during gym time and also during lunch time.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

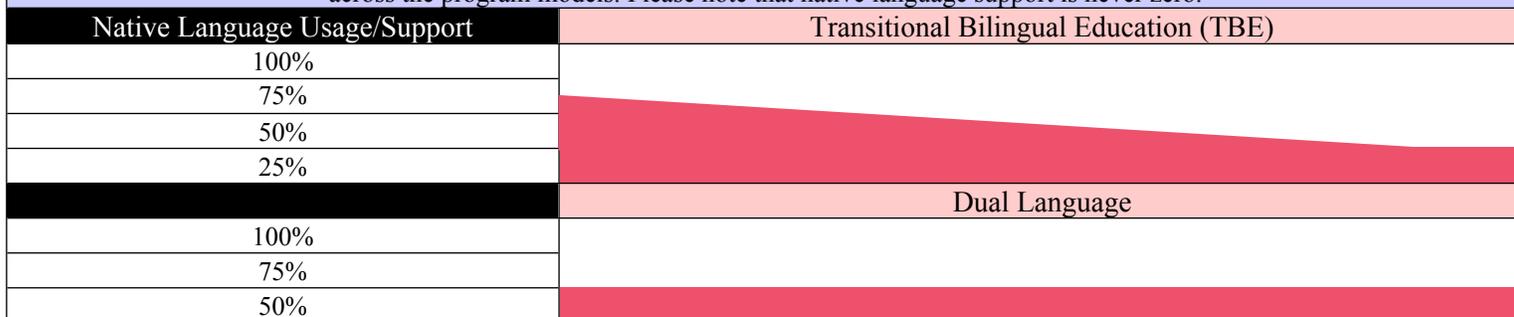
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

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

The effectiveness of our current program is meeting the needs of our ELLs. The NYSESLAT scores show how more ELLs have become proficient.
11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming year we will be offering Dual Language Program starting in Kindergarten and the other grades the coming years.
12. What programs/services for ELLs will be discontinued and why?

We will not discontinue any programs/services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All of our ELL students participate in every enrichment program that our school offers (e.g. music, arts, computer, etc). Additionally, classrooms that hold the ELLs have Smart Boards, listening centers, and bilingual libraries. One after school program is specifically designed for our ELL population. We also offer a Saturday Learning Academy that is especially for our ELLs. ELLs are also invited to after school programs that aims to improve the ELA and Math skills and preparation for the state tests.
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 instructional materials that are used to support ELLs are SMART Board, internet, software (Science, Math, and Language games).
Computer software such as Imagine Learning, Starfall, Raz-kids are used for instructional purposes. ReadyGen and Go Math program (K-5). Santillana Intensive English K-2 also used to support our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is delivered in TBE by having content word walls in the native language, having books in the native language in the classroom libraries as well as in the school library, and having small group instruction for the newcomers and beginners. In the ESL model we have peer tutoring with students that speak the same language. In TBE, we offer 1 period of native language support through the content. In ESL, we use English to offer 2 units of study for beginners and intermediate and 1 unit of study in advance using the ESL methodologies during instruction to provide a learning environment which ELLs can effectively acquire academic knowledge.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

A booklet is prepared for newcomer ELLs entitled, "We Are On Our Way to PS 11". This booklet incorporates letters of the alphabet with pictures that begin with that letter sound, basic sight words, numbers, animal names, clothing, food and action verbs. Other activities in our school for newly enrolled students are incorporated in the school year. The Executive Team, and the ELL team work on a plan of activities for these students and their families.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. Our professional development plan for all ELL personnel at the school focuses on planning for differentiation and using data for instruction, grouping, and portfolios. Both Bilingual and ESL self-contained teachers involved in the ELL team, have monthly meetings scheduled for the purpose of planning, professional development, and vertical communication as cohorts of teachers of grades K-5. PD is based on teachers' and school's needs. Thus, teachers' training has been designed around informing our Bilingual/ESL staff of pertinent ELL policy, as well as key instructional strategies, best practices, and materials available within the school. Teachers will be provided professional learning opportunities around all ATS reports and other data pertaining to ELL students. ESL and Bilingual teachers will be trained on how to manage and utilize different data sources. General classroom teachers, will be able to participate in professional development activities with the ESL and Bilingual teachers during their common planning time on a weekly basis. Support staff, such as paraprofessionals, aides and psychologists will also be afforded opportunities to participate in school-wide ESL training during the Staff Development days. Also, all related-educational service providers who support our Special Education ELLs, will have the opportunity for PD. ELL Coordinator will attend monthly network Professional Development and attend other Professional Development offered by The Office of English Language Learners.

2. The professional developments offered to teachers of ELLs as they engage in the Common Core Learning Standards will be:
- * continue to utilize Common Core Learning Standards when planning for ELLs
 - * how to utilize ESL strategies in Reading, Writing and Math
 - * scaffolding lessons using ESL strategies

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

4. Professional Development for our teachers to comply with the Jose P. mandate will focus on
- *Differentiated Instruction in Bilingual and ESL self- contained classrooms
 - *Language Development Strategies
 - *The NYSESLAT
 - *Utilizing Data/Data Driven Instruction
 - *NLA Instruction
 - *Common Core Standards and the role of language in academic development of ELLs
 - * RtI and ELLs

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. The school has created venues to engage the parents in order to give them a more active and participatory role in the academic development of our children. This involvement begins as early as registration when parents participate in an interview process in which the child's and family's background is discussed. Parents will be active participants in the decision making process for their child's academic program choice. Parents will also participate in the formal periodic review of children's progress, which will take place twice a year. In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications. Parents are also supported through academic workshops where both content and best teaching practices will be shared.
 2. The school partners with our CBO, Alianza Dominicana, in order to provide workshops for parents in areas such as English as a Second Language, Immigration, and multicultural awareness.
 3. Parent representatives are members of the School Leadership Team and bring any concerns from the Parent Association to the monthly meetings. The needs of the parents are also evaluated through an open forum round table discussion throughout the year. This gives the parents an opportunity to come together with school administration and express their concerns. One very important person that helps the school evaluate the needs of the parents is our parent coordinator, Ms. Sousa. She is closely involved not only with the PA, and parent representatives of the SLT but also with members of the different committees at P.S. 11 such as the ELL Team, RtI Team, and Safety Team. She is able to communicate the needs of the parents very clearly to the Administrative Team and also is involved in organizing and creating different workshops as a result of parents' needs: NYSESLAT Workshop, Discipline Code, Nutrition Awareness Workshop, Middle School Conversion .
 4. The different types of parental involvement activities are created as a result of the needs of the parents. They have an opportunity to be more involved with their children's education by becoming a Learning Leader, where they can be of assistance in the educational community. The Parents Association has activities that complement the school's activity, for example, health workshops and other trainings.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Highbridge School

School DBN: 09X011

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Joan Kong	Principal		
Ms. Henrietta Sirleaf	Assistant Principal		1/1/01
Ms. Nelida Sousa	Parent Coordinator		1/1/01
Ms. Nail Castillo	ESL Teacher		1/1/01
Ms. Lorenza De Los Santos	Parent		1/1/01
Ms. Angela Reyes/2 nd grade ESL	Teacher/Subject Area		1/1/01
Ms. Mayra Mendez/3 rd grade TBE	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **09X011** School Name: **Highbridge School**

Cluster: **5** Network: **534**

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

Part A: Needs Assessment Findings

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

The data that is used to assess our school's written translation and oral interpretation needs is the Home Language Survey that parents complete upon admission of their child to the school as well as the ethnic and race identification. PS 11's largest population is Hispanic. Therefore, all communication that is sent out to parents is translated into Spanish to assure that the parents understand the correspondence. At PS 11 we have the Parent Coordinator who is bilingual and is available to assist parents. The Parent Coordinator translates in PA meetings, workshops and Parent Teacher Conferences as needed. As for the other few languages, the parents have indicated that they would like the correspondence to be sent in English.

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.

Since our written translation and oral interpretation is focused in Spanish, we also have other staff members that speak and write in Spanish. Additionally, the Parent Coordinator, Pupil Accounting Secretary, other teachers, and school aides also speak and write in Spanish. The school community was notified of this through their PA meetings and other school meetings. Finally, we also have a staff member that is fluent in French if translation is needed.

Part B: Strategies and Activities

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

Since our written translation is focused in Spanish we will provide it in Spanish. We have staff members that speak and write in Spanish. Additionally, the Parent Coordinator, Pupil Accounting Secretary, other teachers, and school aides also speak and write in Spanish. The school community was notified of this through PA meetings and other school meetings. Finally, we also a staff member that is fluent in French, if written translation is needed.

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.

Since our oral interpretation is focused in Spanish, most of the translation is provided by the school staff that speak Spanish. They are available as needed. In the main office we have the Pupil Accounting Secretary and the Parent Coordinator who speak Spanish. They answer phone calls and if a parent comes in with questions they are there to assist. If need be for French, we also have a staff member that is available.

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>.

PS 11, will fulfill Section VII of Chancellor's Regulations A-663 by providing oral interpretation and written translation services to our parents who are in need of language assistance so that we can communicate effectively to our school community. The school community are informed about these services during Parent Association meetings and other school meetings.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

10-10:45 Word Work/Vocabulary Building.

Part B: Direct Instruction Supplemental Program Information

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

12:00-12:30 Math workshop

Language of instruction: English

and types of certified teachers: 2 certified bilingual teachers

2 certified ESL teachers

1 Common Branch certified teachers

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

Scholastic Traits Writing Program

Finish Line Mathematics

Words Are Wonderful

Part C: Professional Development

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

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

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

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

Part C: Professional Development

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

Topics to be covered:

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

K-5 Comprehension Strategies for Fiction and Nonfiction

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

*Looking and analyzing students' writing pieces

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

Name of provider: ESL Coordinator

Mondo Publishing

NYS/NYC RBE-RN Resource Specialist

CFN 54 Network Special Services Manager

Part D: Parental Engagement Activities

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

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

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

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

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

Part D: Parental Engagement Activities

Name of provider: Parent Coordinator – Nelida Sousa

ESL teacher- Angela Reyes

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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