

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**02M011**

**School Name:**

**PS 11 WILLIAM T. HARRIS SCHOOL**

**Principal:**

**ROBERT BENDER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 02m011  
School Type: Community School Grades Served: PreK-5  
School Address: 320 West 21st Street NY, NY 10011  
Phone Number: 212-929-1743 Fax: 212-989-7816  
School Contact Person: Robert Bender Email Address: Rbender2@schools.nyc.gov  
Principal: Robert Bender  
UFT Chapter Leader: Sara Garro  
Parents' Association President: Jamie Sowlakis and Nicole Dorrell  
SLT Chairperson: Kristin Barnes Sewell  
Student Representative(s): N/A

**District Information**

District: 02 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7th Avenue  
Superintendent's Email Address: Blaboy@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: 212-356-7514

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 206 Network Leader: Ada Cordova

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robert Bender	*Principal or Designee	
Sara Garro	*UFT Chapter Leader or Designee	
Paul Raeburn (designee)	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Deborah Osborne	CBO Representative, if applicable	
Krista Haley	UFT	
Caitlin Robison	UFT	
Megan Stein	UFT	
Robin Broshi	Parent	
Ben Caldwell	Parent	
Anu Agrawal	Parent	
Tori Lyon	Parent	
Kristin Barnes Sewell	parent	
Daniella Nusblat	UFT	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 11 is an acclaimed public elementary school, zoned for Manhattan's Chelsea neighborhood, that provides a progressive, nurturing education to a diverse community of nearly 900 students. We offer a wide range of academic programs, including English as Second Language, Special Education and Gifted & Talented (G&T). Recognizing that "one size does not fit all," our philosophy and culture support a standards-based education that is challenging and based on the individual learner. As each student has his or her unique strengths and challenges, our teachers strive to teach in a variety of ways to tap into those strengths and address those challenges. We aim to provide each child with the opportunity to participate in a balanced literacy approach to reading and writing (in collaboration with Columbia University's Teachers College Reading and Writing Project), and an inquiry-based approach to science and math. We strongly believe in instruction that is assessment-driven and requires children to be actively engaged in their own education.

As an arts-infused school, we currently work in collaboration with many NYC cultural organizations including, Juilliard School of Music, Pascal Rioult Dance Company, Joyce Theater, Atlantic Theater, Rosie's Theater Kids, Circle in the Square, American Ballroom Dance, Education in Dance and NY City Ballet. In addition, our social studies, math and science curriculum are enhanced through collaborations with Friends of the High Line, WonderHut Science, NY Chess Kids and Google. In addition to these collaborations we currently have full time, certified teachers of art, music, dance, theater and computer science.

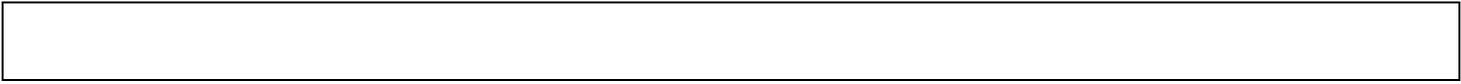
We also have a strong partnership with PS 11 Programs, Inc., a non-profit Community Based Organization (CBO) that provides early morning and after school programming for our students. PS 11 Programs also provides our school with lunch and recess programming and consultation services for our Farm to Table initiatives. The director of PS 11 Programs is also an active member of our School Leadership Team.

The Ryan Center, a community based health clinic also runs a school based health clinic in our building, providing families with onsite health and social/emotional services.

Our community believes strongly in educating our students about the rewards of healthy living. We have two major gardening areas where our students plant, care for and harvest fresh fruits and vegetables. We run a weekly farm market where our students learn about local, organic foods and then sell those foods to our community. We have a strong collaboration with Wellness in the Schools which provides us with healthier school lunch options and allows our kitchen staff to work with a trained professional chef each week.

Our school has received Reward status from the New York State Department of Education twice over the past three years and has received the highest letter grades from the New York City Department of Education over the past several years.

This year, our entire community (including staff and families) will be focusing our work around character, grit and perseverance. We will be forming strategic study groups around important research about developing positive character for our students.



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although our students are performing well on state level standardized exams, they are not making the same level of progress from year to year in Math. While ELA scores for a three year cohort increased nearly 7%, math scores equalized. Although item analysis of tests was inconclusive, there is an overwhelming trend of poor fact fluency across the grades.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of students in grades 1-5 will meet grade level fluency benchmarks as evidenced by teacher generated fluency assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
All Students will identify individual fluency goals based on a teacher created fluency continuum. These goals will be monitored by teacher and student and shared with families via student portfolios.	Students not meeting benchmarks	Beginning first week of school and ending last week of September	Classroom teachers, math coach and supervisors
Fluency centers will be implemented in math workshops. Teachers will conference with all students, including ELLs and students will special needs to monitor student progress. Teachers will provide tools and center activities to families to use at home with students.	Students not meeting benchmarks	October-June	Classroom teachers, math coach and supervisors
Math energizers will be created to include math fluency practice. Data from these energizers will be used to plan for further	Students not meeting	October-June	Classroom teachers, math

instruction.	benchmarks		coach and supervisors
Fluency assessments will be given at least four times per year for grades 1-5 and three times per year for kindergarten. Assessment data will be shared with families via student portfolios.	Students not meeting benchmarks	September-May	Classroom teachers, math coach and supervisors

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common planning time, full-time math coach

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February, 60% of all students who did not meet grade level benchmarks at the first assessments will either meet grade level benchmarks or progress at least two levels.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on our 2013-14 Learning Environment Survey 98% of teachers and families report that they feel that PS 11 is a supportive environment. To continue this success rate, we are developing an instructional focus that will provide our students with the skills to become even more independent and prepared for college and careers.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classroom teachers will plan and implement at least one lesson per week on grit, perseverance, and character.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Coordinate a cross grade level Book of the Month (with lesson plans) that teach into character. These lessons will be shared with all students, including English Language Learners and students with disabilities.	All pedagogues	September-June	Administration
CCSS will be turned into student friendly "I can" statements for all students. Students and teachers will monitor progress towards meeting these "I cans" and progress will be shared with families via student portfolios.	All students	September-June	Teachers, coaches and supervisors
Teachers and families will participate in a community-wide book club with Paul Tough's How Children Succeed	All pedagogues and volunteer families	September-December	Administration
Student self-evaluations will be created in order for all students to self-monitor progress towards individual goals. These evaluations will be shared with families via student portfolios.	All students	September-June	Teachers, coaches and supervisors

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional texts, common planning time, materials for portfolios.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

September through February, teachers' weekly lesson plans will show evidence of four character lessons per month.

**Part 6b.** Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

PS 11 has always been a collaborative working environment as evidenced by our Quality Review, Peer Review, Learning Environment Surveys and PPO reports. Through feedback provided by our school's Professional Learning Committee, it was decided that a single focus should be considered for a two year study so that teachers can continue to collaborate with a single focus for an extended period of time.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will participate in teacher led professional study of "Character" once per week, beginning in September and ending in June.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Three cycles of PD will be planned. These cycles will be planned by a cross grade team of teachers, including special education, general education, specialty and related service providers.	100% of teaching staff	Starting in September and ending in June	Administrators, School wide PLC (professional learning committee) and staff members
First cycle will be a school wide (grade level) book club study of Paul Tough's How Children Succeed. All teachers will participate, including special education and English as a Second Language teachers. The work from this cycle will be shared with families.	100% of teaching staff	Starting in September and ending in June	Administrators, School wide PLC (professional learning committee) and staff members
Second cycle will be split into smaller categories of study (i.e., mindset, language, self-control). This cycle will be a cross grade study.	100% of teaching	Starting in September	Administrators, School wide PLC

The work from this cycle will be shared with families.	staff	and ending in June	(professional learning committee) and staff members
Final cycle will be teacher choice, focusing on a content area or further research. The work from this cycle will be shared with families.	100% of teaching staff	Starting in September and ending in June	Professional learning committee and staff members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Copies of research based texts including How Children Succeed, Growth Mindset, Choice Words, The Marshmallow Test.
- Scheduled time for teachers to meet.
- Possible teacher inter-visitation periods.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

All agendas and notes will be submitted into a G-Drive folder. Mid-point benchmark will show that all teachers are attending a study group each Tuesday morning.

**Part 6b.** Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on school designed surveys, families have requested more information about curriculum and content.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 6 curriculum workshops for families will be implemented to improve parent communication. This will be measured by the agendas and minutes of each workshop.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
One math and one Literacy night will be planned for all families (including families of English language learners and students with disabilities. These workshops will be planned and presented by staff members and the SLT.	Families	September-October	School Leadership Team
At least four morning Curriculum Connections will be planned, with topics based in family input. The sessions will cover topics appropriate for all students and families.	Families	December-June	School Leadership Team
Student work portfolios will be shared with families including specific content related rubrics.	All students and families	November-June	School Leadership Team
Workshop materials and agendas will be posted on school website.	All families	September-June	School Leadership Team

### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Planning time, resources for childcare

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February, at least two evening workshops and two curriculum connection (morning workshops) will be held.

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the School Learning Environment Survey, a large majority of families feel that they are aware of what is happening in the classroom. We wanted to make this connection even deeper so the School Leadership Team has decided to offer families the same professional development that teachers are being offered.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, family volunteers will participate in at least three cycles of study focused on encouraging character development in students as evidenced by agendas and session notes.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Study groups will be designed to parallel school staff professional development cycles. Families will participate on a volunteer basis and school administration will help to guide each session.	Volunteer families	September-June	School Leadership Team
Family participants from study groups will plan and implement a family workshop relating to building character in students. This workshop will be open to all families.	All families	January-June	School Leadership Team
Staff and families will work to formulate an action plan for future implementation of character study.	All staff and all families	January-June	School Leadership Team

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
Copies of research (books, articles, etc.) Space for family meetings.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
X									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
Families will have completed at least one cycle and started a second cycle of study.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students are assessed with Running Records every 6 weeks. Students who are not meeting interim benchmarks will be invited to attend intervention services. State exam scores for students in grades 4 and 5 will also be used.	Guided Reading and writing, book clubs, Foundations (for phonics).	Small group and one on one.	During school day in either push in or pull out services
<b>Mathematics</b>	Students are assessed every six months. Those not meeting benchmarks will be invited for intervention services. State exam scores will also be used for students in grades 4 and 5.	Guided math practice.	Small group and one on one.	During school day in either push in or pull out services
<b>Science</b>	Students will be provided science interventions based on ELA assessments.	Guided reading and writing, book clubs and Foundations.	Small group and one on one.	During school day in either push in or pull out services
<b>Social Studies</b>	Students will be provided social studies interventions based on ELA assessments	Guided Reading and writing, book clubs and Foundations.	Small group and one on one.	During school day in either push in or pull out services
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students requiring at-risk services will be reviewed by AIT based on requests made by teachers, administrators and/or families.	One on one or group counseling.	Small group and one on one.	During school day in either push in or pull out services

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>x</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.

**2b. 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).

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

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 the school. 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 the school and the families. The 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 the 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)**

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>011</b>
School Name <b>William T Harris</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	23	0	7	2	0	1					25

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	
<b>Total</b>	23	0	7	2	0	1	0	0	0	25
Number of ELLs who have an alternate placement paraprofessional: 0										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	0	1	0	0									5
Intermediate(I)	0	2	2	1	1	0								6
Advanced (A)	7	3	2	0	1	0								13
Total	11	5	5	1	2	0	0	0	0	0	0	0	0	24

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	1			2
4	3				3
5		2			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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.  
 PS 11 uses TCRWP assessment tool. Data reveals that beginning students require assistance in letter-sound identification. The data also reveals that students have basic literary understand, as they can identify concepts of print. It shows that ELLs will require additional support in phonics and phonemic awareness. The schools instructional plan will meet these needs by providing intervention

using Wilson Foundations, along with support in the classroom provided by the ESL teacher. In kindergarten, quantitative data does not show a significant discrepancy in letter sounds between ELLs and non-ELLs. However, first grade data indicates newcomer ELL students fall below benchmarks for their grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
ELLs have been making a lot of progress in moving between the proficiency levels. Last year, as well as this year, 5 ELLs (1 /5 of the ELL population) achieved proficiency. Only two students have remained in the same proficiency level for more than two years. All of the other students moved at least one proficiency level, with only four students remaining for two years in a certain proficiency level. Students in grades K-1 make more progress than the upper grade students and when looking at the NYS ELA and Math scores, ELLs did not make much progress, as all received 1s and 2s. However, both 4th grade students in ICT classrooms received 3's and 4's on the science test. Only the student in a self contained classroom received a 1.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Because reading and writing scores are lower than listening and speaking skills, instruction is more focused around reading and writing. AMAQ reveals that students make a lot of growth, with newcomers making the most growth.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. ELLs are not offered exams in native languages, The patterns for each grade are as follows: All students in grades K-2 made progress in proficiency. It seems upper grade students had more trouble making progress, though both the 5<sup>th</sup> graders have IEPs and the 4<sup>th</sup> grader has already been referred to AIT, as she has struggled in the past.

b. P.S. 11 does not use ELL Periodic Assessments

c. P.S. 11 does not use the ELL Periodic Assessments. We do not use native instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Classroom assessment data is used to guide instruction for ELLs within the RTI framework. Students who are flagged as at risk are given targeted instruction in their areas of need. Whole group, (tier 1) small group (tier 2), and individualized (tier 3) instruction is utilized. Then their progress is monitored by the ESL teacher, classroom teacher, and AIT (if student is referred).
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher works closely with the classroom teacher to be sure the child's second language development is considered in instructional decisions. Students' proficiency levels and stages of language acquisition are considered. Students in Stage 1 are in the silent stage of language learning. They may not speak, so there is opportunity for them to gesture and point. Students in Stage 2 are in the early production of language acquisition. They are able to understand and use many words, but may only speak in one to two word phrases. They are given opportunities to demonstrate their understanding and comprehension by answering yes-no, and who, where, and what questions. Students in Stage 3 are beginning to speak. They can use dialogue and ask simple questions. They often have grammatical errors that may impede communication. Stage 4 students have been learning for over a year and can make more complex statements and state their opinions. They are considered intermediate. Students in Stage 5 have advanced language proficiency and may stage in this stage for years. They are not yet proficient, but are able to fully participate in classroom activities (if given some extra support when necessary) and their grammar is comparative to that of same-age native speakers. They have developed some specialized content-area vocabulary.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. During registration all families are expected to complete a registration packet. Included in this packet is the Home Language Identification Survey (HLIS). If a language other than English is identified as the home language, the pupil personnel secretary notifies the parent coordinator and the ESL teacher. If it is necessary an interpreter is provided, either on site (Spanish and Chinese) or via the Department of Education Oral Translation Unit (using a speaker phone). Families are told about the assessment procedures during the informal oral interview in English or the native language, in order for their children to qualify for ESL services. The licensed and certified ESL teacher is responsible for administering an informal oral interview, interpreting the HLIS, and administering the LAB-R to identify potential ELL students. If necessary, the ESL teacher also administers the Spanish LAB-R to the child. The results of this assessment determine eligibility for the program. The NYSESLAT is administered annually to all ELLs. The ESL teacher attends the testing meeting given each year by the Testing Implementation Director for the district. Guidelines for giving the exam are reviewed. The ESL teacher and the testing coordinator ensure that all state guidelines and policies are followed. Students are tested according to their current grade level.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  2. After the administration of the LAB-R, letters are sent home to inform parents of the students' level of English. Attached to the letters of entitlement is the announcement in the parents' preferred language of a parent orientation. An orientation is held in September for parents of newly enrolled ELLs, or within the first 10 days of registration of students who enter school at a point other than the first day of the school year. They are given the opportunity to meet with the teacher discuss the program receive the parent information pamphlets in their native language and view an informational DVD, provided by the Department of Education, which is also in their native language. In the event that the home language is unavailable on the DVD, the DOE Translation services are utilized. The parents are able to ask any questions they may have to be sure they are making an informed decision as to the language program they are about to select. Each family has opted to stay at PS 11, as it is their zoned school, preferring for their children to be immersed in English during the school day and receiving Freestanding English as a Second Language classes. This process is repeated throughout the year, based on enrollment of new students and HLIS information.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. Entitlement Letters are sent home at the time of the administration of the LAB-R and Program Selection forms are turned in to the ESL teacher at the conclusion of the Parent Orientation. This way, parents are able to ask questions and make an informed decision with the assistance of the ESL teacher and the parent coordinator. Additionally, it ensures that all of the forms are completed and returned.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. Students are placed in ESL services based on their current grade levels and their scores on the LAB-R. Each student's individual schedule is dependent upon his or her classroom schedule and the number of minutes of ESL he or she is entitled to. Parents are informed of their child's ESL services via the Placement Letter and Parent Orientation.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

## 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])?
1. (a) ESL instruction is delivered through Pull-Out services. Due to the fact that the ESL teacher is only in the building 3 days per week, there is not sufficient time (to meet the students' mandates) for a push-in program.
- (b) The students are in both heterogeneous by grade level, and heterogeneous by proficiency level, during the Pull-Out periods. Students are grouped by proficiency levels where Kindergarten, 1st, and 2nd grade are grouped together and grades 3-5 are in a separate group. This helps the ESL teacher ensure that students who enter school without any knowledge of English do not lack the foundations they will need to be successful.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

b. ELLs in the US for less than three years receive the same Reading Workshop, Writing Workshop, and testing preparation as main streamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. Most of the ELL students qualify for and are included in the school's Academic Intervention Program. They receive additional instruction with the academic intervention providers. Classroom teachers, the intervention providers and the ELL teacher meet regularly to discuss their program of instruction. There are also meetings with the school administrators to discuss their progress. Steps are taken accordingly to support individual instruction. A

comprehensive assessment of students' class work, statewide mathematics test results, and attendance will determine whether or not ELLs enrolled for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. ELLs in an English language school system for fewer than two years are exempt from the promotion standards.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

**Courses Taught in Languages Other than English ⓘ**

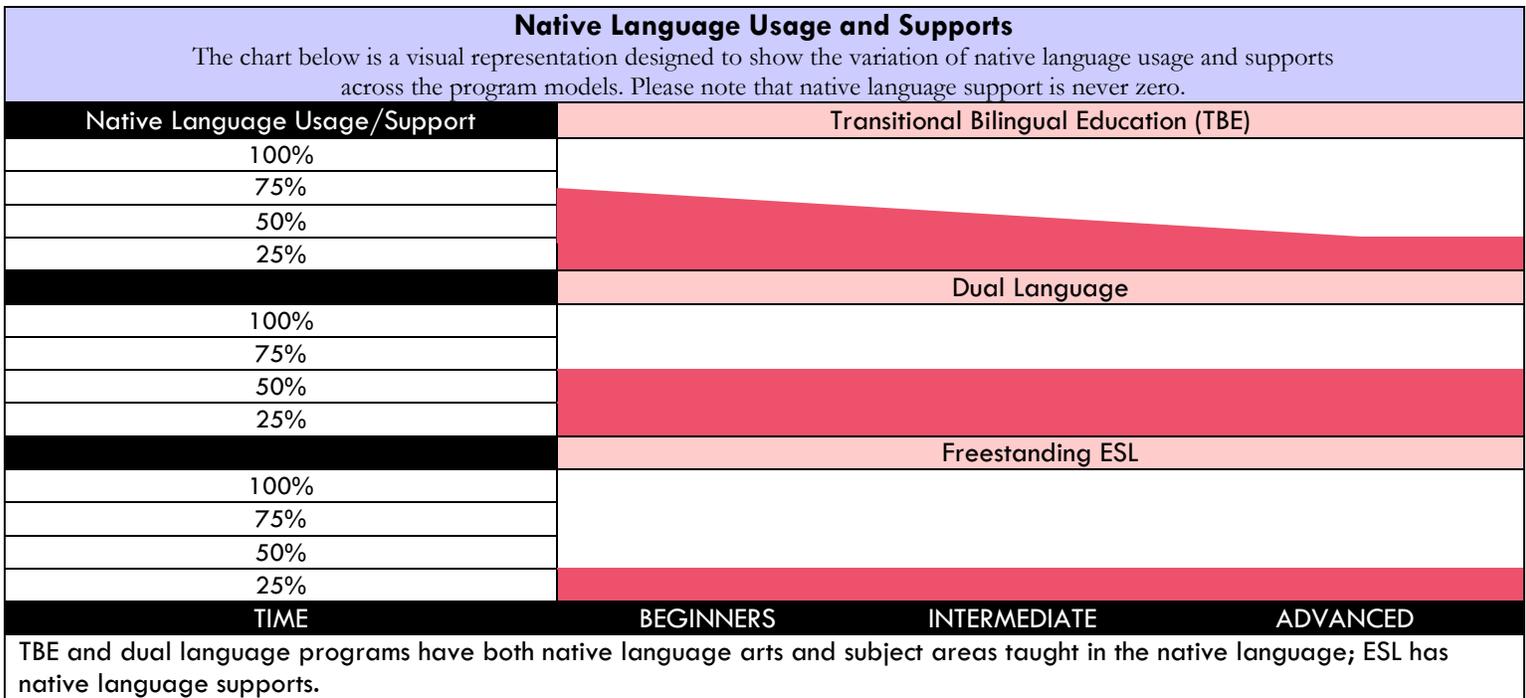
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The school psychologist and social worker also bilingual in Spanish. When there is a question about the academic delays of an ELL student they work together to determine the best intervention for the child. The ELL teacher is working with the students on building their content area skills in order to help increase their performance in these areas. Non-fiction reading and writing are the cornerstone of the program. ELL students in need of targeted intervention receive differentiated instruction to improve their reading and writing skills during the extended day. Learning styles of students are observed and help with student grouping for targeted instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELL teacher works closely with the classroom teachers to plan lessons around what is happening in the classroom.
11. What new programs or improvements will be considered for the upcoming school year?
- An ESL program for parents of ELLs has been created to help support the parents and welcome them into the school. This helps bring the parents into the building, teach them some English as well as strategies to best help their children with their schoolwork and their acquisition of English.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued the Push-In program because mandates could not be met due to our only receiving funding for a part-time ESL teacher (three days per week). Also, Title III afterschool program has been discontinued due to a lack in funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. At PS 11 we are dedicated to providing an education that is rich, rigorous, well rounded and above all equitable. Education has always been the great equalizer. Our students come from vastly diverse racial, cultural and socio-economical backgrounds. PS 11 is dedicated to providing a variety of educational opportunities to its students. ELL students are included in all enrichment activities. Dance residencies are offered in kindergarten through fifth grade. All kindergarten students receive keyboarding through the Music and the Brain Program. Cookshop exposes kindergarten through second grade students to the concepts of food preparation, proper nutrition, and healthy eating. Juliard provides music classes and opportunities for students to attend concerts in a variety of musical genres. All third grade students participate in a play-writing residency provided by Circle in a Square, as well as a Chess program. Students also attend plays, Broadway musicals, dance performances, and other musical concerts. Fourth grade students attend an overnight camping trip, and fifth grade students attend an overnight trip to Washington DC. ELL students are given all supports necessary for them to participate in all activities. These programs enhance vocabulary and language acquisition beyond what is experienced in a regular school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The teacher uses a balanced literacy approach, which strengthens oral language skills, as well as reading and writing, according to the appropriate standards per grade. Last June, as in previous years we sent students home for the summer with a summer reading plan and provided books for them to complete these plans. Students have access to Rosetta Stone software to foster beginning language skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In ESL, we offer glossaries in the native language, when they are available and encourage newcomers to write in their native languages until they become able to write in English. This is a scaffold to facilitate comprehension.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs are groups by grade. There are two groups, K-2 and 3-5. All beginners and intermediates receive 360 minutes per week, delivered in 2 hours/3 days per week, and all advanced students have 60 minutes/ 3 days per week (180 minutes total) as per mandates.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There is a summer camp that students can enroll in before the beginning of the school year.
18. What language electives are offered to ELLs?
- We do not offer any language electives at PS 11.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **2M011**

School Name: **William T Harris**

Cluster: \_\_\_\_\_

Network: **206**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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