

2013-14
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

DBN: (i.e. 01M001):

K011

School Name:

P.S. 011 PURVIS J. BEHAN

Principal:

ALONTA WRIGHTON

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
Alonta Wrighton	*Principal or Designee	
Kisha Banyan	*UFT Chapter Leader or Designee	
Tauheedah Yasin	*PA/PTA President or Designated Co-President	
Audrey Nedderman	DC 37 Representative, if applicable	
Angela Villegas	Member/ Chairperson	
Nicola Tomlin	Member/ Teacher	
Courtney Vishwadia	Member/ Parent	
Evelyn Correa	Member/ Parent	
April Gariepy	Member/ Parent	
Annette McCall	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2014-15 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To provide high-quality supports for all students, with a focus on ELLs and SWDs, by June 2015, 100% of teachers will increase competencies in differentiated instructional strategies through professional development as measured by student outcomes.

Comprehensive Needs Assessment

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

Multiple sources of data have been used to determine this goal as a priority. Over the past several years our students with disabilities have not progressed at a comparable rate as our general education population and other subgroups identified by the state on the New York State ELA and Math Exams.

According to 2013-2014 State ELA results, students with disabilities meeting proficiency was 21.4%, which is 32.9% lower than our schoolwide percentage. In mathematics, students with disabilities meeting proficiency was 17.2%, 40% lower than our schoolwide percentage.

In addition, on the Elementary School Quality Snapshot, improvement with our lowest performing students inclusive of students with disabilities was rated *Fair* for both ELA and Mathematics. The preliminary ratings from our most recent November 2014 School Quality Review named Indicator 1.2 as an area of focus with particular emphasis on students with disabilities.

Our efforts must be on lifting the instructional practice of teachers who work with students with disabilities in a general education classroom, ICT setting, and self-contained classroom.

Instructional Strategies/Activities

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

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

- To ensure teaching strategies strategically provide multiple entry points and high-quality supports and extensions in the curricula so all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products, we will commence teacher *study groups and parent information sessions focusing on Universal Design for Learning (UDL), specifically UDL Principle 1 to target the diverse needs of individual learners. We will identify students based on learning styles by analyzing learning surveys given to students; Recognize various barriers to instruction that individual students face in ELA and Math and create supports to be embedded in lessons; Analyze the current ELA curriculum to identify points of entry for various learners and their needs through strategies such as visuals and kinesthetic materials and modifications and analyze student work to identify evidence of footprints from UDL PDs. We will provide training to staff on quality IEP development; support all teachers in implementing CCLS-aligned IEPs; create meaningful opportunities for parent engagement in the IEP process; establish study groups for teachers focusing on Universal Design for Learning including individualized supports for ICT teams

*study groups: Grade Teams, Teacher Leads, ICT and 12:1:1 staff

Refer to section D

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

- To meet our goal, we will forge a partnership with GoldmanSour and Rutherford, a consultant providing training for students with disabilities. We will gain support from our Network Special Education Achievement Coach to start our UDL and Team Teaching training and study groups.

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

1. INDEPENDENT READING LEVEL TARGETS BY JUNE 2015

September	November	January	March	June
<u>Kindergarten</u> Emergent Story Books Shared Reading	<u>Kindergarten</u> Level A/B	<u>Kindergarten</u> Level B/C	<u>Kindergarten</u> Level D/E	<u>Kindergarten</u> F or above
<u>Grade 1</u> Level F or above	<u>Grade 1</u> Level H or above	<u>Grade 1</u> Level I or above	<u>Grade 1</u> Level I or above	<u>Grade 1</u> Level L or above
<u>Grade 2</u> Level L or above	<u>Grade 2</u> Level M or above	<u>Grade 2</u> Level M or above	<u>Grade 2</u> Level N or above	<u>Grade 2</u> Level N or above

<u>Grade 3</u> Level N or above	<u>Grade 3</u> Level O or above	<u>Grade 3</u> Level P or above	<u>Grade 3</u> Level P or above	<u>Grade 3</u> Level Q or above	
<u>Grade 4</u> Level R or above	<u>Grade 4</u> Level S or above	<u>Grade 4</u> Level T or above	<u>Grade 4</u> Level T or above	<u>Grade 4</u> Level U or above	
<u>Grade 5</u> Level T or above	<u>Grade 5</u> Level U or above	<u>Grade 5</u> Level V or above	<u>Grade 5</u> Level V or above	<u>Grade 5</u> Level W or above	

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

1.	Professional Development Strands	Start and End Dates
	Provide training to staff on quality IEP development	Ongoing throughout the 2014-2015 school year starting December 2015 Network and School-based Support
	Support all teachers in implementing CCLS-aligned IEPs in LRE.	Ongoing throughout the 2014-2015 school year Starting December 2015 Network and School-based Support
	Create meaningful opportunities for parent engagement in the IEP process	Ongoing throughout the 2014-2015 school year Starting December 2015
	Establish study groups for teachers focusing on Universal Design for Learning including individualized supports for ICT teams	Ongoing throughout the 2014-2015 school year starting December 2014 Network Support
	Classroom-Based Strategies and Structures that Support the Inclusion of Students with Special Needs in General Education Classrooms	Ongoing throughout the 2015 school year Starting January 2015 GoldmanSour and Rutherford, Consultant Network Support

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

1. A calendar of SWD Professional Development will be established in collaboration with the Network Special Education Achievement Coach and with the GoldmanSour and Rutherford consultant(s).
Per Diem and Per Session funds have been set aside for professional training during the school day and after school hours.
Funds will be set aside for Consultant work with GoldmanSour and Rutherford .

Strategies to Increase Parental Involvement

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

Parent workshops and information sessions focusing on Universal Design for Learning (UDL) will take place throughout the school year. Parents are given incentives to attend parent meetings outlined on each student's report card and progress report. Parents who attend afterschool meetings receive *Get Out of Homework* passes for students. Notices of workshops are shared with families via monthly school calendars, school website, school Facebook page, SchoolMessenger, backpacked flyers and our on our school ListServe.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 100% of students in grades K-5 will demonstrate competency in at least 2 of 3 common core performance tasks in ELA and Math requiring them to think, reason, and problem solve.

Comprehensive Needs Assessment

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

Public School 11 has received the distinction as a New York State "Reward School" for two consecutive years [2013 and 2014] as well as the 2014 National Blue Ribbon School Award [issued by the United States Department of Education]. PS 11 also received an overall grade of "A" on the 2012-2013 and 2011-12 NYC Progress Reports. PS11 performed far above the city and state levels 3 and 4 averages on the ELA and Mathematics Common Core exams [54.3% in English Language Arts and 57.2% in Mathematics]. In ELA, the city and state percentages were 29.4% and 31.4% respectively. In mathematics, the city and state percentages were 34.5% and 35.8% respectively. Also, we were able to improve upon our good student progress on the 2013 state tests in ELA for all students and in ELA and Mathematics for our lowest third population. The median adjusted growth percentile was 76% in ELA and Mathematics for all students. But if you look specifically at our lowest third population, the median adjusted growth percentile was 86% for ELA and 89% for Mathematics. From 2005 to 2013, our school's State Accountability status has consistently been *in good standing* in the areas of ELA, Mathematics and Science.

However, since the institution of more rigorous Common Core aligned tests in the Spring of 2013, our students have not performed at the highest levels we expect or desire. A good number of our students performed at Level 2 on the ELA and Mathematics state tests. Also, many of our students who performed at Level 3 were at the low end of that level. With tougher standardized tests assessing more rigorous standards, we strive to ensure all our students can *securely* perform at or above proficiency on future state tests.

The trend of our students performing considerably higher in the area of mathematics than English Language Arts is no longer the case as our students performed at the comparable levels in ELA and Mathematics. PS11 strives to have more students achieve level 4 on the NYS ELA and Mathematics Tests. We strive to move all students to high level 3 and 4, particularly our special education and lowest third students. We strive to maintain our improved student progress results as exhibited by staying at a median growth percentile above 75 in ELA and Mathematics. All the above data propels us to believe the challenge, rigor, and accuracy of performance-based activities and assessment (i.e. performance tasks) encourage better mastery of state standards. With performance tasks, students are forced to demonstrate knowledge and skills, including the process by which they solve problems.

Research reveals that performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new and/or challenging situation. Performance assessments are also appropriate for determining if students are achieving the higher standards set by states for all students. To achieve this goal, the following strategies and activities have and/or will be implemented including our timeline for all students including those with disabilities to reap academic gains starting September 2014.

Instructional Strategies/Activities

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

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

1. Strategies and activities include: Whole group professional development to discuss the purpose and structure of ELA and Math performance tasks and instructional implications; further refinement and common core alignment of tasks; consistently analyze student work leading up to performance tasks; facilitate discussions around instructional next steps and curriculum adjustments; refine our Schoolwide Instructional Expectations and align them with the 2014-2015 Citywide Instructional Expectations and Frameworks; further refine and restructure the curriculum scope and sequence as necessary towards full common core alignment and academic rigor; modify the ELA and Math performance tasks for students with disabilities; fully embrace common rubrics along with its elements and language to enhance teacher practice, adequately assess student work; refine and upgrade graded performance tasks as students reach higher mastery levels.

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

1. In collaboration with classroom teachers, the assistant principals and math coach will develop revised performance tasks in math and literacy to track student progress and determine intervention groups in need of additional instruction.
Special education, ELL, SETTTS and RTI teachers will support instruction on specific Universal Design for Learning (UDL) strategies to help improve student

achievement for their corresponding subgroups of students.

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

1. Teacher inquiry teams will review the data from the performance tasks, analyze student thinking / responses, identify students' needs, and implement instructional strategies that accelerate student achievement on the following performance tasks. In addition, during teacher inquiry teams, teachers will share findings and use the results from the first performance task to modify the second performance task and likewise for the third performance task. The data will be disaggregated according to subgroups. Special attention will be paid to the data involving ELL, special education, and black male students. 60% of the students will show proficiency on performance task #1 for ELA and math. 80% will show proficiency by the last performance tasks for ELA and math.

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

1. Create a Fall Professional Development Plan for the creation and implementation of the three performance tasks. ELA/Math Performance Task # 1 will be given in mid-November, ELA/Math Performance Task #2 will be given in February, and ELA / Math Performance Task #3 will be given in May 2015.

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

1. Students that are experiencing difficulty mastering the ELA or Math standards are provided assistance during small group instruction. Students' difficulties are identified early due to initial and on-going assessments given by all classroom teachers. Teacher observations, social histories, educational evaluations, periodic assessments, running record miscue analysis, teacher-made exams and ELA and Math state assessments provide us with sufficient information on which to base effective assistance. During the small group sessions, students receive tailored supports based on their individual academic needs. Our Afterschool Academic Intervention Program convenes at 2:45pm to 4:50pm each Thursday. Our Saturday Academy program provides test preparation for grade 3-5 students in ELA and Math as well as provide opportunities for student to accelerate learning. In addition, our Saturday Young Scholars Academy targets students in grades 1-2 who as a result of on-going assessments, academic services, special education services as well as modified promotional standards may be in jeopardy of not meeting grade level standards and expectations. Grade level teacher teams meet regularly to discuss student work, discuss common assessment trends and results, and share best practices to refine lessons to ensure student progress.

Strategies to Increase Parental Involvement

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

Each year commences with grade level Parent Curriculum Orientations to inform parents of the school's instructional expectations and goals. Monthly Principal Roundtable discussions and general PTA Meetings address instructional expectations, school goals and how parents can support established school goals at home. Selected teachers conduct workshops to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology to access the ARIS Parent Link and other useful resources to track and monitor progress.

Parent workshops are also provided to assist parents in understanding City, State and Federal standards and assessments to meet the school and city goals. Parent meetings with ELL and special education students are conducted to more closely discuss school goals and the role of parents to achieve our goal. This year the Principal's Roundtable discussions will focus on the Common Core Learning Standards, performance tasks, the Chancellor's Instructional Expectations and parents' roles in carrying out these academic agenda.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 75% of students will demonstrate an increase in comprehension of nonfiction and fiction text by a minimum of 2 independent reading levels as determined by the Fountas and Pinnell Benchmark Assessment System.

Comprehensive Needs Assessment

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

Historically at Public School 11, all K – 5 teachers have been very adept at assessing students' reading levels in September and placing them on their fiction independent reading level (Just Right Books). This running record assessment is done four times a year, September, December, March and June. Running Record assessment data is collected and analyzed by teacher teams and administration to monitor growth, form discussions around needs/progress, and ensure children are moving up levels at a reasonable pace. We believe Running Record Assessment data is an accurate measure of progress in reading for all our students. For this reason, end-of-year independent reading level expectations are set for all students which over 80% of our students typically meet or exceed each year. However, in light of the cognitive demands of the Common Core Learning Standards, we believe a more balanced focus on the analysis of both nonfiction and literary texts is more beneficial to our students. We will continue to assess students' fiction and nonfiction independent reading levels and track their progress throughout the school year. This running record assessment is done three times a year. We believe this work will propel our students towards meeting and exceeding state standards. By providing more academic rigor and challenge inherent in effective instruction of informational and fiction texts, we believe more of our students can *securely* perform at or above proficiency on future state tests.

Also see Comprehensive needs assessment response in Goal #2

Research reveals, "students who meet the Common Core Standards develop skills in reading, writing, speaking and listening that are the foundation for any creative and purposeful expression in language." The NAEP calls for "an increase in the proportion of informational text as students advance through the grades. The Common Core Learning Standards (CCLS) are research and evidence based, aligned with college and work expectations, rigorous and intentionally benchmarked representing the best available evidence indicating that its mastery [is] essential for college and career readiness in a twenty-first century, globally competitive society."

–CCLS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Public School 11's literacy program represents a balance of reading literature and informational texts over the course of the year. To achieve our goal, the strategies and activities listed in Part B listed below will continue to be implemented (including our timeline for all students including those with disabilities) to reap academic gains in reading nonfiction and fiction throughout the 2014-2015 academic year.

Instructional Strategies/Activities

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

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

Continue the following plan:

1. The Teaching and Reading of Nonfiction – Content area reading in science and social studies in grade 1-5 will continue throughout the course of the year, September of 2014 through June of 2015. The NYS Science and Social Studies Scope and Sequence will continue to be the lens through which we meet the expectations of the CCLS. Our program will also seek to develop academic and domain specific vocabulary as a necessary component of nonfiction reading. This program will also require students to read a broad range of high quality, increasingly challenging informational texts.

Students will engage in a variety of reading experiences, strategies and learning activities. Classes will engage in close reading of short and long nonfiction shared texts that will entail reading and analysis of supporting articles, primary and secondary documents, trade books, essays, famous and profound speeches and other nonfiction sources. Teachers will strategically plan our regular opportunities for students to read and respond to nonfiction complex texts through meaningful discussions and written tasks to meet this goal.

The Teaching and Writing of Nonfiction – Nonfiction /Informational writing will support the social studies and/or science state scope and sequence curriculum. The nonfiction writing instructional strategies and activities include essays (opinion, persuasive, comparative), research reports (All About, topic and theme-based reports),

word work, conventions of grammar and mechanics, and academic / domain specific vocabulary development.

The Teaching of Fiction Reading – Our year-long literature-based program will emphasize narrative study through whole class novels (Grades 1-5); daily read aloud discussions (Pre-K -5); and independent level [Just Right Books] reading (K-5) and Shared Reading (K-5). This program will shift to require students read a broad range of high quality, increasingly challenging texts

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

- To achieve this goal, our school coach is employed to provide professional development support and training services to teachers (FSF Per Session). The assistant principals and principal will also provide professional support to teachers (FSF, CF4). Teachers also receive professional development from outside sources (FSF per diem coverage). Our coach also serves as our data specialist and inquiry team chair, training teachers to analyze hard and soft data to meet the demands of this goal (ARRA Data Specialist, Instructional Expectations) and resource and instructional nonfiction material (OTPS).

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

1. INDEPENDENT READING LEVEL TARGETS BY JUNE 2015

September	November	January	March	June
<u>Kindergarten</u> Emergent Story Books Shared Reading	<u>Kindergarten</u> Level A/B	<u>Kindergarten</u> Level B/C	<u>Kindergarten</u> Level D/E	<u>Kindergarten</u> F or above
<u>Grade 1</u> Level F or above	<u>Grade 1</u> Level H or above	<u>Grade 1</u> Level I or above	<u>Grade 1</u> Level I or above	<u>Grade 1</u> Level L or above
<u>Grade 2</u> Level L or above	<u>Grade 2</u> Level M or above	<u>Grade 2</u> Level M or above	<u>Grade 2</u> Level N or above	<u>Grade 2</u> Level N or above
<u>Grade 3</u> Level N or above	<u>Grade 3</u> Level O or above	<u>Grade 3</u> Level P or above	<u>Grade 3</u> Level P or above	<u>Grade 3</u> Level Q or above
<u>Grade 4</u> Level R or above	<u>Grade 4</u> Level S or above	<u>Grade 4</u> Level T or above	<u>Grade 4</u> Level T or above	<u>Grade 4</u> Level U or above
<u>Grade 5</u> Level T or above	<u>Grade 5</u> Level U or above	<u>Grade 5</u> Level V or above	<u>Grade 5</u> Level V or above	<u>Grade 5</u> Level W or above

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

September 2014 - June 2015

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

- Resources for nonfiction will derive from benchmark informational books for each grade level. Teachers will use trade books from Expeditionary Learning to support that emphasis on nonfiction reading. Science and social studies curricular materials will be integrated within the Nonfiction units of study.

Teachers will introduce strategies for close reading in their unit plans. Classes will engage in reading complex text excerpted from a variety of informational sources.

In collaboration and with support from the cluster science teachers, grade level teachers will integrate and align the scope and sequence of both social studies and science into their nonfiction units of study. Units of study will demonstrate cross curricular alignment in order to support the emphasis in nonfiction.

Strategies to Increase Parental Involvement

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

Each year commences with grade level Parent Curriculum Orientations to inform parents of the school's instructional expectations and goals. Monthly Principal Roundtable discussions and general PTA Meetings address instructional expectations, school goals and how parents can support established school goals at home. Selected teachers conduct workshops to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology to access the ARIS Parent Link and other useful resources to track and monitor progress.

Parent workshops are also provided to assist parents in understanding City, State and Federal standards and assessments to meet the school and city goals.

Parent meetings with ELL and special education students are conducted to more closely discuss school goals and the role of parents to achieve our goal. Parents will receive class newsletters giving information as to current topics of study and ways to support the growth of their child in this area. Parent workshops stressing the CCLS will be offered in the evenings for parents to attend to deepen their understanding of these shifts in literacy. Regular class trips will be scheduled that support the nonfiction work.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

To improve student achievement for all students irrespective of subgroup identification, by June 2015, 100% of teachers will possess understanding of the Danielson *Framework for Teaching* competencies toward improved pedagogy with a focus on “Questioning and Discussion Techniques (3b)” and “Engaging Students in Learning (3c)”.

Comprehensive Needs Assessment

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

Strengthen teacher practice so that all students are engaged in high level questions and discussions and work products reflect deep understanding. In addition, support instruction through the use of specific goal-related feedback and formative assessment strategies.

During our initial informal observations and surveys of teacher practice, it was identified that teachers need more professional development in components (3b) and (3c) from the rubric from Charlotte Danielson’s Framework for Teaching. Teachers are aware of and apply the expectations of the school’s framework for teacher practice and the Depth of Knowledge (DOK) Matrix, however the level of questioning across classrooms was inconsistent. In addition, teachers needed deepen the level of student cognitive engagement in learning activities, discussion, and student work.

Instructional Strategies/Activities

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

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

1. Teachers will confer with students to develop individualized student performance goals for extended writing pieces. Administrative staff and teacher leaders will facilitate professional development opportunities supported by the CFN and within the school (i.e. Lunch & Learn, Teacher Team Meeting, In-house Workshops). Inter-classroom visitations will be scheduled to promote a sharing of best practices. Lab-site classrooms will be determined for introducing new approaches. Modeled lessons given by the Math Coach to support effective instructional strategies and showcase exemplary teacher practices.

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

1. All teacher teams (Inquiry, Grade Level, Cluster)
Lead Teachers (K-5)
Math Coach
Principal & Assistant Principals
RTI/SETTS Teachers

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

1. The data specialist will conduct an analysis of the results of the teacher surveys to prioritize personnel most in need of support. The principal and assistant principals will analyze on-going teacher performances on the Danielson Rubric Components to determine progress and next steps. Feedback conferences will provide teachers with short and long term goals to improve teacher practice.

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

1. September 2014-June 2015

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

1. Using data from the professional development and teacher evaluation system, ADVANCE, the administration will determine practices that will support teacher growth and improve student outcomes. Professional development will be targeted and feedback will include short and long term goals for improving elevating teacher practice.

Strategies to Increase Parental Involvement

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

--

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

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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	Students receive ELA Academic Intervention Services from their classroom teachers. Students are identified through several literacy assessments such as the Fountas and Pinnell Benchmark Assessment System to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, one-to-one conferences and differentiated small group instruction. Additionally, during the Thursday Extended Day program, students receive targeted ELA intervention instruction that focuses on building comprehension strategies.	<ul style="list-style-type: none"> • One-to-one • Small group • Thursday AIS Extended Day Program • Saturday Academy • Young Scholars Academy 	<ul style="list-style-type: none"> • During the school day • Afterschool Extended Day • Saturday
Mathematics	Students receive Math Academic Intervention Services from their classroom teachers. Students are identified through several math assessments such as Bi-monthly In-house Benchmarks to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, math games, math journaling, one-to-one conferences and differentiated small group instructions. Additionally, during Thursday AIS Extended Day program, students receive targeted math intervention instruction that focuses on building problem solving strategies.	<ul style="list-style-type: none"> • One-to-one • Small group • Thursday AIS Extended Day Program • Saturday Academy • Young Scholars Academy 	<ul style="list-style-type: none"> • During the school day • Afterschool Extended Day • Saturday
Science	Students receive Science Academic Intervention Services from their classroom teachers. Students are identified through science unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated	<ul style="list-style-type: none"> • One-to-one • Small group • Thursday AIS Extended Day Program • Saturday Academy • Young Scholars Academy 	<ul style="list-style-type: none"> • During the school day • Afterschool Extended Day

	<p>small group instructions, teachers practice building comprehension strategies through content area text. Additionally, during the Thursday AIS Extended Day program, students receive targeted content area instruction that focuses on building comprehension strategies.</p>		
<p>Social Studies</p>	<p>Students receive Social Studies Academic Intervention Services from their classroom teachers. Students are identified through social studies unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated small group instructions, teachers practice building comprehension strategies through content area text. Additionally, during the Thursday AIS Extended Day program, students receive targeted content area instruction that focuses on building comprehension strategies.</p>	<ul style="list-style-type: none"> • One-to-one • Small group • Thursday Extended Day Program • Saturday Academy • Young Scholars Academy 	<ul style="list-style-type: none"> • During the school day
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk services are provided to students who are not receiving mandated counseling but need some assistance in areas of social, emotional and behavioral issues. The Guidance Counselor provides individual and group counseling. Students explore different skills and techniques like character development, respect, goal setting, the importance of following rules and completing tasks. These skills will help them integrate into the school community and socialize with their peers. The atmosphere provides for the students to talk about different situations that may be affecting their academic and social emotional growth. The Guidance Counselor develops behavior contracts with the student, parent and teacher to monitor the progress or lack of progress of the student. This helps to measure the success of the services being provided. Most students who are at risk receive the counseling anywhere from four to six</p>	<ul style="list-style-type: none"> • One-to-one • Small group 	<p>During the school day</p>

weeks on a consistent basis and then the services are gradually terminated. The C.A.R.E. team meets monthly to discuss and identify severely at-risk students who have already received intervention through the P.S 11 guidance counselor. These students then have individual one-on-one meetings with the school psychologist. These meetings happen during the regular school day. P.S. 11 Social Worker provides family counseling and referral services for families in crisis who are experiencing social and emotional problems. School Nurse provides:

1. Skilled health care services such as medication administration due to an acute illness or chronic condition.
2. Case findings through review of physical examination forms, vision screenings and teacher/nurse observation.

Suspected health problems are referred for further assessment by PCP (Primary Care Physician).

3. Asthmatic students attend Health Education classes and Open Airway which is a self- management program developed by the American Lung Association.
4. HOPS-(Healthy Options and Physical Activity Programs In Schools). This is collaboration between School Food, Physical Education, School Wellness Council and Office of School Health to assist students with Body Mass Index (BMI'S), 99% of our students reach a healthy weight.

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Providing excellent in-class instruction that seeks to utilize techniques of differentiated learning.
- Provide students an opportunity to attend the 37½ minutes afterschool program that will focus on improving standards and providing opportunities for outstanding extra-curricular activities.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice during the year: once in the fall and once in the spring. These conferences will occur at the school and teachers will be available from 1-3 PM and 5-8 PM to meet with parents.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will:

- Provide monthly curriculum newsletters to parents to document areas to be studied.
- Contact parents as needed to inform them of student successes and to discuss areas where improvement is needed.
- Hold workshops for parents to help them better understand the curriculum being taught.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff will be available during the school day to meet with parents.
- Staff will also be available by appointment at a time that is mutually acceptable to all parties.
- The parent coordinator will be available throughout the day to facilitate staff/parent interactions.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents can participate in many ways such as in Cookshop, in the Friday enrichment clusters, and as learning partners.
- Parents are encouraged to discuss opportunities with individual teachers to see what volunteering possibilities exist.
- Strengthen Class Parent Program.
- Parent chaperones on school trips and events.

II. Parent/Guardian Responsibilities:

Parents will support their children's learning in the following ways:

- Providing access to a healthy, nutritious breakfast.
- Providing a home environment that maintains good health habits including - a time to play and relax, and at least 8 hours of sleep.
- Providing their child(ren) with the support necessary to be on time for school each and every day.
- Providing their child(ren) with the support necessary to attend school every day.
- Monitoring the completion of homework assignments.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom - (Cookshop, Parents as Learning Partners, Class Parents and chaperoning on school trips).
- Participating in decisions relating to their children's education.
- Promoting an appreciation and respect for the socioeconomic, racial, cultural, ethnic, gender/gender-related, religious diversity of our school community.
- Promoting positive use of their child's extracurricular time.
- Promoting respect for adults and fellow students at PS 11
- Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.

- Participating in the PTA and their activities.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners or other school advisory or policy groups.

II. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 011
School Name Purvis J. Behan		

B. Language Allocation Policy Team Composition [i](#) 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 Alonta Wrighton	Assistant Principal Abidemi Hope
Coach	Coach
ESL Teacher Marta Mischczak	Guidance Counselor Diane Nathaniel
Teacher/Subject Area	Parent Cynthia McKnight
Teacher/Subject Area	Parent Coordinator Clement Rand
Related Service Provider Okansa Savuk, Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	731	Total number of ELLs	13	ELLs as share of total student population (%)	1.78%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	12	0	0	1	0	0	0	0	0		13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	12	0	0	1	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1		1									5
Chinese	1	1	2											4
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other														0
TOTAL	4	4	4	0	1	0	13							

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)		1	1											2
Intermediate(I)		1												1
Advanced (A)	7	1	1	1										10
Total	7	3	2	1	0	13								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 11 uses Fountas and Pinnell in order to assess the early literacy skills of all students. The data gathered from these assessments allows teachers to match students to their appropriate reading levels. This information also helps inform the school's instructional plan by pinpointing the skills that students have already acquired and those areas that require the most attention. The LAB-R (newly

enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping LEP students for pull-out ESL services. There are 13 ELLs. Of the 13 ELLs, 4 took the LAB-R (Sept. 2013) and 9 took the NYSESLAT (May 2013). Based on the LAB-R results, all 4 kindergarteners are on the advanced level. In accordance to the NYSESLAT for May 2013, two second-graders are at the Beginning level; one first-grader is at the Intermediate level; and three first-graders, two second-graders and one fourth-grader are at the Advanced level. Three kindergarteners, four first-graders, one second-grader, two third-graders and one fourth-grader scored on the Proficient level on the Spring 2013 NYSESLAT, with a total of 11 students testing out of the program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by annually moving forward to the next proficiency level on their way to becoming English language proficient. Many ELLs come in on the Advanced level in kindergarten and test out of the program by the end of the first grade. For this reason, the majority of our ELLs are found in grades K-1. ELLs who are at the Beginner level are all newcomers. The LAB-R test results indicate that newly enrolled ELLs need the greatest amount of support in reading. The NYSESLAT results indicate that the ESL teacher needs to focus on reading and writing at all grade levels.
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 [AMAQ tool](#))
The NYSESLAT modality report (RNMR) is no longer available. However, students have traditionally performed better on the listening/speaking portion of the NYSESLAT.
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?

4. Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy and are unable to grasp the concept in English. Classroom teachers who speak the native language are encouraged to provide native language support to their ELLs whenever appropriate and possible. Bilingual paraprofessionals also work in classrooms that have ELLs who speak the same native language. They provide these students with native language support when necessary and appropriate. Other native language supports include a bilingual library in the ESL classroom, bilingual dictionaries and use of a buddy system in which one student is able to translate information into the home language.

- a. After reviewing the NYSESLAT data, the patterns revealed were:
 - In general, students are acquiring aural/oral English skills faster.
 - Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. It is the reading and writing skills that are holding our students back from scoring on the Proficient level. This is especially the case in the ELLs who are on the Advanced level.
 - Students who enter first grade or above lacking both grade appropriate literacy in the native language and some English fluency have a much more difficult time acquiring English proficiency on the NYSESLAT. Students who enter kindergarten or any other grade with grade appropriate literacy in their native language tend to attain proficiency sooner.

Mathematics Assessments Grades 3-5

Of the four 3rd and 4th students who took the NY State Math Common Core Assessments in 2013, one Advanced student scored a 1, one Advanced student scored a 2, and two Advanced students received a score of 3. Two of these students, one of which scored a 2 while the other a 3, have IEPs. More attention can be paid to Math instruction for Academic Intervention during the day and extended day. Other students can benefit from enrichment as we try to move some students to level 4.

Science Assessment Grade 4

One ELL took the New York State Science Assessment in 2013. This student, who was an Advanced ELL and scored a proficient on the 2013 NYSESLAT, received a score of 4.

English Language Arts

Four ELLs took the NY State ELA Common Core Assessment in 2013. One student was an Intermediate level ELL while the remaining three students were Advanced level ELLs. One student received a score of 1, two received a 2 and one student scored a 3. Two of the students, both of whom received a 2, are in our special needs population. Although this is the area that language learners could be expected to be weakest, we have to devote attention to all aspects of improving literacy skills to boost the students to the levels of 3 and 4. Additionally, we can expect that as soon the child is at a literacy level of 3 or 4 he or she would have scored a Proficient on their NYSESLAT, and would therefore exit the ELL category. Therefore, theoretically, there should be few to no ELLs scoring 3 or 4 on the ELA. We will continue to incorporate preparation for the ELA in our Extended Day and after school program for ELLs in the month prior to this year's test. Students who receive a score of 1 or 2 will be using the Wonders Reading/Writing Workshop program during Academic

Intervention Services to develop the foundations of literacy. We will place an emphasis on vocabulary development with Words Their Way and attention to development of basic reading and grammar skills, especially for Beginning and Intermediate students.

- b. We do not use the ELL Periodic Assessment.
- c. P.S.11 does not administer the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The Response to Intervention (RtI) model is one which focuses on prevention and early intervention should a student be struggling. There are 3 tiers of intervention beginning with Tier 1. This is based on the core curriculum in which targeted and differentiated instruction is available to all students in a general education classroom. If a student needs additional support, he/she is moved to the Tier 2 and later Tier 3 levels. These tiers provide more instructional support through small group instruction, Academic Intervention Services or other interventions. As the student progresses and this progress is measured through a variety of assessments, the additional academic supports are removed.

If data shows that a student is not thriving academically, the general education as well as ESL teachers will meet in order to discuss differentiated instruction that can be put into place to allow the student better access to the curriculum. The ESL teacher also supports the classroom teacher's instruction during ESL pull-out services. If an ELL is performing on level 1 or 2, the student is moved to Tier 2 of the RtI framework. This student receives extended day services as well as AIS. Small-group, targeted instruction is put in place in order to help the student succeed.

ELLs who tested out of ESL on the NYSESLAT (May 2011 and 2012) attend the Extended Day Program after school. The classroom teacher continues to differentiate instruction to meet the newly proficient students' needs. They are also given the opportunity to attend all after school programs. They are entitled to ELL testing accommodations for two years after they achieve proficiency on the NYSESLAT.

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

The vast majority of staff at P.S.11 have received ELL training and have been instructed in ELL methodology and strategies to use in the classroom in order to allow their ELLs to access the curriculum and thrive academically. Teachers are well-versed in differentiation and scaffolding techniques. They have also been trained in modifications to use in the classroom in order to test a student's knowledge rather than their knowledge of the language. This training will take place for new teachers and all teachers will be getting a refresher course. In order to assess the educational and language needs of ELLs, the ESL teacher will analyze various data, including the students' educational history, the parent interview as well as LAB-R/NYSESLAT results.

7. For dual language programs, answer the following:

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

We do not have a dual language program at P.S.11.

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

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Periodic Common Core ELA Benchmarks, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- During the extended day sessions, struggling students who lack literacy in their native language, will receive instruction in their native language to strengthen their literacy skills.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs and to familiarize students on all levels with the format of the NYSESLAT.
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target native language (Spanish) literacy to help students on all levels.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - . When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Ms. Miszczak, the ESL teacher, or Mrs. Rand, the Data Specialist, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. If the parent's native language is Spanish, then Ms. Vigellas, a Spanish-speaking pedagogue, helps the parent complete the form. If a parent has different language interpretation needs, then a pedagogue who speaks the language is made available to assist with the interview. Interviews are conducted in person or over the phone and the LAB-R is administered within a week of a child entering the school system. The subsequent parent orientation, should the child be identified as an ELL, occurs within the first ten days of the child entering the system. The ESL teacher compares the list of new admits to the collected HLIS to ensure that all students have a completed form on file. The ESL teacher determines whether new students are eligible for LAB-R testing based on the HLIS. Students who have at least one "other" box checked from the first four questions, at least two "other" boxes checked from the second four questions and whose informal interview indicates that they do speak a language other than English in the home, are eligible for LAB-R testing. All other students are not Limited English Proficient (LEP). The ESL teacher then conducts an informal interview with the child. If the child is not able to communicate in English, then a pedagogue will be made available to provide translation services. The ESL teacher administers and hand scores the LAB-R within the first ten days of admittance. The LAB-R memo states the cut-off for levels of proficiency. Students who score at the Proficient level are not LEP, students who score at the Beginning, Intermediate or Advanced levels are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Villegas, the Science Lab teacher. This is the entrance process to the ELL programs. Each May, the ESL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a Proficient score on the NYSESLAT. Scoring at the Beginning, Intermediate or Advanced level entitles the student to continued services.
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.

Students who have scored at the beginning, intermediate or advanced level on the LAB-R are entitled to ELL services. Within 2 days of administering and scoring the LAB-R, the ESL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ESL teacher. The ESL teacher calls each parent the day before the orientation to remind them of the meeting and to ensure that parents understand how important it is that they attend. Translators are also present during the orientation. Staff members speak a variety of languages and are asked to attend the orientation when a parent who speaks their language will be present. The ESL teacher explains, and additional staff translates if necessary, the LEP identification process and the three program choices. The parents receive all written material in both English and the native language. They have the opportunity to ask questions and watch the video in their native language. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL, they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL teacher calls parents at home to arrange a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL Teacher/Coordinator uses the hand-scored LAB-R results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. A roster of all students who require one of these entitlement letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters are

kept in the ESL classroom. The letters addressed to parents/guardians are then handed to each child and the ESL teacher watches as they put the letters into their backpacks. The ESL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted in filling out the Survey and Selection Form. Copies of the returned forms are kept on file and the original is placed in the student's cumulative record. If the form is not returned, the ESL teacher, along with staff available to translate, call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154. However, in the past three school years, all parents of newcomer ELLs have filled out the Survey and Selection Form.

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.
Parents are informed that studies show that students in bilingual programs perform better on standardized testing. In addition, parents are also informed that fluency and literacy in the home language accelerates fluency and literacy in the target language, English. If the child scores very low on both the LAB-R and the Spanish LAB, the parents are strongly encouraged to either pursue a bilingual program or to work with their child at home on home language literacy. Due to the small population of ELLs in the school, there are no TBE or DL programs in place. However, if parents are interested in these options, the ESL teacher works with the Parent Coordinator to locate schools within the district which offer DL programs in English and the target language. In 2009, one parent was interested in a DL program but later opted not to transfer the child to another school. All other parents chose the Freestanding ESL program offered in the school. In 2010, 2011, 2012 as well as 2013 all parents of newcomer ELLs chose the Freestanding ESL program at PS11 as their first choice. This information is provided to the parents in English as well as their home language, if necessary. Translation services are arranged before a parent meeting to ensure that the parent fully understands all the options, his/her rights as a parent, as well as the importance of the decision-making process
Once a parent/guardian makes an informed decision and indicates the first choice on the Survey and Selection Form, a placement letter is generated in the language of choice as per the HLIS. As mentioned, all parents of newcomer ELLs at P.S.11 have, over the past three years, chosen the ESL program at the school. The parent receives a letter in the home language indicating that their child has been placed in the program. Copies of the placement letters are kept on file in the ESL classroom. Likewise, current ELLs receive either a letter indicating continued entitlement or transition from the program due to a Proficient score on the NYSESLAT based on the Spring 2013 scores. These letters are generated based on the language of choice as per the HLIS and copies are kept on file in the ESL classroom.
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.
Approximately a month before the NYSESLAT exams are conducted, the ESL teacher creates a calendar indicating when each grade span will take each language modality section of the test. This schedule is put on the monthly school calendar. In addition, the ESL teacher creates letters for all parents of ELLs, in English as well as in their home languages, informing them of the test dates for their child. The letter stresses the importance of attending school on those days and being rested and prepared to take the exam. The ESL teacher allocates the last two days of the testing window for make-up exams. If a student is absent on any portion of the exam, the teacher will call the parents before the make-up testing window in order to ensure that the student will be in attendance and will be prepared to take the section of the exam she or he had missed. In the past six years, all students taking the NYSESLAT at P.S.11 has taken each section of the exam.
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. 
In 2009, five parents chose Freestanding ESL and one chose DL. The parent later opted to leave the child at P.S.11 and chose the Freestanding ESL program, the second choice. In 2010, the three parents of newcomers all chose ESL. A similar situation occurred in 2011, 2012 and 2013 in which the parents of all newcomer ELLs (four, three and four respectively) indicated Freestanding ESL as their first choice. The trend in program choice shows a clear interest in the Freestanding ESL program at P.S.11. The programs at our school are aligned with parent requests. In the past three school years, all parents had their children placed in their first choice of programs as per the Parent Choice Survey.

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])?

In order to help students make progress, we utilize the following practices:

- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for at-risk students prior to all state assessments, to focus on literacy and academic language.
- Meetings between ESL teacher and classroom teachers in order to discuss the needs of individual students and how the classroom teacher can best support ELLs in the mainstream setting. The ESL teacher has provided each teacher with an informational packet which includes accommodations for ELLs, strategies for teaching ELLs and tips for creating a classroom environment in which an ELL can thrive.

a. ELLs are provided service by the ESL-Certified teacher through a Push-in/Pull-Out model.

b. When in a pull-out session, ELLs are mainly placed in heterogeneous groups determined by grade level. Differentiated small-group instruction is provided based on initial and mid-year assessments as well as ongoing informal assessments done by the ESL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.

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)?

Beginner and Intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week and 180 minutes of explicit ELA instruction. A full-time ESL teacher creates the ESL schedule to meet the mandated minutes for each student. Native language support is provided when appropriate and possible. Bilingual books are available to students to read in the ESL classroom.

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.

The classroom teacher provides instruction in the content areas using ESL methodologies and native language support. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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

The ESL teacher has a bilingual library in the classroom. Throughout the year, students will be asked to read a native language book on their reading level and summarize the book orally or in writing. In addition, a Spanish-speaking pedagogue as well as a Chinese bilingual paraprofessional assist in the evaluation of students with the same home language.

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

It is critical that ELLs are appropriately evaluated in all four language modalities throughout the year in order to monitor their progress. The ESL teacher conducts 3 assessments throughout the year – initial, mid-year and final – in order to assess the students in reading, writing, listening as well as speaking. These assessments serve to inform instruction and record progress. On-going informal assessments are also in place to pinpoint strengths and weaknesses and modify or differentiate instruction as necessary.

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).

. How do you differentiate instruction for ELL subgroups?

- a. SIFEs are students with interrupted, little or no formal education who are at least 2 academic years behind their age group.

We currently have no students who are SIFE. Our plan for future SIFEs is to provide academic intervention services as an extension of the regular school program with both push-in and pull-out services.

- Making an individualized student needs assessment.
- Creation of an AIS plan for the student with a focus on the literacy and math components.
- Grade appropriate instructional support materials.
- Differentiation of instruction in all areas.
- Encourage student to participate in after school native language literacy program.

b. When a newcomer is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day.
- An informal assessment is provided to identify possible Academic Intervention services.
- Home/ school communication
- Extended day services to provide small-group instruction.
- Native-language support
- Saturday Academy program for testing grades and students in younger grades who can benefit from this service.
- Encourage student to participate in after school native language literacy program.

c. There is currently one ELL at P.S. 11, in the fourth grade, who have been receiving services for four years. ELLs receiving services for four to six years are targeted with the following interventions:

- Small group and differentiated instruction in the classroom.
- Extended day instruction tailored to their needs.
- Periodic Assessments to monitor progress and drive instruction.
- Encourage student to participate in an after school program, targeting ELA and Math, with an emphasis on reading and writing.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

- d. Long term ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:
- An after school program, targeting reading and writing.
 - Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
 - AIS support, in addition to ESL, during the day to enrich their language and academic skills.
- e. Our policy for former ELLs (in years 1 and 2 after testing proficient) is:
- Communication between ESL teacher and classroom teachers to monitor former ELLs' progress and academic standing.
 - Appropriate testing accommodations, including extended time and separate location for the first two years after testing proficient on the NYSESLAT.
 - Extended day as well as Saturday Academy services, if available, in order to support ELA and math instruction.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Teachers of ELLs and SWDs use a variety of instructional strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. These include:
- Breaking objectives down into smaller steps.
 - Simplifying directions to ensure that the students understand what is to be done.
 - Presenting materials, directions, and information using multiple modalities: visual, auditory, and tactile or kinesthetic if possible and appropriate.
 - Use of TPR (Total Physical Response) techniques.
 - Use of Foundations in lower grades and Wilson Method for at-risk students.
 - Use of leveled libraries to present content area material on the reading level appropriate for the student.
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?
- P.S. 11 exercises curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELLs and SWDs within the least restrictive environment. These needs are met through:
- Matching grade appropriate material to the student's reading level to ensure access to grade-level curriculum.
 - Teachers will supplement the regular curriculum with extra materials as needed in order to meet the needs of all learners.
 - Related Services providers as well as the ESL teacher will use a combination of the push-in/pull-out models of instruction depending on the needs of the students.
 - Related Services providers and the ESL teacher will collaborate with the classroom teachers in order to align instruction and therefore create a web of support for the students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

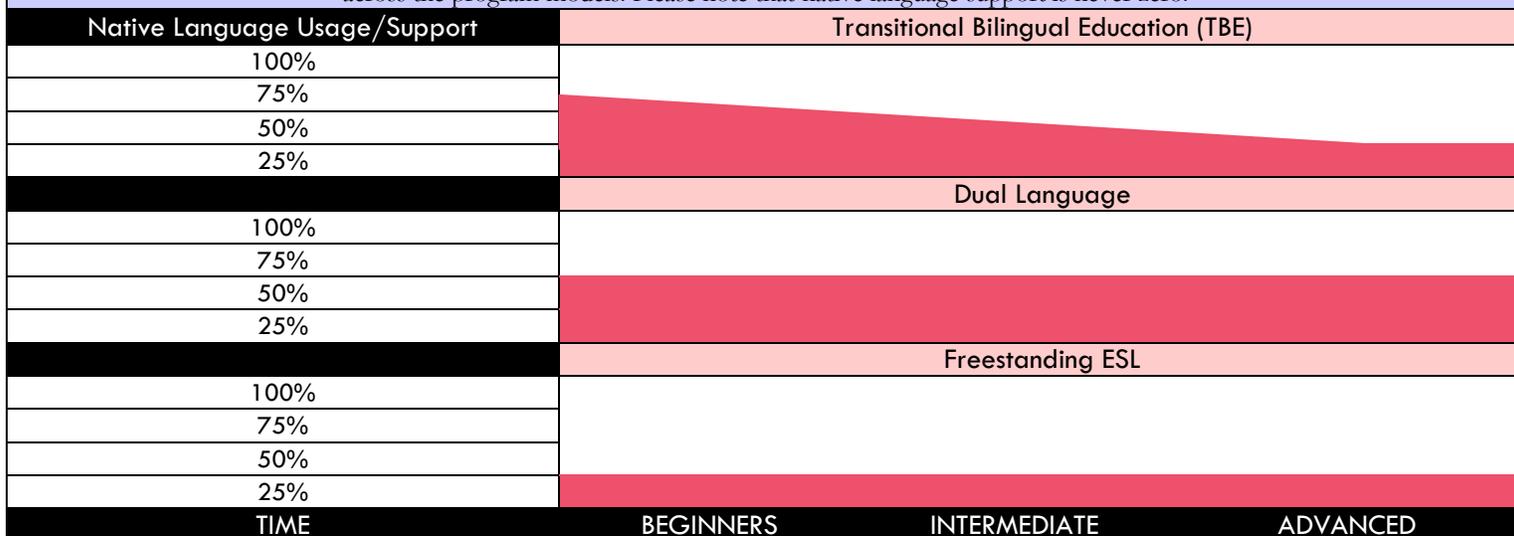
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

All ELLs are provided with extended day as well as Saturday Academy services, if available, in order to support ELA and math instruction. Studies have shown that proficiency in the native language aids in the acquisition of a second language. Therefore, all Spanish speaking ELLs, especially those who have never attended a Spanish language school, are encouraged to attend an after school NLA program. Spanish as well as French classes are available as part of the enrichment program at P.S.11. Additionally, it is suggested that ELLs in grades 3-5 participate in after school programs geared to grade appropriate curricula and standardized exams. ELLs not achieving the benchmarks in ELA or Math receive AIS prior to standardized assessments which take place during the school day as well as additional support during extended day sessions.

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

According to NYSESLAT data, 19 out of 21 ESL students in the 2012-2013 school year moved to the next proficiency level. Eleven students tested Proficient on the exam and are now former ELLs. When the ESL teacher communicates with their classroom teachers, it is reported that former ELLs at P.S.11 make steady academic gains, progress alongside their peers and perform well on state exams. The ESL program is aligned to the Common Core and a shift has been made to reading non-fiction, which prepares students for the type of texts they will encounter in their classrooms. Tier 1, 2 and 3 vocabulary words (common words, academic words and content-specific words) are also introduced during the study of these texts and introduces ELLs to the content-area language they will be exposed to in their classrooms.

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

. The following improvements will be made for the coming school year:

- Continued increase in alignment to the Common Core State Standards.
- The introduction of the 7-step vocabulary program.
- Making non-fiction texts the focus in the reading program in order to prepare ELLs for content-area reading and writing that they will encounter in their general education classrooms.

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

No programs will be discontinued.

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

Any programs available to monolingual students in the school are also available to ELLs. P.S.11 has several partnerships which enrich the lives of our students including New York Philharmonic and Cookshop. Boys to Men, Sister's Circle and I Am My Sister's Keeper are also supplemental services offered during school hours. ELLs are also encouraged to participate in extracurricular activities. The P.S. 11 P.T.A. offers an After-School Enrichment program for all students. The program offerings include: violin, Robotics, Spanish, French, chess, tennis and soccer. The YMCA After School program is also popular with many of our students, including ELLs. Saturday Academy provides additional academic support for students.

- Spanish-speaking pedagogues call the parents of ELLs to encourage ELL participation in after school programs.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations including the Halloween Party, Spring Carnival, Curriculum Showcases, Spirit Week and Black History Month Celebration. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of limited English proficiency parents. We have translators available at meetings with parents who speak a language other than English.

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

In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL," the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing curricula. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. During extended day, students performing at levels 1 and 2 on the NYS ELA or Math assessments use materials which specifically target the areas in which help is most needed. In ESL, students have access to such websites as www.starfall.com, www.pbskids.org and www.britishcouncil.org/kids.

EnVision Math is used for mathematics. Additionally ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and FOSS (grades K-5) and Delta (PreK). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

The Freestanding ESL program does not use a particular text. Students performing at level 1 and 2 in literacy receive targeted reading instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson, Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

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

Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction when language acquisition is the target. For example, when it important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and supported with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a classmate who shares the same home language. Other native language supports include a bilingual library in the ESL classroom, bilingual dictionaries and use of a buddy system in which one student is able to translate information into the home language.

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

When ELLs are serviced in the ESL classroom, the teacher abides by the ELA Common Core State Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very important to have grade appropriate content for any level reader of every age. We have High-Interest Low-Level libraries in every classroom.

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.

When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present.

18. What language electives are offered to ELLs?

The after-school enrichment program offers a Spanish as well as a French language course for all students in the school, including ELLs.

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. Workshops taken by teachers who teach ELLs include:

- ESL Techniques and Methodology to Increase Oral Production for ELL Students
- Wilson Program Refresher Course
- Using and Aligning Assessments to Inform Instruction
- Building Fluency Through Daily Exercises
- "On Stage" Components of Danielson in Math
- Running Records – Analyzing MSVs to Create Intervention and Instruction
- Creating Connections – Building Bridges...Instruction Shifts for ELL Academic Success

2. Workshops which support teachers as they engage ELLs in the Common Core Learning Standards include:

- For Cluster teachers – Aligning Your Program to the Common Core
- Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success (3 day cohort)

3. The guidance counselor runs the Transition to Middle School workshop for parents each year. This workshop addresses the developmental process of students this age, what parents can expect from their childrens' learning process, the culture of middle school as well as organizational and time management skills. The meeting also serves to calm the fears of the parents as their children make this important transition. In order to support the guidance counselor as well as the families of ELLs, the ESL teacher ensures that translators are available during the workshop if requested by the parent in order to allow the guardian to have access to this important information in their native language.

4. In order to ensure the minimum 7.5 hours (10 hours for special education teachers) of ELL training as per Jose P. the ESL teacher planned and conducted an 8-hour P.D. for all staff. This training will be repeated this school year so that all new teachers will receive the required number of ELL training hours. In addition, the ESL teacher will facilitate an additional workshop for all staff in order to keep them abreast of new developments and review ELL methodology.

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 parents and teachers have formed a very active Parent Teacher Association at P.S.11. The Parent Coordinator facilitates workshops for parents throughout the year such as "Parent Teacher Conferences Prep," "Common Core," as well as math, ELA and test-prep workshops. The Principal and teachers also offer workshops for parents in the evenings. These include informational workshops on standardized exams and the Common Core Standards and their implications. Parents are invited to be active participants in their children's education through monthly newsletters, which are translated into the parents' native language if indicated on the HLIS, the annual Curriculum Showcases and various school assemblies. Teachers hold curriculum orientations and translators are made available for parents requesting the services. Parents are welcome to volunteer in the classroom. The Principal, Ms. Wrighton, also has monthly Town Hall meetings to keep parents abreast of school news and addresses any concerns the parents may have. There are also many fun activities for families throughout the year which boost school spirit and create a sense of community with the school. These include Family Ice-Skating Night, the Halloween Party, the Silent Auction, movie nights as well as a Parent Social.
 2. P.S.11 partners with the local YMCA, which provides on-site after-school services for students, including ELLs. Homework assistance is also available.
 3. Parent surveys are circulated at the beginning of each school year. These surveys collect data on the workshops parents would like to see provided, the resources that they need in order to help their children succeed as well as what the parents feel they can contribute to the school. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.
 4. Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth as well as what they need to support their children as successful learners, including workshops on helping with homework, using technology as educational tools, math, learning styles and exam support.

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: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K011 School Name: Purvis J. Behan

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is routinely translated to parents by staff members who speak the home language. There are currently 13 ELLs at P.S.11. The parents of three Chinese-speaking students have requested oral and written communication in Mandarin/Cantonese. Three Spanish-speaking parents have also requested oral and written communication in their home language. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language.

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.

Approximately ninety-eight percent of the school's population reports English as the primary language. The remaining two percent speak Albanian, Chinese, Arabic and Spanish. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ESL teacher/coordinator. Bilingual staff who speak Spanish or Chinese are readily available in order to translate orally or in writing any information which needs to be conveyed to the parents.

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.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, PS 11 is sure to meet these needs. The school is fortunate to have staff and parent volunteers who are proficient in Spanish, French, Chinese and Haitian-Creole. These staff members are routinely available to translate written communication between the school and the student's home as well as act as interpreters when parents visit the school. The school will also provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation.

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.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, a parent volunteer or outside contractor will be asked to take part in the meeting

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>.

Parents/guardians in the identified population that require translation services will be provided with a letter in their home language describing resources available for parents with limited English proficiency. The school will maintain a file in the office and in the Parent Coordinator's office of the Chancellor's Regulation A-663. The multilingual Welcome poster provided by the Translation and Interpretation Unit, which indicates where parents can turn to for assistance in eight languages, is posted in the lobby of the building. Fliers indicating the availability of interpretation services are posted in the lobby in Arabic, Chinese, and Spanish.

