

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

**School Name:** THE THOMAS DONGAN ELEMENTARY SCHOOL  
**DBN (i.e. 01M001):** 31R011  
**Principal:** ERICA MATTERA  
**Principal Email:** EMATTER@SCHOOLS.NYC.GOV  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** GREGORY BOWEN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Erica Mattera	*Principal or Designee	
Carolyn Bivona	*UFT Chapter Leader or Designee	
Jacqueline Eckert	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jaclyn Durkin	Member/ UFT / GE	
Anthony Muscat	Member/ UFT / SE	
John Ferrannini	Member/ Assistant Principal	
Maria Neri	Member/ Parent / SE / Upper Grades	
Michele Revella	Member/ Parent / SE / Upper Grades	
Nakema Parker	Member/ Parent / GE / Lower Grades	
Christina Porcu	Member/ Parent /GE/Upper Grades	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

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

By June 2015, 100% (20 out of 20) of all teachers will improve at least one level of effectiveness in Domain 3c (Engaging Students in Learning), as measured by Danielson's rubric.

### Comprehensive Needs Assessment

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

The school has noticed a trend since September 2014 in student compliance versus student engagement. Specifically, teachers are making a concerted effort to address Danielson Domain 2d (Managing Student Behavior), which is leading to a deficiency in student motivation and innovation.

Part of the Chancellor's Capacity Framework is Rigorous Instruction. This goal will help increase rigor in all classrooms, across all grades.

The Danielson Framework will be used as a tool to improve teacher effectiveness in 3c (Student Engagement).

### Instructional Strategies/Activities

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

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

1. Teachers (11 out of 20) chose 3c as a professional goal.
2. Teachers and school leaders are developing individual professional learning plans aligned to Danielson's Domain 3c.
3. Teachers are actively leading professional learning around Student Engagement (6-week cycles).
4. School leaders are visiting classrooms daily and providing immediate feedback, according to Danielson's rubric.
5. Network Instructional Support Specialists and Superintendent are offering professional learning around Compliance versus Engagement.
6. Teachers and School Leaders will visit peer schools, as well as schools outside of the district, to observe and share best practices.
7. Parent Coordinator is engaging parents in the Quarterly Parents as Learning Partners program and weekly Parents as Arts Partners program.
8. Teacher Teams (by grade) are meeting weekly to plan engaging units of study in alignment with the Common Core curriculum (ReadyGen and Go Math!).

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

1. Teachers
2. Teachers and School Leaders
3. Teachers
4. School Leaders
5. Network Staff and Superintendent
6. Teachers and School Leaders
7. Parent Coordinator
8. Teacher Teams

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

1. Danielson templates
2. Individual Professional Learning Plans, school-wide Professional Learning Plan, and the new Professional Learning Handbook
3. Professional Learning agendas and signature sheets
4. Danielson templates
5. Professional Learning agendas and signature sheets
6. Agendas and signature sheets
7. Workshop signature sheets and summaries (including on e-Chalk)
8. Units of Study in Google docs

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

1. September 2014
2. November 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015

6. December 2014 – May 2015
7. October 2014 – May 2015
8. September 2014 – June 2015

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

1. Teachers and School Leaders scheduled and held Initial Planning Conferences, using Danielson’s Framework and previous year’s data as resources.
2. Teachers and School Leaders create Individual Professional Learning Plans, using a P.S. 11 school-wide template.
3. Teachers provide professional learning on Monday afternoons, using the Boxing Strategy, Danielson’s Framework, Problem-Based Learning (PBL), and other resources. Paraprofessionals provide professional learning (Book Club) on Monday and Tuesday afternoons, using the professional book, “Paraprofessionals and Teachers Working Together: Highly Effective Strategies for Inclusive Classroom.”
4. School Leaders implement a yearly Observation Schedule, using a P.S. 11 school-wide template.
5. Network and Superintendent plan and execute professional learning, using professional articles, and other related resources.
6. School Leaders plan and execute professional learning with the support of peer schools and schools outside of the district (i.e.: District 75 Technology and Social/Emotional training; P.S. 50 Pre-K school visit).
7. Parent Coordinator engages parents and guardians, using a theme-related invitation and with the support of Community-based Organizations (CBO).
8. Teacher Teams plan differentiated activities that focus on student interest and ability. Resources include the ReadyGen and Go Math! curriculum, combined with Story Works, Imagine Learning, Scholastic, National Geographic, the internet, class trips, Think Through Math, the arts, and other related resources.

**Strategies to Increase Parental Involvement**

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

- Four times a year, parents and guardians are invited into their child’s classroom for a “Parents as Learning Partners” lesson. The purpose of this initiative is for parents to see, firsthand, how teachers are addressing the school-wide goals, including Student Engagement.
- Four times a year, parents and guardians are invited to participate in Parent/Teacher Conferences, where they will be informed about how their child is progressing towards their individual learning goals.
- Monthly parent workshops are offered and focus on how to better prepare children for college and career, which is at the heart of all school-wide goals. The Parent/Teacher Association and School Leadership Team will be an integral part of helping parents and guardians understand instructional excellence that leads to improved student achievement. Monthly meetings will keep families informed of upcoming workshops.
- The Department of Education (DOE) and e-Chalk website provide communication and resources regarding Student Engagement (i.e.: Parents as Learning Partners summaries, website links, and bi-monthly Grade Newsletters).

**Budget and Resource Alignment**

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

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

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

- RESO-A councilmanic funding (technology, including e-Chalk)
- Parents As Arts Partner grant (arts education and parent engagement)
- Citywide Instructional Expectations funding (curriculum planning per session, and professional learning per diem)
- MOSL (assessment and planning)
- Atlas Foundation grant (social/emotional)
- NYSTL money (Paraprofessional Book Club)
- Senator Lanza State funding (Think Through Math)
- Parent/Teacher Association (PTA) for supplemental Parents As Arts Partners
- Core Curriculum funding for ReadyGen and Go Math!
- Title 1 Parent Involvement money (monthly workshops)
- General School Fund (Scholastic, trips)
- Tax Levy and Title 1 (teacher salaries)

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

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

By June 2015, there will be a 10% increase in the number of special education students who will move to the next proficiency level on the New York State ELA and Math Exams.

### **Comprehensive Needs Assessment**

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

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

### **Instructional Strategies/Activities**

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

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

1. Strategically staff grades 4 and 5 with teachers who are successful with addressing the needs of students with disabilities.
2. Schedule four common preps per week for Teacher Teams to collaboratively plan lessons according to student needs.
3. Schedule councilmanic funding to hire a part-time Academic Intervention Services (AIS) teacher.
4. Implement AIS (Go Math supplements) two times a week for grades 4 and 5 students.
5. Provide after school test prep for grades 3, 4 and 5 IEP students.
6. Utilize the school's daily RTI (25 minute Response to Intervention) period for other literacy intervention/enrichment activities such as RAZ Kids, Great Leaps, Book Clubs, Imagine Learning, Scholastic News, and increased independent reading with writing prompts.
7. Continue Common Core aligned units of study with a focus on improving outcomes for IEP students.
8. Track student progress for special needs through the semi-monthly Pupil Personnel Team (PPT), Data Team Meetings, school-wide tracking sheets and MOSL data.
9. Conduct informal walkthroughs, in addition to mandated MOTP observations, and provide feedback and follow-up training
10. Mainstream special needs students into general education settings. Recruit District 75 school to provide an inclusive environment for their students.
11. Teachers will plan UDL- aligned instruction on a daily basis, with a concerted effort on IEP students.
12. The Attendance Team will offer incentives to improve attendance for special education students. Parents As Arts Partner (PAAP) grant will focus on IEP students and their families.
13. Network Specialists will provide professional learning around writing quality IEPs, including BIPs and PLOPs, and improving student outcomes for IEP students.

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

1. Principal
2. Principal and Teacher Teams
3. Principal and Council Member
4. AIS Teacher Kristin LaMonte
5. Assistant Principal John Ferrannini
6. Classroom Teachers and Cluster Teachers (Great Leaps)
7. Teachers
8. PPT and Data Team
9. Teachers and School Leaders
10. Teachers and School Leaders
11. Teachers
12. Attendance Teacher Lawrence Gellerstein and Attendance Team; Parent Coordinator
13. Network Staff Marygrace DiForte, Alexandra Simeone, Anne Planchar and Anna Arrigo

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

1. Table of Organization and State Test Data
2. Prep Schedule and Inquiry Minutes
3. Budget

4. Prep and AIS Schedule
5. Parent Correspondence, After School Test Prep roster and attendance
6. Teacher Program Cards
7. Curriculum maps in Google docs
8. School-wide Tracking Sheets (Reading Standards 2, 4, 8, and 10) – Teacher Teams look for upward mobility from month to month (red light data moving to yellow light, and yellow light data moving to green). The tracking sheet for mathematics focuses on problem solving (same red, yellow, and green light system). The Data Team looks for upward mobility from Baseline MOSL data, to Mid-Year MOSL data, to End-Year MOSL data.
9. Danielson Templates, email correspondence, and Individual Professional Learning Plans
10. Parent Letters
11. Curriculum maps in Google docs and Danielson Templates
12. Parent Letters, Attendance Buddy Tracking Sheet, PAAP signature and attendance sheets
13. Signature Sheets

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

1. September 2014
2. September 2014 – June 2015
3. September 2014 – May 2015
4. September 2013
5. January 2015 – April 2015
6. September 2014 – June 2015
7. September 2014 – June 2015
8. September 2014 – June 2015
9. September 2014 – June 2015
10. December 2014 – June 2015
11. September 2014 – June 2015
12. September 2013 – June 2014 and February 2015 – April 2015 for PAAP
13. September 2014 – June 2015

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

1. Tax Levy for Teacher Salaries
2. N/A
3. Member Items funding (councilmanic)
4. Go Math! supplements such as “Reteach” books and Think Central
5. NYSTL money for “Finish Line New York” Math and ELA books
6. STVP funding for “Imagine Learning”
7. N/A
8. Tax Levy Data Specialist, MOSL, and Chancellor’s Instructional Expectations (CIE) funding for Teacher Per Session
9. N/A
10. N/A
11. N/A
12. General School Fund for attendance incentives and grant funding for the PAAP
13. Title I One Percent and CIE funding for Teacher Per Diem

**Strategies to Increase Parental Involvement**

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

- Parent Coordinator wrote the Parents as Art Partners grant (PAAP) to increase special education parent involvement and student attendance. After school sessions will be scheduled for family / child visual arts lessons, with the support of the Staten Island Museum.
- Additional partnerships with Staten Island Museum include class trips, accompanied by parents and guardians.
- SLT and PTA meetings focus on the improvement of special needs students by giving parents tips for helping their children at home. The principal presents tracking sheet data (Reading Standards 2, 4, 8, and 10; Problem Solving in mathematics), and The Team discusses strategies for improvement.
- During Quarterly Parents as Learning Partners, From October 2014 to May 2015, parents and guardians will engage in interactive classroom lessons with their children. These lessons will demonstrate for parents the level of rigor that is expected for all students, with modifications and adaptations according to IEP goals.

There will be a concerted focus on the School's Instructional Focus of deepening reading comprehension in all subjects.

- Parents will be notified during Parent/Teacher Conferences of their child's progress as measured by performance tasks and school-wide tracking sheets. Parents will have the opportunity to learn more about the curriculum through e-Chalk.

***Budget and Resource Alignment***

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

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

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

Tax Levy and Title 1  
General School Fund  
Councilmanic "Member Items" funding  
MOSL, CIE, and Data Specialist funding  
NYSTL

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, there will be a 10% increase in the number of parents who participate in the Parents as Learning Partners program as measured by sign in sheets.

#### **Comprehensive Needs Assessment**

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

Part of the Chancellor's Capacity Framework is strong family-community ties. This goal will help increase parent involvement across all grades. It will also better educate parents on the Common Core Standards, and their profound effect on College and Career Readiness. The Learning Environment Survey demonstrates how parents want to know more about the Common Core and Career Readiness.

#### **Instructional Strategies/Activities**

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

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

1. Classroom teachers will invite parents and guardians to engage in an interactive, Common Core-aligned lesson four times a year, with a concerted focus on the School's Instructional Focus of deepening reading comprehension in all subject areas.
2. The school will invite parents and guardians to participate in four Parent/Teacher Conferences throughout the year, with a concerted focus on their child's progress towards meeting the standards.
3. All teacher teams, with the support of the parent coordinator, will develop and post a bi-monthly parent newsletter. The newsletter will include, but is not limited to: the current unit of study, book titles within the unit of study, student achievements such as Student of the Month (citizenship) and Lead Reader, and important dates to remember. The newsletter will be posted to the e-Chalk website.
4. The school will work closely with the newly-elected Parent/Teacher Association (PTA) and School Leadership Team (SLT) to review the school budget and to demonstrate how it supports all instructional programs. The SLT and Parent Coordinator will schedule parent workshops focused on family and student needs.
5. Teachers will meet with parents and guardians on Tuesday afternoons to communicate student progress.

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

1. Teachers, School Leaders, Parent Coordinator and parents/guardians
2. Teachers, School Leaders, Parent Coordinator and parents/guardians
3. Teacher Teams, and Parent Coordinator
4. School Leaders, PTA, SLT and Parent Coordinator
5. Teachers and Parents

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

1. School's Instructional Priority, PALP invitations and signature sheets
2. PTC invitations and signature sheets; report cards in STARS; school-wide Grading Policy
3. E-Chalk newsletters; Student of the Month and Lead Reader invites and certificates
4. PTA, SLT, and parent workshop agendas and signature sheets
5. Teacher Logs

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

1. October 2014 – May 2015
2. September 2014 – May 2015
3. June 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015

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

1. ReadyGen materials, Close Reading Protocol, and Language Development activities for PALP
2. Chancellor's Capacity Framework, report cards, and e-Chalk newsletter for PTC
3. Newsletter template for e-Chalk. E-Chalk is funded with Member Items (councilmanic funding)
4. School budget and CEP
5. N/A

**Strategies to Increase Parental Involvement**

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

- Families will participate in Parents as Learning Partners, Parent/Teacher Conferences, and family workshops on how to better prepare students for College and Career:
- Monthly Parents as Learning Partners will demonstrate for parents and guardians how students are reading closely to identify the gist of stories, author's purpose, and key vocabulary. They will reflect after each lesson with the parent coordinator, principal, and assistant principal. This feedback will be used for summaries, which will be backpacked home with the students and posted to e-Chalk.
  - The PTC's will focus on the new report cards in STARS. Parents and teachers will communicate student progress towards meeting and/or exceeding the standards.
  - The e-Chalk newsletter is new this year. All teachers were trained by e-Chalk administrators from the company, and were given individual passwords. School Leaders provided time in June 2014 for teacher teams to create a newsletter for September/October 2014, including units of study in ELA and math, student achievements, book titles for each unit, and dates to remember. The newsletter will be completed and posted every other month.
  - Budget is aligned meticulously to the instructional programs. The majority of NYSTL money is used for the ReadyGen and Go Math books, and test preparation materials. Councilmanic funding is used for technology hardware such as SMARTboards and laptops, and software such as RAZ Kids and BrainPop. The entire STVP funding was used for Imagine Learning, in support of the school's instructional focus of deepening reading comprehension in all subjects. The General School Fund, although not mandated to be communicated with the SLT, is indeed reviewed with The Team. This funding is used for student materials that support the instructional program, including Scholastic News, National Geographic, science, ELL and art material.

**Budget and Resource Alignment**

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

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

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

NYSTL funding for Core Curriculum materials and test preparation  
 General School Fund for science, social studies, ELL, visual arts, reading and math material  
 STVP funding for Imagine Learning, and related professional learning activities  
 Member Items (councilmanic funding) for e-Chalk

## Goal and Action Plan #4

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

### Annual Goal #4

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

To improve student outcomes in English Language Arts (ELA) in all grades, as evidenced by the New York State ELA Exam and Early Grade Indicator on the School Quality Report.

There will be a 5% increase in the number of all students who achieve Levels 3 or 4 on the New York State ELA Exam.

### Comprehensive Needs Assessment

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

School Quality Report data demonstrates that the school achieved a significant amount of progress in Mathematics and a decrease of 4% in ELA performance. Although there has been upward movement in Grades 4 and 5 ELA for the past several years, Grade 3 demonstrates the weakest trend in student performance. As a result, the Early Grade Indicator (Grades K-3 data) is another focal point for improvement

### Instructional Strategies/Activities

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

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

1. Daily RTI 25-minute period devoted primarily to ELA instruction. Out-of-Classroom teachers provide Great Leaps instruction to Grades 2, 3, and 4 students. There will be increased independent reading (and writing to prompts) during this daily period.
2. Professional Learning 6-week Cycles
3. Instructional Focus Plan
4. After School Test Preparation
5. ReadyGen program with embedded RTI and Universal by Design (UDL) strategies.
6. Increased writing activities outside of the ReadyGen curriculum
7. More focused Inquiry cycles
8. Track progress for all students through Data Team Meetings, school-wide tracking sheets and MOSL data.

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

1. Teachers
2. Lead Teachers and School Leaders
3. Teachers, School Leaders, and Parent Coordinator
4. Assistant Principal John Ferrannini
5. Teacher Teams
6. Teacher Teams
7. Teacher Teams
8. Data Team

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

1. Teacher Program Cards
2. Close Reading Protocol, Danielson 3c, Professional Learning Plan, Teacher-made charts
3. Instructional Focus Plan as a living document (i.e.: reading and writing activities added in light of student inquiry work)
4. Student workbooks and tracking sheet; New York Math and ELA Finish Line
5. Curriculum Maps on Google docs, and Tracking Sheet
6. The Writing Process, and Writing Rubrics
7. Inquiry Snapshot for cycles; Inquiry Protocol and Inquiry Minutes
8. School-wide Tracking Sheets (Reading Standards 2, 4, 8, and 10) – Teacher Teams look for upward mobility from month to month (red light data moving to yellow light, and yellow light data moving to green). The tracking sheet for mathematics focuses on problem solving (same red, yellow, and green light system). The Data Team looks for upward mobility from Baseline MOSL data, to Mid-Year MOSL data, to End-Year MOSL data.

#### 9. Timeline for implementation and completion including start and end dates

6. September 2014 – June 2015
7. September 2014 – June 2015
8. September 2014 – June 2015

9. January 2015 – April 2015
10. September 2014 – June 2015
11. December 2014 – June 2015
12. December 2014 – June 2015
13. November 2014 – June 2015

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

1. N/A
2. Title I Professional Development, CIE funding for per diem
3. General School Fund for extra reading and writing materials
4. NYSTL for Finish Line student books
5. NYSTL for ReadyGen and related material
6. N/A
7. MOSL funding for per session; Tax Levy Data Specialist and CIE for per session
8. MOSL, Data Specialist and CIE for per session

**Strategies to Increase Parental Involvement**

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

The Parents as Learning Partners program will focus more in depth on the school's instructional focus of increasing reading comprehension in all subjects. This program changes, as the school's instructional foci change. Since this year's focus is reading comprehension, topics for the parents include close reading, vocabulary development, and author's purpose (which is a struggle for PS 11 students).

All SLT meetings include discussion on student progress in ELA. The principal presents the school-wide tracking sheets (Reading Standards 2, 4, 8, and 10), and explains how Teacher Teams look for upward mobility from month to month (red light data moving to yellow light, and yellow light data moving to green). The Team brainstorms strategies for improvement.

**Budget and Resource Alignment**

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

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

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

CIE, MOSL, and Data Specialist money for per session data tracking  
 NYSTL funding for after school test preparation material and Common Core Curriculum  
 Title I, and CIE for per diem professional learning

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Response to Intervention (RTI) daily 25-minute period – Great Leaps, Guided Reading using the “Good Habits, Great Readers” program, Ready Gen Scaffolded Skills, RAZ Kids, increased independent reading with writing prompts, and Scholastic News</li> <li>2. Test Preparation – Raz Kids and “Finish Line” New York State ELA books</li> <li>3. Close Reading Protocol twice a week for 30 minutes</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group instruction with classroom teachers, 1:1 with cluster teachers (Great Leaps)</li> <li>2. Small group instruction with Assistant Principal</li> <li>3. Small group instruction and 1:1 with classroom teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After School</li> <li>3. During the school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Go Math! supplements for Math AIS twice a week for 45 minutes</li> <li>2. Test Preparation – “Finish Line” New York State Math books</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group instruction</li> <li>2. Small group instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After School</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. FOSS</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> </ol>
<b>Social Studies</b>	N/A		
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. Guidance Counselor</li> <li>2. School Social Worker</li> </ol>	<ol style="list-style-type: none"> <li>1. Ratios vary from 1:1 to Small group</li> <li>2. Ratios vary from 1:1 to Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. During the school day</li> </ol>

--	--	--	--

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <li>6. The school assigns the most effective teachers to strategically design groups so that all students have comprehensible access to the curricula. As a result, student achievement is on the rise, particularly in mathematics. Student progress resulted in the school attaining two "Exceeding the Standards" on the School Quality Report. An example of this work includes strategically placing the school's Academic Interventionist in fourth grade, which has resulted in improved student progress in ELA and Math for the past few years. This year, another Highly Effective teacher works with her within an integrated co-teaching setting.</li> <li>7. The school attracts and maintains highly qualified teachers by screening student teachers and volunteers, providing quality professional learning for 2-3 years, engaging them in rigorous hiring process, and implementing a demanding Mentoring Plan that is facilitated by Lead Teachers.</li> <li>8. Teachers can accurately identify specific instructional responses to student data and can explicitly cite the impact of their responses. Evidence of this work includes student work that shows improvement according to teacher's "next steps," and progress on the School Quality Report. Students are aware of their next learning steps.</li> <li>9. Principal can substantiate a rationale for frequency of teacher observations (i.e.: new teachers and struggling teachers). The rationale is reflected in the Mentor Plan, School-wide Professional Learning (PL) Plan, PL Calendar, Individual PL Plans, and Danielson templates. The rationale also includes an analysis of student and teacher data, as well as progress made on previous feedback. Evidence of this work includes follow up feedback on Danielson sheets (from one cycle to the next) and follow up PL in light of Danielson feedback and student data.</li> </ol>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> <li>1. Teachers' monitoring of student understanding during lessons is sophisticated and continuous. As it states on many Danielson feedback sheets over the past few years, teachers are constantly using questions and assessments to gauge whether the students are on standard (Green Light), approaching standard (Yellow Light), or far below (Red Light). The most common strategy is asking students, "Do you agree or disagree and why?" to elicit the depth and breadth of understanding that the Common Core requires. Students are also required to refer to text to support their ideas. This year, teachers are making a conscious effort to challenge students to disagree, when necessary, and play "Devil's Advocate" with one another. This year, there are also increased opportunities for students to write textual evidence with the support of the Act Now! close reading books, and Scholastic News.</li> <li>2. Students help establish assessment criteria according to teacher-specified learning objectives that are fully aligned to the CCLS and CIE. Evidence of this work includes adjusted teaching points in light of Inquiry work, and bulleted objectives below teaching points for clear communication.</li> <li>3. Multiple UDL-aligned entry points are provided for all students to gain access to lessons. Evidence of this work includes providing students with a written piece of text, showing the text on the SMART board for visual learners, and reading the text out loud for auditory learners. Small group learning continues to be differentiated by ability and student choice.</li> <li>4. Professional Learning is provided in response to Danielson Feedback and student inquiry work. Evidence of this work includes Individual PL Plans that reflect next steps on Teacher Danielson templates, and added Teaching Points in curriculum maps in light of trends in student data during Tuesday Inquiry. Lead Teachers provide PL on Mondays, and assist school leaders with the PL cycles on the school-wide PL Plan. Individual PL Plans are based on school leader Danielson feedback.</li> </ol>

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

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

Currently the school has two students living in a homeless shelter, and two students who are “doubled up.” For students who are in Temporary Housing, funding has been allocated in the school’s budget and is being used according to the students’ needs. The parent coordinator ensures that these families receive food for the holidays, with the support of Saint Ann’s School across the street from the school, and The American Legion veterans.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

Pre-K students attend a 5 day a week full day program with one teacher and one paraprofessional. This year, the school added one more full-day Pre-K with one teacher and one paraprofessional.

The curriculum is Splash Into Pre-K! combined with other Common Core – aligned thematic units including three units provided by the NYC DOE. Thematic units include School, Family, My Five Senses, Trucks, Plants, Bugs, and Animals.

Teachers attend at least four pre-k specific professional learning activities during the school year. Professional Learning offers teachers an opportunity to learn how to align the curriculum to the Foundations of the Common Core. The Foundations of the Common Core are the standards that the school follows while planning units.

The school fosters parent involvement by inviting parents to attend Parent Orientation, Parent Teacher Conference, Parents as Learning Partners, special celebrations that are aligned to some of the thematic units, and parent workshops that are also aligned to our thematic units. To the extent feasible, the Parent Coordinator coordinates and integrates parental involvement programs and activities with the Head Start in the Berry Homes. The school also invites parents to attend class trips that are once again aligned to our thematic units. The school encourages and extends student learning to the home by sending home suggested family activities. Each month, a Pre-K newsletter is sent to parents and posted to e-Chalk. The newsletter includes the unit of study, related books, home connections, student celebrations, and upcoming events.

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

The teachers work closely with each other during common preps and Tuesday Inquiry to plan curriculum and ensure that all pre-k students are prepared to enter kindergarten.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

The school’s Measures of Student Learning (MOSL) Committee meets two to three times a year from September 2014 to June 2015. The purposes are for The Team to select Local Assessments to which the teachers are held accountable, and to discuss results from the previous year. The Team communicates its results to all staff during Faculty Conference September 2014 and during teachers’ Individual Planning Conferences (IPC’S) in September and October 2014

This year, school leaders are using MOSL data to track student progress across all classrooms (K-5). Baseline MOSL data shows that the school is on par with the State for Grades 1 – 5 and slightly below for Kindergarten. When special education data is not factored in, the school is above the State. The Team is in the process of determining how much progress the students made last year from Baseline to End-Year assessment. Based on that information, The Team will set target goals for Baseline to Mid-Year, and Mid- Year to End-Year, in terms of percentages.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP)**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

**DBN: 31R011**

**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 (SCEP) 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	Funding Amount:	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 #
	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school	references where a related program activity has been described in this plan.

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$120,047.40	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$36,702.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,466,374.00	X	See action plan

**<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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>264</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>6.82%</b>
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

# 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in	1	1	0	1	0	1								4
Pull-out	3	2	1	1	0	2								9
<b>Total</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>13</b>						

## B. ELL Years of Service and Programs

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

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

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>	17	0	4	1	0	1	0	0	0	18
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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	1	1	3		1								9
Chinese						1								1
Russian		1												1
Bengali														0
Urdu		2		1										3
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1		1										3
Other														0
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>18</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)	3	0		1										4
Intermediate(I)		3				1								4
Advanced (A)	1	2	1	5		1								10
Total	4	5	1	6	0	2	0	0	0	0	0	0	0	18

**NYSESLAT Modality Analysis**

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

**NYS Math**

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

**NYS Science**

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

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.  
Public School 11 uses DRA three times a year to assess early literacy skills. DRA components include accuracy, fluency, comprehension and retelling. This data is used to analyze the student's strengths and weaknesses in reading and to assist the teacher with student groupings. The data shows the skills that each student has learned and what they need to know. The data shows how the ELL's

reading levels are compared to English proficient students in their class and on each grade level. This information helps inform our school's instructional planning by showing which subject and skill areas need reinforcement, are progressing satisfactorily, or need enrichment. For example, two kindergarten students who took the NYSESLAT in spring 2013 and tested out of ESL met the benchmark(D/E) or were slightly below the benchmark. Their current teachers in grades one are in the process of testing their reading levels. The teachers will use last year's information (reading level) to aid them in where they should begin to test the children this school year. The results of the students' new assessment (DRA) will determine the teacher's plan of instruction.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?  
P.S. 11 offers multi-cultural books, native language dictionaries, and native language glossaries to ELLs. 25% of the ESL program is instructionally designed to incorporate the ELLs native language.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program for ELLs by looking to see if they met AYP. We look at NYSESLAT scores as well as ELLs scores on the ELA, Math and Science state exams. We look for common trends to help us make future instructional plans.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The parents of the students who enter Pre-K fill out a HLIS form. Upon entering kindergarten, the parents fill out a different HLIS form in their native language. Before filling out the kindergarten HLIS, the parents are interviewed by a pedagogue. The pedagogue is either Mrs. Patty Perino (ESL teacher or Mrs. Barbara Neis (assistant principal). The student is also interviewed by a pedagogue. Ms. Jenny Figueo (Paraprofessional) or Mrs. Lisa Cutugno (teacher) are able to assist parents who are Spanish speaking if the need arises. If a parent is of another language we call the over the phone interpretation services at (718) 752-7373. If the ESL teacher is not available, the interview will be conducted by the principal or assistant principal. Using the results of the HLIS survey and the interview, the ESL teacher determines who will be administered the LAB-R. The results of the LAB-R will determine if a student is entitled to services. The LAB-R is administered within 10 school days. As students may enter our school during the year the same process is followed where the parents fill out the HLIS with a pedagogue, including the interview, HLIS is analyzed to determine if the students is eligible to be tested. If the guardian selects another language one time in sections 1-4 and selects another language two times in section 5-8 a student is eligible to be tested using the LAB-R. The students will be given the LAB-R within 10 days of entering our school. All ELLs are given the NYSESLAT each spring until they test out with a mark of proficient. The test is administered by the ESL teacher. The Spanish LAB is administered by the ESL teacher with the assistance of a Spanish speaking pedagogue.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Within 10 days of a student entering our school, they are given the LAB-R if they have never taken it before and their HLIS has one question from sections 1-4 checked in another language and two questions from 5-8 checked in another language. Parent orientation is ongoing all school year as we may have new admits as the year progresses. During the orientation the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained. Parents know they have the right to choose any of these three options. Our parents have all chosen ESL and we do not have any students at this time whose first choice was Transitional Bilingual or Dual Language. In the future if we have parents who select another program such as Transitional Bilingual or Dual Language we will explain to the parent that they may choose to go to another public school who offers the program or when there are 15 parents who request the same program who speak the same language and the students are in a grade above or below (example: first and second grade) we will then open a Transitional Bilingual or Dual Language program at P.S. 11. We would then contact the parents who would have requested this class. If a student is found to be in need of services, the ESL teacher and parent coordinator invite the parent into school for a parent orientation. At the parent orientation the parent choice video is shown in their native language and the parent learns about all three of the program choices. This year's parent orientation was held on September 18, 2013 and is ongoing as students may enter our school throughout the year. For those students, the parents are given an orientation within 10 days of being admitted to P.S. 11.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ESL teacher sends home entitlement letters, parent survey and program selection forms in students backpacks. Parents also have an opportunity to fill out all of these forms at the parent orientation. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The ESL teacher and parent coordinator also make phone calls home if necessary. All children tested are sent home with letters in their native language telling the parents if they are or are not entitled to services. Mrs. Perino, the ESL teacher is responsible for the distribution, collection and storage of entitlement letters and Parent

Survey and Program Selection forms. Within the first 10 days of the school year, Mrs. Perino sends entitlement letters based on the spring NYSESLAT scores or LAB-R scores. The entitlement letters must be signed by the parents and returned to Mrs. Perino. The letters are kept in the ESL room in a binder. The Parent Survey and Program Selection forms are also stored by Mrs. Perino in the ESL room in the same binder. This same procedure is applied to any student who enters the school during the school year. According to the previous years NYSESLAT scores which the school secretary prints out from ATS, the students who are going to continue with ESL are then sent home with continued entitlement letters. The continued entitlement students are sent home with the continued entitlement program letter in English and their home language. Parents sign the continued entitlement letter and this letter is kept in the ESL teachers binder in the ESL classroom. All ELLs who are continued entitlement have a signed letter by their guardian on file.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

## A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

The ESL teacher has enough teaching periods to ensure that the mandated number of instructional minutes are provided. The beginning and intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction each week.

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

Reading, Math, Writing, Science and Social Studies are delivered in the ESL Model. Pictures, manipulatives, listening program (Leap Frog), are some of the tools used to meet the standards. Sets of National Geographic books and monthly magazines bring science and social studies to life. All instruction is in English although students have access to dictionaries in their native language as well as trade books in many languages. Learning takes place individually, with partners, small groups and with whole group instruction. There is also a smartboard in the ESL classroom which is an interactive component to the ESL program. ESL strategies and methodologies are employed and the Instructional Bottom Lines are met.

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

Our school ensures that ELL's are evaluated in their native language. Each parent receives the HLIS survey in their native language. If there is a need, a staff member may assist in translation or the Translation and Interpretation unit is contacted for assistance.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

We do not have SIFE students at this time. When a newcomer enters our school, he is placed on grade level and seated next to

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

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

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

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

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

**Courses Taught in Languages Other than English **

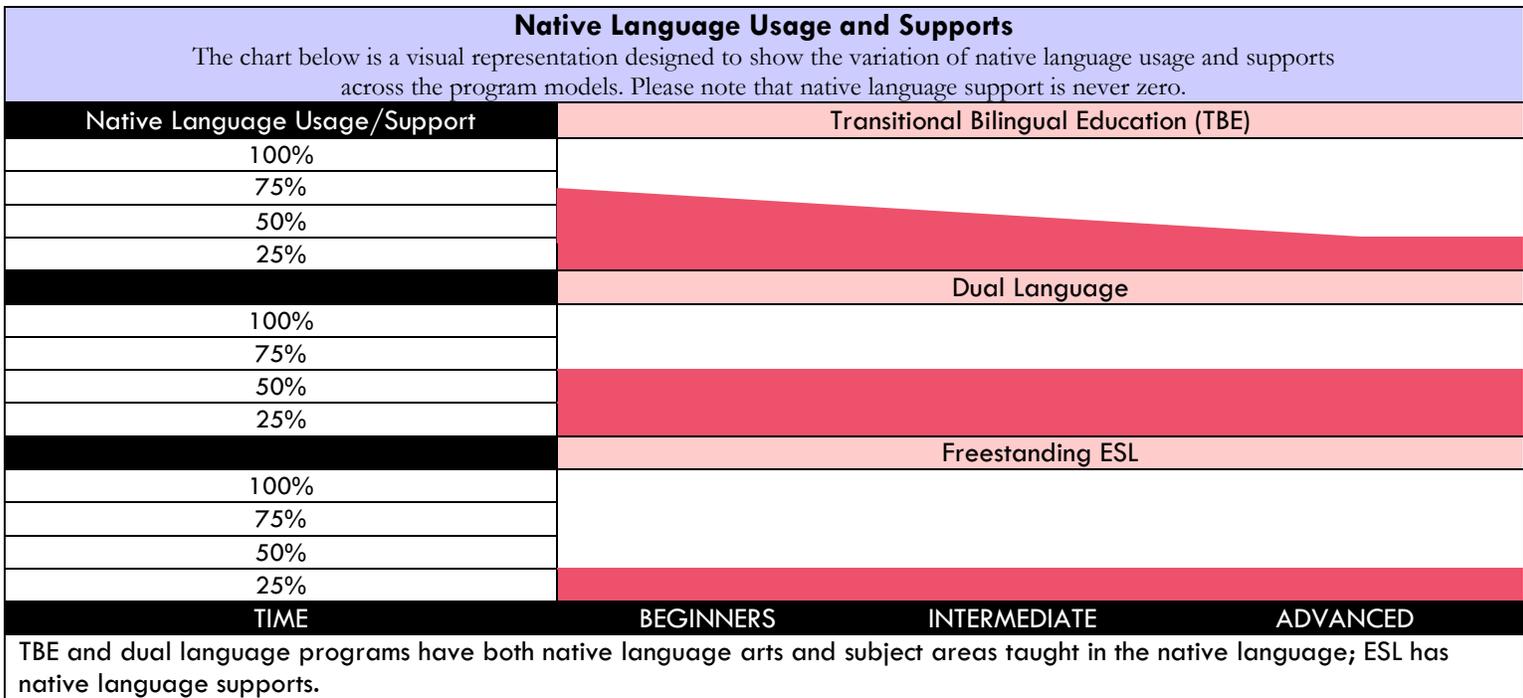
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

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

## Part VI: LAP Assurances

**School Name: Thomas Dongan Elementary**

**School DBN: 31R011**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Mattera	Principal		1/1/01
Barbara Neis	Assistant Principal		1/1/01
Karen Gubnitsky	Parent Coordinator		1/1/01
Patricia Perino	ESL Teacher		1/1/01
	Parent		1/1/01
Susan Rosch	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 31R011 School Name: Thomas Dongan Elementary

Cluster: 6 Network: CFN604

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

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

---

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

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

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

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

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

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

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

---

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

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

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

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

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

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

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